School Plan for Student Achievement Template

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the [SPSA Template Instructions](#).

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Stella Middle Charter Academy	19 64733 0100669	4/23/2024	4/30/2024

Plan Description

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

This plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

How, when, and with whom did your 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

All stakeholders take part in the creation and progress monitoring of our school plan. The administration team consults staff, parents, and students through Site Council meetings and ELAC meetings.

In addition to School site Council feedback throughout the year, the school also considers feedback shared by parents in their annual survey, staff feedback shared in the pulse survey, (given in fault and spring to all staff), and feedback ascertained during coffee and chats with Bright Star leadership. The school also reviewed i-Ready diagnostic data to determine specific student needs with regards to Math and ELA. All points of feedback and data were considered when drafting the school plan goals and actions for the school year.

The School site Council advertises every meeting agenda and invites all parents through Parent Square. Throughout the year, the school provides updates to the School Site Council on the school's progress. At the end of this year, the School Site Council reflects on how the school year has gone.

During this conversation the school administrator proposes goals for the upcoming year. These goals are reflected on both the Local Control Accountability Plan and on the School Plan. Members are asked if any of the proposed goals or measures should be adjusted given the school's performance. Members were also provided with an overview of the budget summary and were asked to provide their input on how funding is implemented. They were also asked if there are specific actions or services which the school should undertake in the upcoming year to meet the proposed goals. In the last School Site Council meeting the School Site Council approves the new goals and metrics for the upcoming school year.

Resource Inequities

Briefly identify and describe any resource inequities identified at your school as a result of the required needs assessment.

After an extensive review of our current programs and practices, we identified some potential issues and resource inequities that could negatively impact outcomes for our students, specifically our population of students with IEPs.
We realized that our Inclusion Specialist teachers did not have sufficient co-planning time embedded in their schedules in order to collaborate with their General Ed teacher colleagues and discuss individualized student accommodations. We also realized that our Special Education team required extensive coaching and administrative support from a dedicated mentor who specialized in both Special Education compliance but also had a background in General Education instruction and curriculum.

Upon reflection of our Special Day Class program offerings, we realized that many of our students placed in Special Day Class for English Language Arts and Math were not receiving adequate support in their general education History and Science classes.

Comprehensive Needs Assessment

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

In reviewing the California Dashboard for Stella Middle Charter Academy, it was identified that the Students with Disabilities subgroup had ELA, Math, and Chronic Absenteeism, except for Suspension Rate, at the lowest status level during 2022. During 2023, for the same subgroup, the indicators in ELA, Math, and Chronic Absenteeism, except for suspension rate, were in the red category.
Stella Middle Charter Academy (SMCA) has implemented a series of strategies aimed at addressing the challenges noted above.

Some of the strategies to address the needs of our Students with Disabilities included:

-Our team is also committed to expanding the Special Day Class program to include a full-day placement which includes History and Science due to the growing need of intensive instructional support for our student population.

- We've also made adjustments in order to clarify the role and expectations of a Paraprofessional. Our Inclusion Specialist Teachers (Resource Specialist Teachers) have ongoing check-ins with our paraprofessionals, who now have designated caseloads, student-centered schedules, and designated time to track their service minutes on Welligent.

- These concerns resulted in the creation of our Inclusive Education Coordinator position, a restructuring of our schedule matrix, and a prioritization of co-planning/co-teaching as a recurring theme in our staff Professional development series.

Goals, Strategies/Activities, and Expenditures

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

Goal

Goal #	Description
Goal #1	Goal 1 - Academic Achievement: iReady 61% of students will meet their annual typical iReady Math growth goal 69% of students will meet their annual typical iReady Reading growth goal Inclusive Education Students (Students with Disabilities) 61% of students will meet their annual typical iReady Math growth goal 69% of students will meet their annual typical iReady Reading growth goal

Identified Need

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

After giving the i-Ready diagnostic in Fall of 2023 the school learned the following about student knowledge in reading and math.

Math - All Students
-31% of students are one grade level below
-19% of students are two grade levels below
-42% of students are three or more grade levels below
- 7th grade was the lowest performing grade level
-The biggest areas of need are Geometry, Measurement and Data, and Number and Operations.

Math - Inclusive Education (students with disabilities)
- 15% of students are one grade level below
- 20% of students are two grade levels below
- 65% of students are three or more grade levels below
- 5th grade was the lowest performing grade level
- The biggest areas of need are Geometry, Algebra and Algebraic Thinking.

Reading - All Students
- 20% of students are one grade level below
- 16% of students are two grade levels below
- 46% of students are three or more grade levels below
- 7th grade was the lowest performing grade level
- The biggest areas for need are Informational Text, Literature, and Vocabulary.

