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
Tomorrow's Leadership Collaborative (TLC) Charter School	30-10306-0137976	N/A per Section 70 of SB820	12/8/2020

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)

Tomorrow's Leadership Collaborative Charter School 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 2020-21 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.

Tomorrow's Leadership Collaborative (TLC) Charter School will meet ESSA requirements in alignment with the LCAP, Learning Continuity Plan, SPSA and Federal Funding. In addition, the actions outlined in this plan provide a description of 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
- U.S. Department of Education: Using Evidence to Strengthen Education Investments (Non-regulatory guidance)

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 used for the Learning Continuity and Attendance Plan in EC43509(b) for the adoption of their SPSA for the 2020-21 school year.

Throughout the academic year, TLC Charter School engaged stakeholders (staff, teachers, parents, students, governing board) as part of the Local Control and Accountability Plan (LCAP) annual update and development process. With the transition to distance learning in mid-March as a result of the COVID-19 pandemic, engagement with stakeholders became more impactful, frequent and with high levels of participation especially among parents. Efforts to solicit stakeholder feedback were essential in order to effectively transition to distance learning in March and ensure high levels of student participation and engagement as well as identify essential resources to support families.

Engaging stakeholders took place using multiple venues and formats including virtual meetings, phone calls and online surveys. This engagement was a critical and essential component in the design and development of the school's Learning Continuity and Attendance Plan; Distance Learning plan and Reopening plan for the 2020-21 school year. Translator services are provided for all meetings with families.

Details on stakeholder engagement includes:
- March – June 2020: Teachers and school staff met daily with the Leadership team to determine best practices and key challenges with distance learning.

- Spring 2020: Leadership team daily meetings with staff/teachers to discuss distance learning, student and family needs, including technology and food access and develop list of resources

- Spring 2020 – parents and students surveyed on school's transition to distance learning
	- May 2020: Distance Learning Survey
	- July 2020: Surveyed families on learning preference: in-person versus distance learning

- Spring – Summer: Coffee with the Principal dates: 4/17, 5/8, 6/5, 8/14, 8/21 and 8/28

- Spring – Summer: School staff called families individually to assess for technology and internet needs (English/Spanish)

- Spring – Summer: Increased Clementine Food Trolley (Food distribution for families)

- Spring 2020: TLC Education Specialist met with parents of SWD weekly to discuss needs and supports during distance learning

- June – August 2020: School staff, and parents to provide input on the distance learning & reopening plan

- Summer 2020: TLC Reopening Task Force comprised of the Director, teachers, and support staff met regularly and has continued to meet

- Summer 2020: TLC Leadership and teachers partnered with the University of California, Irvine (UCI) Medical task Force team to develop the school's Health & Safety Plans and the distance plan for academics to ensure and include research-based practices

- Summer 2020: TLC Leadership Team partnered with Children's Hospital of Orange County (CHOC) for the development of the school's Health & Safety Plan and Reopening plan

- Summer 2020: Distance Learning Special Education work group

- August 2020: TLC Leadership hosted weekly Coffee with the Principal to provide families with updates, input in the Learning Continuity & Attendance plan, and solicit feedback.

To ensure equity of voice for all communities of English Learners, administrators will provide necessary access to all parents/guardians to public meetings and hearings via different platforms, at different times of the day, as requested by parents. Translators are available upon request.

- TLC conducts all parent meetings in both English and Spanish, and all school notices and materials sent to families are English/Spanish.

- Parent meetings are offered at different times of the day, and all Coffee with the Principal meetings are recorded on Zoom and sent to families to ensure equitable access.

- Parents have options to engage in meetings by Zoom, by phone, and on-site when possible.

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?

TLC Charter School was established in Fall 2018, is WASC-accredited and serves approximately 152 students in grades TK-6 with the following demographics:

- 73% Hispanic

- 15.1% White

- 3.3% 2 + Races

- 17.9% Students with Disabilities (SWD)

- 36% English Learners

- 62% Qualify for free/reduced lunch

- 63% Socioeconomically Disadvantaged

Currently, our school does not have any students identified as Homeless or Foster Youth.

