

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Excelsior Charter School	36103633630761	TBD	1/11/2022

## Purpose and Description

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

The purpose of this plan is to ensure that all policies and procedures are implemented in a way that maximizes student achievement at Excelsior Charter School. The goals in this document are reflective of the organization’s goals regarding student achievement on the CAASPP in the areas of ELA and Math. Additionally, this plan will target growth in the areas of college readiness and English Learner progress. Lastly, this plan also seeks to address parent engagement on campus and strives to provide parents with opportunities to volunteer on campus as well as make site administration as accessible as possible during school hours.

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.

Excelsior Charter school’s motto is: “Preparing Students to be Successful Adults.” We achieve this through a variety of strategies designed to provide students with maximum assistance through frequent monitoring and assessment, positive behavior discipline strategies, and giving our students opportunities for higher learning through rigorous A-G electives as well as dual enrollment. By frequently monitoring our student progress via Canvas and STAR assessments we are able to intervene as often as needed and reteach before a second assessment is offered. In doing so students are able to achieve success in areas they otherwise might not have seen it. By implementing a positive behavior discipline model (PBIS), we have drastically cut down on any discipline issues and have built a campus culture of positivity and friendliness that can be felt immediately upon walking onto our campuses. Excelsior students have a unique opportunity to enhance their learning by taking college courses several different local community colleges, or by taking any of the A-G courses we offer through our school. All of these align directly with our LCAP goals as well as meeting our ESSA requirements for offering increase resources to those that meet the criteria.

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# 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

As part of our annual review process, we have given parents and students the opportunity to provide feedback directly to site administration at monthly Coffee with the Principal meetings, and School Site Council meetings. Site meetings were also held for special populations, including EL/McKinney-Vento/African-American students and parents in an effort to gather data and meaningful feedback. The campus also meets several times a year with the School Safety Committee, consisting of one parent, student, teacher, administrator, and input from local law enforcement. We have just recently completed the process of adding a parent board member to our governing board as well in order to ensure a more representative board. Lastly, a School Site Council has been formed to handle appropriate SSC measures. The SSC also consists of one teacher, parent, student, and site administrator.

### Meeting Dates:

School Site Council Meetings: 10/19/20, 1/4/21, 3/8/21, 5/3/21

Special Population Meetings: 11/2/21 (Ontario), 11/18/21, 3/31/22 (Phelan),

Back to School Night: 9/2/21(Ontario), 9/8/21 (Redlands), 9/15/21 (Corona), 9/21/21 (Phelan) 9/29/21 (SB),10/29/21 (VV),11/18/21 (NVV), 1/14/22 (Barstow)

Juniors/Seniors Meeting: 9/21-23/21 (Corona), 11/5/21 (SB), 11/17/21 (Barstow), 11/18/21 (AME)

WASC Meetings: 9/21/21 (NVV), 9/23/21 (Ontario), 9/28/21 (Corona), 10/5/21 (SB), 10/7/21 (Redlands),

Coffee/Dessert/Breakfast with the Principal: 10/27/21, 1/20/22, 3/9/22, 5/4/22 (VV)

11/18/21 (NVV), 11/30/21 (Corona), 11/30/21 (Redlands), 12/15/21, 5/18/22 (Barstow), 9/21/21,

11/18/21, 1/20/22, 2/24/22, 3/31/22, 6/1/22 (Phelan), 10/28/21, 12/16/21, 2/17/22, 4/7/22 (Ontario)