Reading - Inclusive Education (students with disabilities)
- 9% of students are one grade level below
- 10% of students are two grade levels below
- 79% of students are three or more grade levels below
- 6th grade was the lowest performing grade level
- The biggest areas for need are Informational Text and Vocabulary.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students who meet annual typical iReady Math growth goals (verified assessment)	Year: 2022-2023 53%	61% school wide and for all numerically significant student groups
Percentage of students with IEPs who meet annual typical iReady Math growth goals (verified assessment)	Year: 2022-2023 45%	61% school wide and for all numerically significant student groups
Percent of students who meet annual typical iReady Reading growth goals (verified assessment)	Year: 2022-2023 69%	69% school wide and for all all numerically significant student groups
Percent of students with IEPs who meet annual typical iReady Reading growth goals (verified assessment)	Year: 2022-2023 60%	69% school wide and for all numerically significant student groups

Strategies/Activities

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)

Strategy #1/Teacher Induction and Mentorship Program	The induction and mentorship program provides differentiated support to teachers to increase their competency, and when relevant, to support in clearing their credential. Through the program, mentors: ● Establish and maintain a trusting, confidential and non-evaluative relationship with teachers to help develop their autonomy as professionals ● Conduct observations of participating teacher as much as once per week ● Meet with assigned teachers at least once a week, for a minimum of 60 minutes ● Assist teachers in reflecting on and analyzing their practice, reviewing student work and using relevant data to inform instruction and enhance student achievement ● Give constructive feedback and help with next steps to accelerate new teacher development in classroom management and culture strategies ● Use knowledge of equity principles to deepen a teachers' application of California Teaching Standards of the Teaching Profession (CSTPs) and Common Core State Standards (CCSS) ● Model, as appropriate, innovative teaching methodologies through techniques such as co-teaching and demonstration lessons ● Provide opportunities for teachers to observe exemplary practice by arranging intersite visits	All Students	$23,894.00	Title II, A Teacher Quality

- Provide group professional development as needed - Encourage teachers to identify instructional resources and support throughout the entire school community - Incorporate technology and analysis of data to advance both teacher learning and classroom practice - Promote collegiality and build community - Provide differentiated professional development - Maintain open lines of communication with the principal, instructional coaches or other support personnel to ensure the individual needs of the teachers support - Invite ongoing collaboration with principals and support staff to ensure coherence between coaching activities and school Induction Program expectations - Hold meeting with other mentors on site with administration - In order to facilitate this support of teachers, we have extensive professional development for mentor teachers through the program including 8 full days of initial training, mentor forums, mentor collaboratives, and induction orientation, where the needed mindsets and skills, as well as practicing with the programs' tool are practiced.			

| Strategy #2/iReady Software | iReady Software is utilized to support student learning through the following strategies:

The school monitors iReady minutes and passage rate each week. School leadership checks iReady completion rates weekly to check in with individual teachers whose class may not be hitting the goal of 30-45 min in each subject. For Math, students who are 2-3+ grade levels below are receiving Small Group Instruction through tutoring once a week. There is a schoolwide focus on learning targets (unpacking, monitoring, assessing) to keep instruction grounded in the standards and tasks aligned to the rigor level of the standard. Teachers engage in Coaching Data conversations around standards based grading, gradebooks, iReady data, and subgroup focus. Teachers are present and circulate the classroom during iReady instruction to ensure that students are on task. Teachers also show their students how they can monitor their minutes and passage rate. iReady Family Reports are sent home for all students. Small Group Instruction letters are sent to parents of students who qualified for after school tutoring via ParentSquare and hard copy. Small Group Instruction lessons are from standards based resources provided in the Teacher Toolkit. Teachers will discuss iReady reports and progress during Parent Conferences. For Reading, students who are 2-3+ grade levels below are receiving Small Group Instruction through tutoring once a week. Students receive Designated English Language Development (ELD) during their ELA Skills Block using Launch to Literacy (DataWorks). | Black/African American, American Indian/Alaska Native, Asian American, Filipino, Hispanic, Pacific Islander, White and Two or More Races; Homeless Students, English Learner Students, Foster Youth Students, Students with Disabilities, and Socioeconomically Disadvantaged Students | $25,217.00 | Expanded Learning Opportunities Grant |

| Strategy #3 Special Education Personnel | Students in Inclusive Education (Students with Disabilities)

In order to address the inequities listed above the school has implemented the following change to special education personnel duties :