The school's leadership team comprised of the Executive Director, Education Specialists, and Lead teachers disaggregated and analyzed multiple types of data, that was shared with stakeholders to develop the **needs assessment**. Data analysis included the academic and state indicators for the 2018-19 school year, 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.

In order for a school to receive performance levels (colors) in the CA Schools Dashboard, the school must have at least 2 years of data; and for student group performance levels it must have at least 30 students (n=30) enrolled for both years for each numerically significant student group. The Fall 2019 CA Schools Dashboard is made up of student performance data from the 2017-18 and 2018-19 school year. Since TLC Charter School was not in operation in 2017-18 school year, TLC does not have a Fall 2019 CA Schools Dashboard.

The following chart reflects the 2018-19 chronic absenteeism rates schoolwide and by student group.

TOMORROW'S LEADERSHIP COLLABORATIVE			
2018-19 CHRONIC ABSENTEEISM RATE			
	ELIG ENROLL	COUNT	RATE
SCHOOLWIDE	76	16	21.1%
HISPANIC	46	9	19.6%
WHITE	18	3	16.7%
EL	23	5	21.7%
SOC. ECON DISADV.	33	11	33.3%
SWD	27	5	18.5%

As a result of school closure due to the COVID-19 pandemic, instruction has shifted to distance learning.

To ensure students are participating and attending daily instruction during distance learning, TLC has implemented the following.

Daily student attendance will be administered by the teacher each morning during distance learning and documented. Students who are absent (not in attendance or not participating) will be marked absent. Our Support staff will immediately contact families/student to notify them of the absence. A message is also triggered on the Remind App sent by the teacher to the parent; and the Aeries Student Information System Parent portal will also be updated and alert the parent of the child's absence.

The following chart reflects our tiered reengagement strategies for pupils who are absent from distance learning. Spanish language support is provided for non-English speaking families at all levels.

Tier Support	Description of Support for Student Attendance & Participation
Tier 1	Educators take attendance daily during community meeting with a roll call where they will look for visual, audio, or typed responses. Educators record all absent students directly in AERIES, TLC's SIS system. Additionally, Educators will document/report out students who may be present during synchronous sessions but are not actively completing assignments. TLC staff will reach out to parents/guardians to alert of absences and to consider personalized solutions for reengagement purposes. Tier 1 universal support includes option to accommodate family schedules and working parents. Families may complete and submit a weekly "Family-School Distance Learning Agreement" to allow for daily assignment submission by 11:59 p.m.
Tier 2	On a weekly basis our TLC Attendance staff will review both sets of data to determine additional follow-up to be conducted by TLC's Outreach Coordinator. Follow up activities may include phone calls (English/Spanish), email or written communication (English/Spanish), on-site Family Meetings (English/Spanish), individualized plans for families as needed.
Tier 3	Additional follow-up communication by TLC's Outreach team may include a phone call, designated support, access/information to more resources, and possibly a home visit by a TLC Administrator if critical.

For Tier 1: Teachers will host daily live synchronous instruction and interaction with each student at least once per day.

- Contact will be made in the student's home language as needed

- If a student has not participated in or turned in at least 3 assignments during the week, the teacher will submit a Re-Engagement Form to the Outreach Coordinator.

- If contact is made attendance will be updated

- No answer from a family will result in an automatic Re-Engagement Form.

- If a teacher does not submit a Re-Engagement Form on Monday, an administrator will contact them to "check in" to collaborate   or see if there are any challenges with the process.

For Tier 2: Outreach Coordinator will contact the student three times (via phone, email, or text).