## Resource Inequities

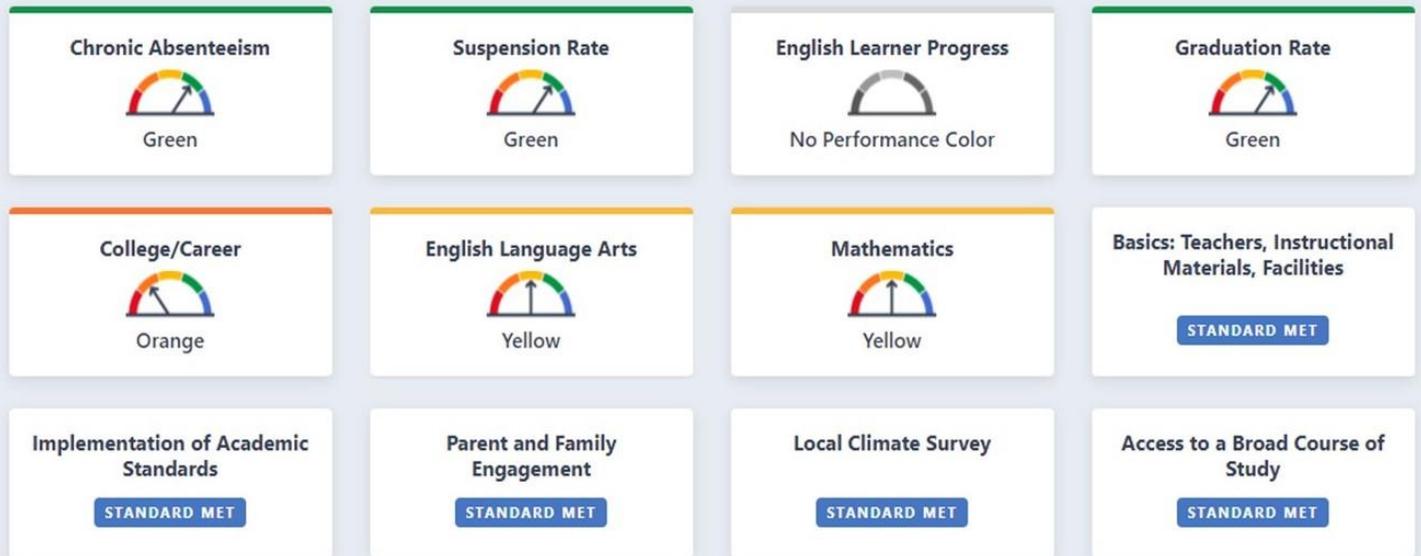
Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

None Identified

# Comprehensive Needs Assessment

## School and Student Performance Data

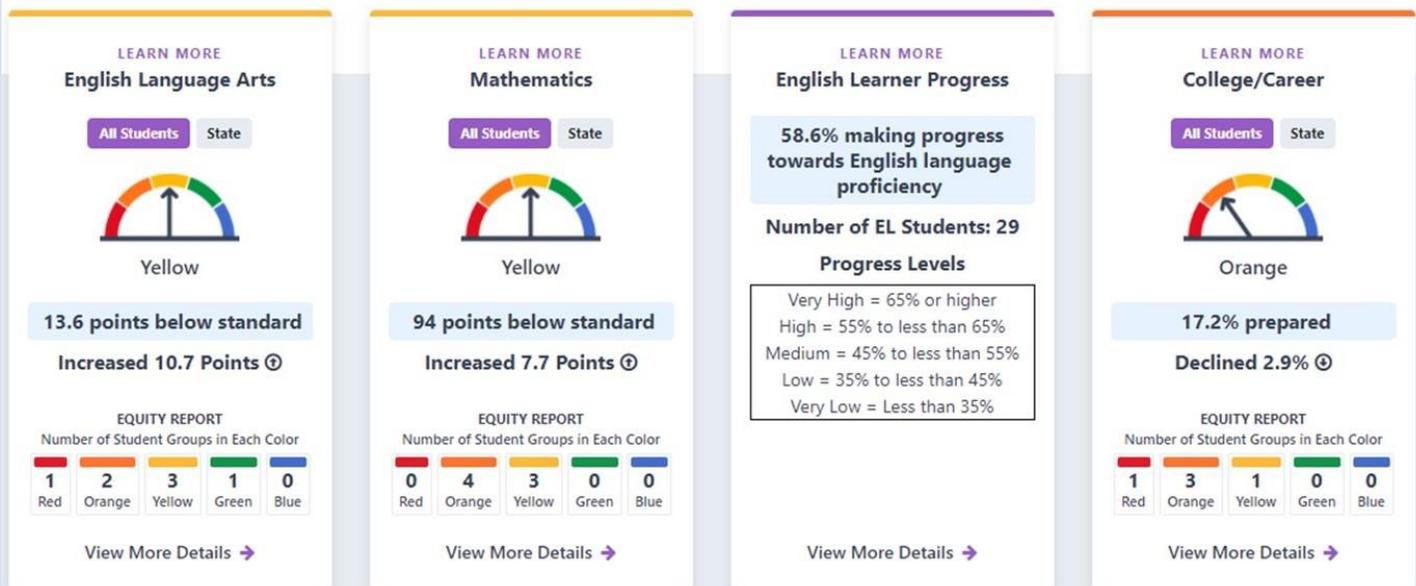
Our goals and focus areas are derived directly from the data provided to us from the CA State Dashboard. They align with the growth we would like to target in each of our 4 areas of concern regarding Math, ELA, CCI, and English Learners. Here is some of the data that has driven these decisions:



-According to our most recent dashboard, our CCI indicator earned an “orange” as our CAASPP ELA and Math scores both earned a “yellow” rank.