● Inclusive Education Coordinator Support- The duties of our Dean of Academic Support role were revisited in order to create a more focused approach to supporting our diverse student population and providing on site coaching to our teachers. Therefore, we decided to create the Inclusive Education Coordinator position. Their duties focus on supporting our population of students with IEPs, and coaching our 3 Inclusion Specialist Teachers and 1 Special Day Class teacher. Our Inclusive Education Coordinator has extensive experience in both General Education instruction and Special Education compliance, so they are able to serve as a content expert, teacher mentor, and site administrator who ensures quality of services and designs individualized learning experiences based on unique student needs. | Students with Disabilities | $1,166,464.24 | Unrestricted, ESSER III (ARP Act) - 80%, AB 602 - Special Education State, ELOP: Paraprofession als Staff, Special Ed: IDEA Basic Local Assistance |

	● Fully staffed Inclusive Education team- We prioritize the recruitment, hiring, onboarding, coaching and retention of our Special Education staff here at Stella Middle Charter Academy. Our Inclusive Education (or Special Education) team includes 3 Inclusion Specialist Teachers (Resource Specialist Teachers/ Case Managers), 1 Special Day Class teacher, 1.5 School Psychologists, 3 Behavior Intervention Implementation providers (BIIs), and 4 paraprofessionals. Additionally, we have access to other Special Education staff members at the district level. For example, our Speech & Language Pathologist, Speech & Language Pathologist Assistant, Behavior Certified Board Analyst, Inclusive Education Coordinator, and Inclusive Education Vice Presidents all support our student population and teacher community. Via ongoing professional learning communities, our Inclusive Education team is reviewing student data, analyzing trends, creating weekly action plans, and collaborating on best practices to strengthen our program.		

- Change structure for Paraprofessional support- Every school year, we provide Special Education training to all of staff, including our Instructional Assistants. Prior to this year, our Instructional Assistants were viewed as unofficial Paraprofessionals because they were providing direct support to all students, including those with special needs; however, this school year, we have made intentional shifts in our language and role expectations in order to better reflect the specialized assignment of a Paraprofessional. There is now a separation between an Instructional Assistant (who supports the General Education population which may include our students with IEPs) and a Paraprofessional, whose sole responsibility is to be a proxy for our Resource Specialist Teacher and provide direct RSP services as designated in the IEP. We have embedded co-planning sessions into the schedules of our staff in order to account for this ongoing communication and collaboration of instructional practices and classroom accommodations. - Bright Star Schools (the parent charter management organization) updates and publishes an inclusive education dashboard weekly. School administrators review and monitor special education compliance on a weekly basis. - Students are receiving special education accommodations and support per their individualized education programs.	

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

Successes: Small Group Instruction (SGI) was rolled out as a structure to support a strategically chosen subgroup of students; SGI facilitators received the multiple trainings across the school year. A system was executed: identifying students, enrolling them in SGI, selecting, implementing, and assessing focus standards-based lessons from the iReady toolkit. The team of school leaders collaborated and aligned their focus on a strong rollout of this structure.

Challenges: Consistency of attendance for SGI (students and staff); managing multiple sections of SGI in order to ensure the group sizes remained small and targeted.

Students are more behind academically due to learning loss caused by COVID-19 and distance learning. Challenges during virtual learning were immense and disproportionately impacted aspects of the academic program. In the 2020-21 school year, students and teachers continued to experience much difficulty due in part to impacts of COVID-19 including, but not limited to: learning loss, changes in structures and protocols, and absences of staff and students. Despite these challenges, students were invested in the new curriculum/software iReady, and are completing the weekly goal of minutes expected of them. New additions to the team turned out to be an incredible asset; however, it presented an additional learning curve in the transition back to in-person instruction, and despite the addition of staff, filling some positions has been difficult. Stella Middle Charter Academy met their reading goal.

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

No major differences.

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.

After receiving updated information and reports from iReady on national averages of iReady growth, and analyzing its own data, the school revised its iReady growth goals to reflect the organizational rate of progress. Goals remained ambitious and shifted to mirror the highest rate of achievement within the organization. The school also revised its small group instruction, intervention, and iReady instruction plans to meet the needs of students and teachers.

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Goal

Goal #	Description
Goal 2	Chronic Absenteeism No more than 16% of students will be chronically absent, overall and for each significant subgroup (including students with disabilities).

Identified Need

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

DataQuest reports the school's 2022-203 chronic absenteeism rate at 24.4%
DataQuest also reports a chronic absenteeism rate at 31.3% for Inclusive Education students (students with disabilities).