- Contact will be made in their home language as needed

- If contact is made, the Outreach Coordinator will inform the teacher by email

- If contact is not made, the Outreach Coordinator will mail a supportive letter (pre-truancy warning)

- The letter will be available in English, and Spanish

- If no contact is made, the Outreach Coordinator will also facilitate the scheduling of a Parent, Teacher, Administrator Conference (PTAC) or Student Intervention Team (SIT) via certified mail

- If there is no response to two attempts to schedule a PTAC or SIT, the Outreach Coordinator will refer the student to the Principal.

For Tier 3:

- The Principal is involved in the next three additional attempts to contact the student and family.

- Additional efforts to contact the student and family may include certified letter, home visits as needed, phone calls from administrator, individualized supports and resource engagements.

If contact is not made after three TIER 3 attempts, the TLC Charter School will pursue truancy procedures and policies will be engaged.

SUSPENSION RATE: For the 2018-19 school year, no students were suspended at TLC Charter School.

2018-19 CAASPP PERFORMANCE
A total of 16 students were administered the ELA and Math CAASPP in grades 3-4. Since fewer than 11 students were tested in each grade level, Scale Scores were not reported by the CDE, in order to protect student privacy.

- 25% of students tested met/exceeded standards in ELA

- 6.25% of students tested met/exceeded standards in Mathematics.

NWEA MAP ANALYSIS
TLC Charter School 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) 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 Mean	SD	Winter-to-Spring Mean	SD	Fall-to-Spring 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 Mean	SD	Winter-to-Spring Mean	SD	Fall-to-Spring 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 as a result of the COVID-19 pandemic.

GRADE LEVEL	FALL 19-20 MEAN RIT	EL	SPED	WINTER MEAN RIT	EL	SPED	MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	MEAN SCHOOL GROWTH NORMS	SD
2019-20 NWEA MAP RESULTS: READING											
GRADE K	150	150 n=9	155 n=1	161	158.89 n=9	160 n=1	11	8.89	5	9.63	1.43
GRADE 1	147	157.67 n=3	n/a	163.6	168.33 n=3	n/a	16.6	10.66	--	9.92	1.47
GRADE 2	165	170.75 n=4	160.83 n=6	168	168.66 n=6	155 n=5	3	-2.09	-5.83	8.85	1.44
GRADE 3	167	167.14 n=7	186 n=2	169.5	167.1 n=10	169.5 n=4	2.5	-0.04	-16.5	7.25	1.23
GRADE 4	182	169.60 n=5	177 n=5	188.1	176 n=4	184.25 n=4	6.1	6.4	7.25	5.82	1.21
GRADE 5	198	192.50 n=6	193 n=2	199.88	188 n=5	201 n=2	1.88	-4.5	8	4.64	1.15

Highlights – Overall Comparison of NWEA Reading Assessment

- Overall Grades K-1 and 4 cohort exceeded School Growth Norms

- For English Learners: Grades 1 & 4 cohort exceeded School Growth Norms
- For Students with Disabilities (SWD): Grades 4-5 cohort exceeded School Growth Norms

GRADE LEVEL	2019-20 NWEA MAP RESULTS: MATH						MEAN RIT GROWTH	MEAN EL RIT GROWTH	MEAN SWD RIT GROWTH	MEAN SCHOOL GROWTH NORMS	SD
	FALL			WINTER							
	19-20 MEAN RIT	EL	SPED	MEAN RIT	EL	SPED					
GRADE K	153.36	148.67 n=9	155 n=1	169	168.89 n=9	166 n=1	16	20.22	11	10.57	1.36
GRADE 1	157	154 n=3	n/a	160.7	165.33 n=3	110 n=1	3.7	11.33	--	10.13	1.44
GRADE 2	171	166.40 n=5	158.8 n=5	175	179.5 n=6	157.2 n=5	4	13.1	-1.6	9.03	1.30
GRADE 3	172	164.44 n=9	167 n=4	173.5	174.66 n=10	164.75 n=4	1.5	10.22	-2.25	7.75	1.21
GRADE 4	186	178.80 n=5	175.2 n=5	204.5	182 n=4	180.75 n=4	18.5	3.2	5.55	6.50	1.16
GRADE 5	200	186.83 n=6	198.5 n=2	203.6	199.8 n=7	204 n=2	3.6	12.97	5.5	5.56	1.39