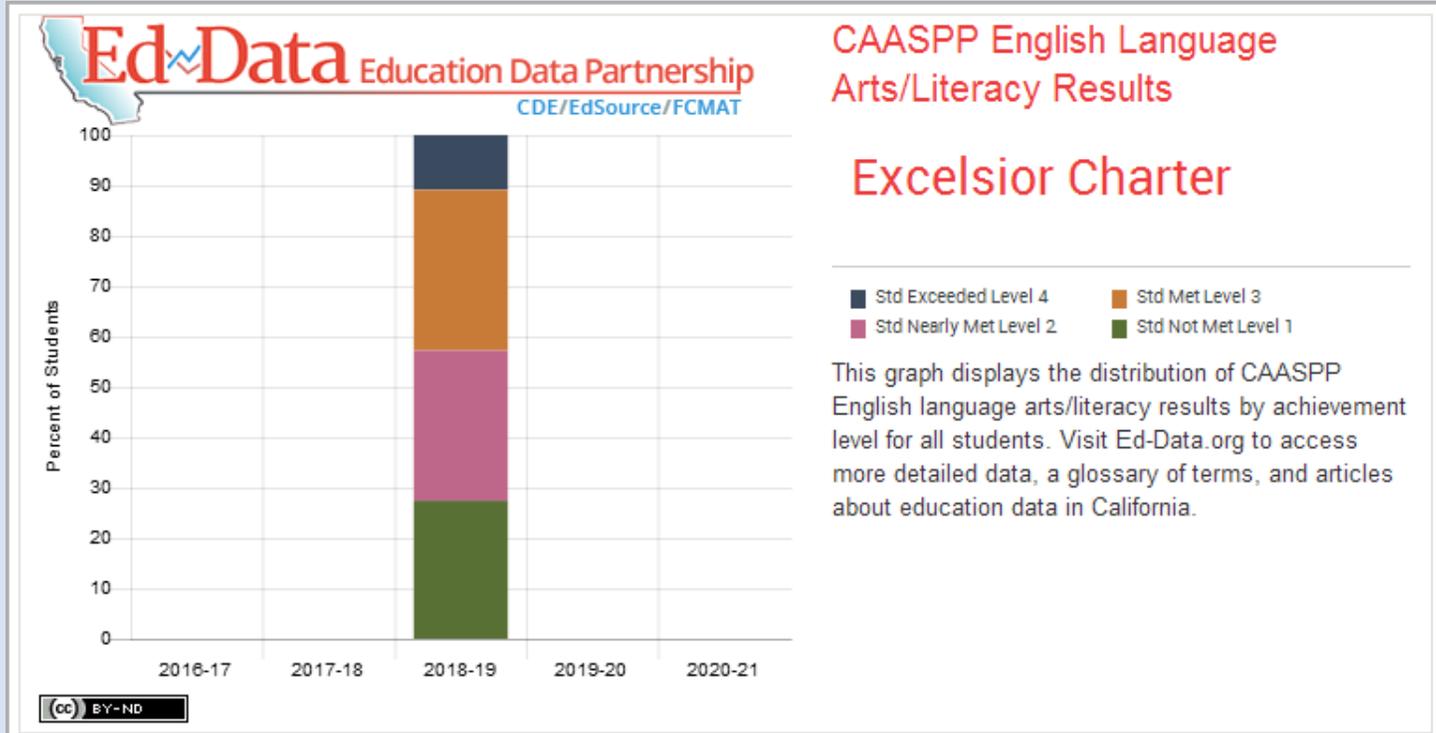
-Within this Math ranking, our African American, EL, Two or More Races, and Students with Disabilities subgroups earned an ‘orange’ ranking. Our Hispanic, Socioeconomically Disadvantaged, and white subgroups earned a ‘yellow’ rank. Lastly, our American Indian, Asian, Filipino, Foster Youth, Homeless, and Pacific Islander subgroup earned no performance color due to a low population.

-Within this ELA ranking, our African American and Students with Disabilities subgroups earned an ‘orange’ ranking. Our Hispanic, Two or More Races, and Socioeconomically Disadvantaged subgroups earned a ‘yellow’ rank. Our English Learners scored in the ‘red’ rank on ELA. We also had our White subgroup score in the ‘green’ rank. Similar to our Math scores, our American Indian, Asian, Filipino, Foster Youth, Homeless, and Pacific Islander subgroup earned no performance color due to a low population.