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students who are chronically absent	Year: 2022-23 24.4%	16% school wide and for all numerically significant student groups
Percent of IE students who are chronically absent	Year: 2022-23 31.3%	16% school wide and for all numerically significant student groups

Strategies/Activities

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)

Strategy# 1/School Counseling Program	Student and Family Personnel Services - The expenditures included in this action is the school's counseling program. This action is predominantly concerned with ensuring that our students have access to adults who can help them navigate academic and social challenges which we believe will increase attendance.We have indicated that this action contributes to increased and improved services as our foster youth, low income students and English learners can at times need additional support structures and help navigating a school environment to ensure that they have the resources necessary to excel. In addition to the counseling program the school will utilize the following to support improved attendance: • Attendance Incentive Program - prizes, recognition, and/or rewards for attendance • Attendance Intervention Tracker - the attendance tracker will be completed by staff and track attendance, interventions, and Home Visits Schedule • Preventive and Proactive Measures include: home visits for students and check-ins with School Counselor • Counselors will contact families, provide incentives for students, hold attendance review Meetings, and restorative Home Visits. • Assistant Principal of Culture will oversee Counselors, monitor attendance plan, and co-lead attendance review Meetings and Home Visits. • Counselors and Assistant Principal of Culture will also lead Attendance Matters workshops, along with resources from Attendance Works to stamp the importance of attendance on SEL well-being. • Teachers will make phone calls and write notes for good and changing attendance. • Deans of Operations will monitor attendance data and contact families as necessary. • Principal will oversee the Attendance Intervention Plan, and chronic absenteeism during staff meetings.	Low Income, Foster Youth, English Learners, Homeless, Students with Disabilities	$191,742.00	Title I, A, Basic Low Income and Neglected

Annual Review

SPSA Year Reviewed: 2023–24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

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

The pandemic exacerbated issues with chronic absenteeism and our schools have reported increases post-quarantine. In 2022-2023, the organization embedded new initiatives to target chronic absenteeism and dedicated staff time & resources to implementing, including hiring an attendance assistant, holding attendance hearings, strongly tracking attendance, etc. While we saw some improvement in the 2022-2023 school year, we still saw a need to increase our interventions and now each school holds a school based attendance meeting with students at risk of being chronically absent to address barriers and provide supports.

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

No major differences

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.

No major differences

Budget Summary

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

Budget Summary Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	$ 232,432.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ 346,678

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
8181 Special Education - Federal (IDEA)	$ 99,651.00
8280 CARES ESSER	$ 1,071,935.00
8280 ELOG	$ 0.00

Subtotal of additional federal funds included for this school: $ 1,171,586.00

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 ($)
Principal Apportionment, LCFF	$ 6,175,747.00
8321 Special Education - AB 602	$ 360,956.00
8325 Special Education Option 3	$ 35,086.00
8545 School Facilities Apportionment (SB740)	$ 614,637.00
8550 Mandated Cost Reimbursement	$ 7,740.00
8560 State Lottery Revenue	$ 87,067.00
8590 CARES ACT - ELOG- Grant	$ 131,042.00
8590 ELOP-Expanded Learning Opportunities Program	$ 545,770.00
8590 ELOP-Expanded Learning Opportunities Program	$ 0.00
8593 After School Grant - ASES / 21st Century LC	$ 203,483.00

Subtotal of state or local funds included for this school: $ 8,161,528.00

Total of federal, state, and/or local funds for this school: $ 9,565,546.00

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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 federal ATSI planning requirements.

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

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

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

Plan Description

Briefly describe the school's plan for effectively meeting ESSA's planning requirements for ATSI in alignment with the LCAP and other federal, state, and local programs.

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders

are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

Additional ATSI Planning Requirements:

● This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI.

Additional ATSI Planning Requirements:

● Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.

● Identified resource inequities must be addressed through implementation of the ATSI plan.

● Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

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

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

Goals, Strategies/Activities, and Expenditures

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

Additional ATSI Planning Requirements:

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

Goal

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

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Identified Need

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

Additional ATSI Planning Requirements:

- Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

Additional ATSI Planning Requirements:

- When completing this section for ATSI, the school must include metrics related to the specific student group(s) that led to the school's ATSI eligibility.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.

- Description: Describe the strategy/activity.

- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.

- Proposed Expenditures: List the amount(s) for the proposed expenditures.

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

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

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

Additional ATSI Planning Requirements:

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

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

- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

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

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

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional ATSI Planning Requirements:

Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

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

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

Appendix A: Plan Requirements for Title I Schoolwide Programs

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

      b. Use methods and instructional strategies that:

         i. Strengthen the academic program in the school,

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

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

      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students

demonstrate at least proficiency on the State's academic standards through activities which may include:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to 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.

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab):
  https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar:
  https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts:
  https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023