Highlights – Overall Comparison of NWEA Math Assessment
- Overall Grades K & 4 cohort exceeded School Growth Norms
- For English Learners: All grades with the exception of grade 4 cohort exceeded School Growth Norms
- For Students with Disabilities (SWD): Grades K & 5 cohort exceeded School Growth Norms

As a result of school closure due to COVID-19 in mid-March, our entire staff shifted their instructional practice to Distance Learning. We implemented various strategies to engage students and consistently increase student participation. Our staff communicated with families on a regular basis which has continued throughout the summer and has led to the development of the Learning Continuity and Attendance Plan.

Throughout the transition to distance learning TLC Charter School has been implementing actions to mitigate learning loss. For the 2020-21 school year, we have developed a cycle of assessments including a universal screener to determine present student academic levels which will serve as a baseline; and for identification for intervention, differentiation and additional support in order to accelerate student learning. The diagnostic assessments are focused on ELA, Math and ELD which will guide instructional and curricular planning.

TLC Charter School will administer a **systemic cycle of assessments** that include diagnostic, formative, summative and internal/local assessments.
- iReady (Reading and math) assessments: 3 times/year
- GAME plan of prioritized goals and opportunities
- Daily formative assessments

Findings from initial diagnostic assessments in ELA, Math and ELD will be used to identify and provide additional academic supports, to mitigate learning loss and accelerate student learning. English learner research-based intervention, that incorporates innovation, ELD strategies and access to instructional technology, will be provided by teachers during the instructional day via small group ELA and Mathematics instruction with integrated English language development, for English learners in grades K-6.

TLC Charter School will also address pupil learning loss by Implementing the following:

- 2020-21 school year ongoing progress monitoring and intervention to support individual progress on core/essential standards (ongoing assessment/intervention cycle)

- Maintain our inclusive community: technology support and problem-solving with families; Individualized student support to engage; and Spanish language support and family engagement.

- Academic focus on core standards and individual progress: Essential (power) standards; use of iReady (universal screener); and IEP Priority goals TBD in weekly meeting with the Education Specialist.

- Socio-emotional Learning (SEL) and social support for all students: Community meeting; enrichments

Approximately 67% of our students are Unduplicated Pupils; and 23% are Student with Disabilities (SWD). Services for Unduplicated Pupils (English Learner, Low-income, foster youth), and the strategies that have been discussed throughout this plan are based on evidence-based practices, that primarily support the needs of our Unduplicated Pupils and **Students with Disabilities**.

Our school has implemented a 1:1 student to device ratio. During distance learning technology devices and/or Wi-Fi hotspots have been provided to ensure students have full access to our instructional program and intervention supports. Our staff has designed tutorials for students/families, provided a technology support hotline, and onsite daily technology support from 7:30am – 11:20am.

English learner research-based intervention, that incorporates innovation, ELD strategies and access to instructional technology, will be provided by teachers during the instructional day via small group ELA and Mathematics instruction with integrated English language development, for English learners in grades TK-6. Examples of TLC specific strategies include emphasis on visual supports for vocabulary and concepts presented, English-Spanish translation support for key vocabulary as needed, interest-based learning focus on familiar topics for students. In addition, the instructional day includes a *daily intervention learning block* that takes place in the afternoon. Our teachers will provide individualized support for every student as needed.

Our distance learning program incorporates academic supports and targeted intervention in ELA, Math and English Language Development, led by our teachers and in collaboration with our Paraprofessionals. Our plan includes an increase in daily synchronous instruction; and our daily instructional minutes exceed the SB98 CA daily instructional minutes requirement of:

- Grades TK/K: 180 minutes
- Grades 1-3: 230 minutes
- Grades 4-6: 240 minutes

PROGRAM EVALUATION:

As part of the annual program evaluation on the use of Title I funded programs/staff which included funding a Para-professional for the 2019-20 school year.