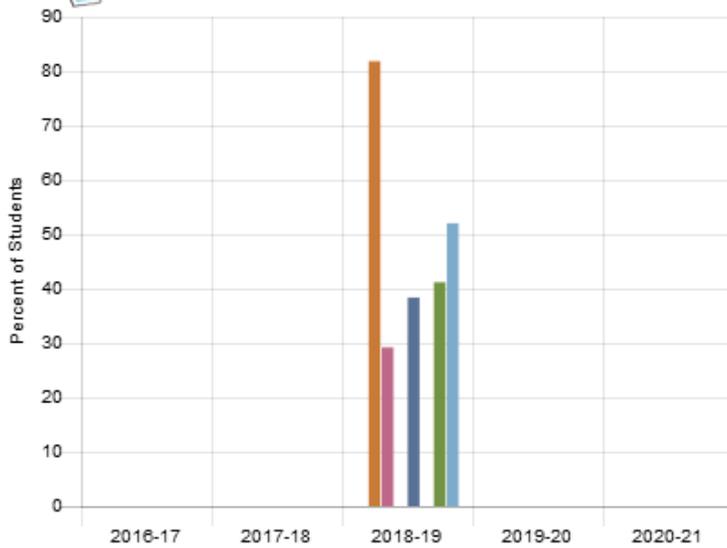


- Despite an increase or nearly 11 points, our ELA scores were still short of the standard by 13.6 points.
- Mathematics was much lower than ELA, at 94 points below the standard, even with the slight increase of 7.7 points.
- 58.6% of our EL students made progress towards English Proficiency, which places Excelsior in the 'high' category. We would like to continue growth in this area and see our scores fall into the 'Very High' category in the upcoming ELPAC cycle.
- Our CCI Indicator declined by 2.9% from the previous year, with one subgroup scoring in the red (Students with Disabilities), three groups scoring in the orange (African American, Hispanic, White), and one group scoring in the yellow (Socioeconomically Disadvantaged). Due to low population, we had no ranking for American Indian, Asian, EL, Filipino, Foster Youth, Homeless, or Two or More Races.

ELA CAASPP results ALL



ELA CAASPP results by subgroup



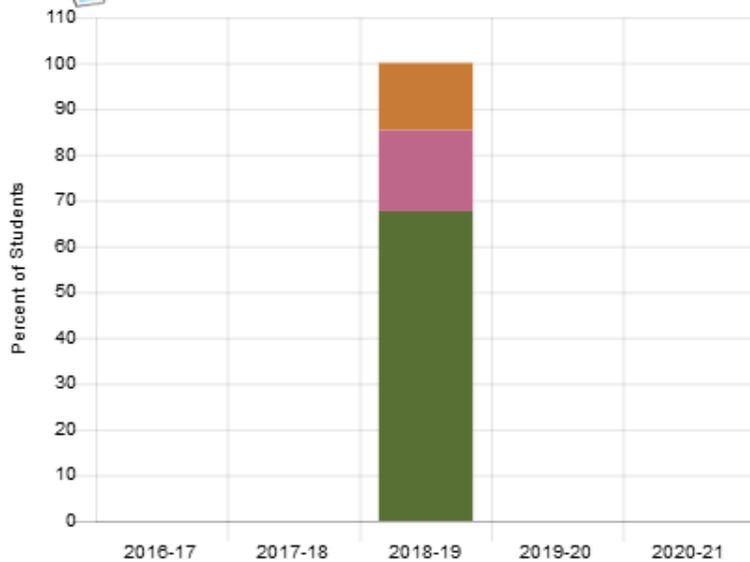
## CAASPP ELA/Literacy Results by Race/Ethnicity for Selected Achievement Level - Standard Exceeded or Met Level 4 and 3

### Excelsior Charter

- American Indian or Alaska Native
- Black or African American
- Hispanic or Latino
- Filipino
- Native Hawaiian or Pacific Islander
- Two or More Races
- White

This graph displays the distribution of CAASPP English language arts/literacy results by race/ethnicity for the selected achievement level. Visit [Ed-Data.org](http://Ed-Data.org) for more CAASPP data.

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## CAASPP ELA/Literacy Results for English Learners

### Excelsior Charter

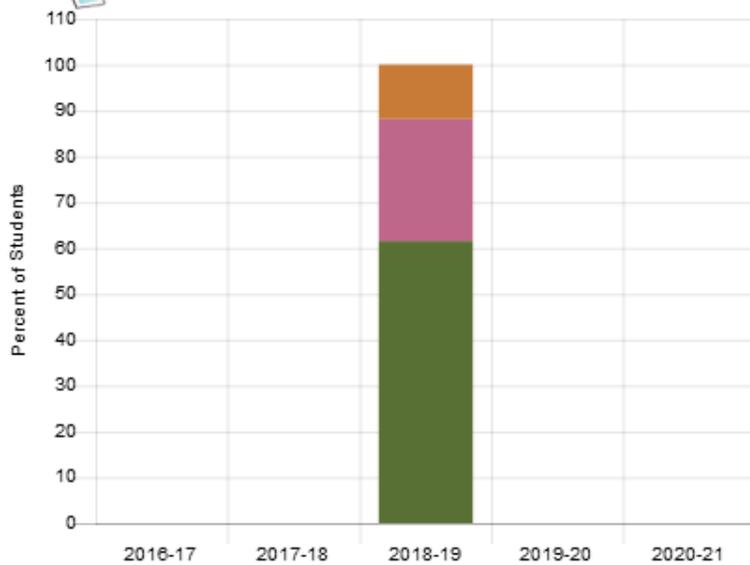
- Std Exceeded Level 4
- Std Met Level 3
- Std Nearly Met Level 2
- Std Not Met Level 1

This graph displays the distribution of CAASPP English language arts/literacy results by achievement level for English learners. Visit [Ed-Data.org](http://Ed-Data.org) to access more data, a glossary of terms, and articles about education data in California.

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## CAASPP ELA/Literacy Results for Students with Disabilities

### Excelsior Charter



■ Std Exceeded Level 4     ■ Std Met Level 3  
■ Std Nearly Met Level 2     ■ Std Not Met Level 1

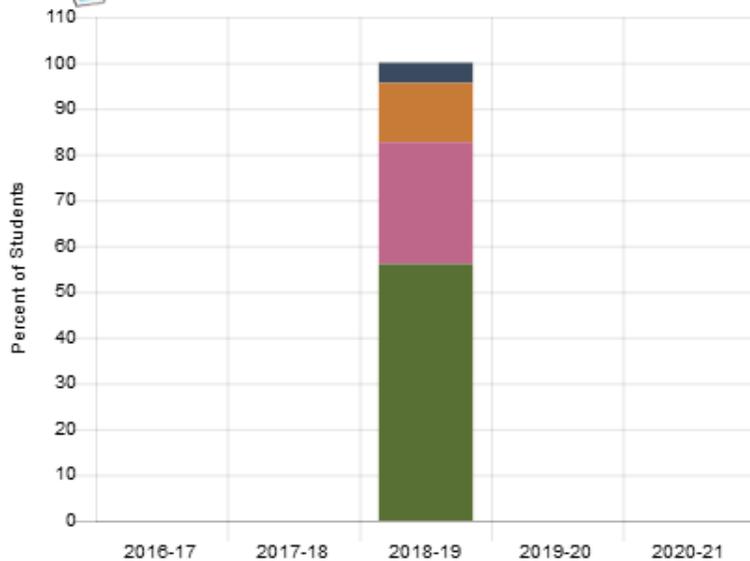
This graph displays the distribution of CAASPP English language arts/literacy results by achievement level for Students with Disabilities.