- The Para-professional is bilingual and provides push-in support for struggling students both during distance learning and in-person (hybrid instruction); and based on NWEA MAP Assessments the impact

was somewhat effective. There is a need to provide additional training for the paraprofessional to ensure evidence-based strategies are implemented, to accelerate student learning.

COMPREHENSIVE NEEDS ASSESSMENTS

As a result of our comprehensive needs assessment for the 2020-21 school year, there is a need to strengthen the capacity of our teachers by providing additional professional development in the following areas.

- Provide all educators and paraeducators with extensive professional development on Universal Design for Learning (UDL) and evidence-based strategies for effective implementation in Distance Learning to also build capacity among our educators. (Title II)

- Paraprofessional (bilingual) will provide targeted small group instruction for struggling readers and academic intervention in math. Our students are struggling academically, and the Paraprofessional will target learning loss and implement strategies to accelerate student learning. (Title I/IV)

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.

TLC Charter School administered a staff, student and parent survey in the 2019-20 school year.

Parent Survey - 01/7/2020
- 98% of families believe our school provides high quality instruction to their child/ren.
- 95% of families believe our school has high expectations of students.
- 95% of families feel welcome to participate at school.
- 98% of families feel that school discipline is fair.

Student Survey - 01/07/2020
- 92% of students feel they have learned quite a bit or more from their teacher.
- 89% of students feel the school energy is positive
- 97% of students are excited to go to class
- 92% of students feel supported by adults at our school

Staff Survey - 01/7/2020
- 94% of staff feel this is a supportive and inviting place for students to learn
- 94% of staff feel that TLC promotes academic success for all students
- 94% of staff feel that adults support and treat each other with respect.
- 100% of staff feel that teachers and staff treat all students with respect.

Throughout the school's closure due to COVID-19 pandemic, surveys have been conducted online and virtually with families and students to assess student/parent needs.

TLC Charter School will administer a parent, student and staff survey in December 2020 and March 2021. Results will be shared with stakeholders and used to inform the delivery of our program in distance and hybrid instruction.

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?

Each classroom teacher is observed by the Executive Director/Principal on a monthly basis. The Executive Director/Principal utilizes an observation tool for co-teaching; then a review of the observation takes place with the co-teaching team, followed by the development of a plan that outlines next steps in co-teaching practices and implementation.

Teams consistently models for our educators, some co-teaching models including station teaching, one lead/one observe and alternative teaching. In addition, to support our educators modeling evidence-based pedagogical strategies is critical to the learning process and our instructional program.

The areas of focus this academic year as a result of findings from classroom observations and the comprehensive needs assessment includes:
- Co-planning (accommodations/modifications)
- Tier 1 & 2 supports for co-teaching
- Implementing inclusive strategies

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)?

TLC Charter School has designed the following professional development for teachers and staff to ensure the delivery of high quality instruction via distance learning.
- Canvas training modules – new platform for teaching
- Seesaw training learning app
- iReady for assessment and intervention

During Fall 2020, professional development will also focus on co-planning, data-driven instruction with iReady, and remote learning. In addition, our educators will participate in:
- Weekly team teaching meeting
- Staff meetings to reflect on practice and problem-solving: twice per week
- Weekly professional development for emerging topics (digital resources, increasing and improving student engagement and participation in distance learning, differentiation and inclusion online, and family supports)

The Instructional Coach will support our teachers with Professional development on distance learning strategies, research-based pedagogical practices, providing resources for distance learning, prioritizing standards and academic goals; and communicating with the school's leadership on targeted professional development.

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 lack inclusion as a result of distance learning. 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 of SB98, and COVID-19, budgets to funding schools for the 2020-21 school year were impacted. In addition, our school has incurred significant expenses in order to provide its staff and students with a safe learning environment at school that adheres to both CA State and Orange County Health Department guidelines.

- **High-Quality Early Learning**: Most of the students that enroll at our school have not had access to high-quality preschool program.

- 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. '

- Student Supports & Intervention: continue to provide academic intervention built into the instructional day and provide teachers with professional development on differentiation and scaffolding.

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

Use multiple forms of student/schoolwide data including assessments to inform instructional decisions, implementation of research-based intervention programs; and fully implement the MTSS Program (integrating RTI/SST Process) to identify and provide appropriate academic and social-emotional supports to ensure student academic success and close the achievement gap among all subgroups.

Identified Need

There is a need to further develop and implement the **Multi-tiered System of Supports (MTSS)** to address the academic, behavioral, and social-emotional needs of our student including English Learners (EL), and Students with Disabilities (SPED), in order to narrow the achievement gap.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	* Scale Scores not reported	Spring 2020 will serve as a baseline
CAASPP Math	* Scale Scores not reported	Spring 2020 will serve as a baseline
Attendance Rates	94.7% (2019-20)	>95%
Chronic Absenteeism	21.1% (2018-19)	15%
% 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 (Scale Score)	2019-20 CAST Suspended due to school closure	Spring 2020 CAST will serve as a baseline
Suspension Rate	0%	<1%
Expulsion Rate	0%	<1%

* A total of 16 students were administered the ELA and Math CAASPP in grades 3-4. Since fewer than 11 students were tested in each grade level, Scale Scores were not reported by the CDE, in order to protect student privacy.

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

Bilingual Paraprofessional will provide targeted small group instruction for struggling readers and academic intervention in math. Our students are struggling academically, and the Paraprofessional will target learning loss and implement strategies to accelerate student 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)
$36,781	Title I & Title IV

Goal 2

Provide all students with high quality instruction, and rigorous college preparatory standards aligned curriculum; that integrates writing across disciplines and a focus on service learning; critical skills necessary to contribute to our global society.

Identified Need

There is a need to further implement a comprehensive and systematic assessment system (i.e., Illuminate) where all student achievement/assessment data (local, benchmark, state mandated) is housed; so that all teachers can easily disaggregate and analyze data in 'real-time,' to inform instruction, professional development needs, intervention, that will further support a schoolwide data-driven culture.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% EL making progress towards English Language Proficiency	N/A *	Spring 2021 will serve as a baseline
EL Reclassification Rate	36% (2019-20)	40%
% 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%

* TLC was established in 2018-19 school year. Therefore, ELs were administered the Summative ELPAC in Spring 2019. However, the. ELPI indicator on the CA Dashboard is a calculation of EL Performance on the Spring 2018 and Spring 2019 Summative ELPAC. As a result, this does not apply to TLC since the school was not in operation in Spring 2018. Note: Spring 2020 ELPAC Summative was suspended due to COVID-19 school closure. TLC will administer the Summative ELPAC in Spring 2021, and those results will be used as the baseline.

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

Director & Classroom teachers to provide instruction for all students: in-person/distance learning platform. Our school's daily instructional minutes via synchronous instruction exceeds the state's SB98 requirements of 180 minutes for TK/K; 230 minutes for Gr. 1-3; and 240 minutes for Gr. 4-6.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$707,823	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 Student

Strategy/Activity

Provide all educators and paraeducators with extensive professional development on Universal Design for Learning (UDL) and evidence-based strategies for effective implementation in Distance Learning to also build capacity among our educators.

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)
$3,800	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	$40,581
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	$748,404

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	$26,781
Title II	$3,800
Title IV (Transfer funds to Title I)	$10,000
	$
	$

Subtotal of additional federal funds included for this school: $40,581

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	$707,823
	$
	$

State or Local Programs	Allocation ($)
	$
	$

Subtotal of state or local funds included for this school: $707,823

Total of federal, state, and/or local funds for this school: $748,404

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019