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## Math CAASPP results, ALL

## CAASPP Mathematics Results

### Excelsior Charter

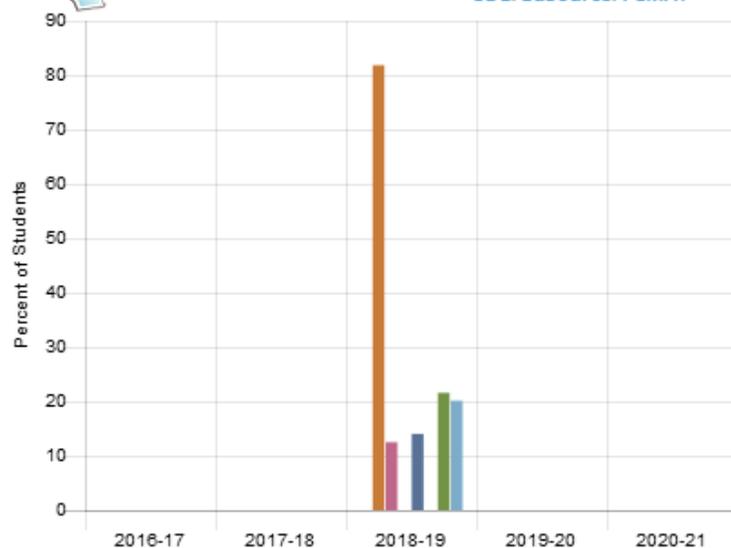


■ Std Exceeded Level 4     ■ Std Met Level 3  
■ Std Nearly Met Level 2     ■ Std Not Met Level 1

This graph displays the distribution of CAASPP Mathematics results by achievement level for all students. Visit [Ed-Data.org](http://Ed-Data.org) to access more detailed data, a glossary of terms, and articles about education data in California.

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## Math CAASPP results, subgroups



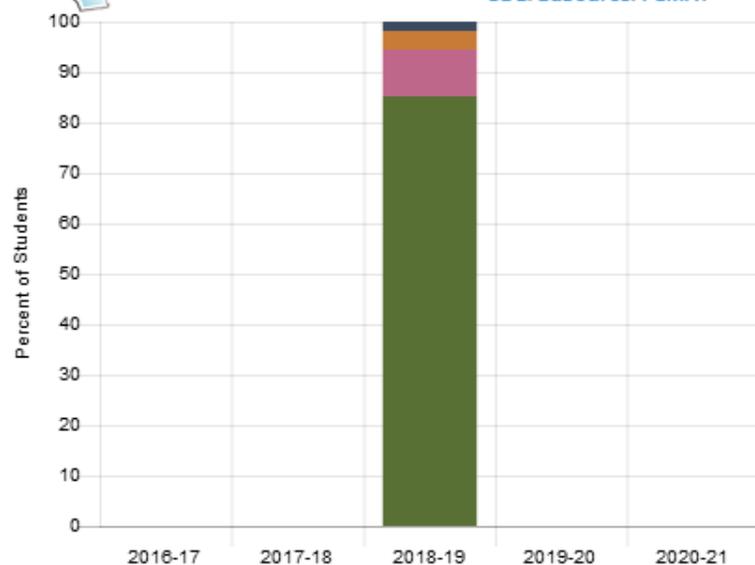
## CAASPP Mathematics Results by Race/Ethnicity for Selected Achievement Level - Standard Exceeded or Met Level 4 and 3

### Excelsior Charter

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Filipino
- Native Hawaiian or Pacific Islander
- Two or More Races
- White

This graph displays the distribution of CAASPP mathematics results by race/ethnicity for the selected achievement level. Visit [Ed-Data.org](http://Ed-Data.org) for more CAASPP data.

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## CAASPP Mathematics Results for Student with Disabilities

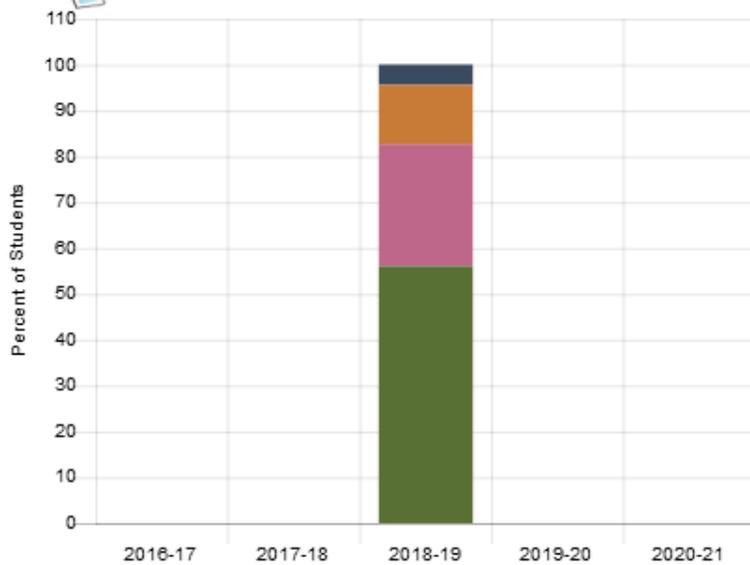
### Excelsior Charter

- Std Exceeded Level 4
- Std Met Level 3
- Std Nearly Met Level 2
- Std Not Met Level 1

This graph displays the distribution of CAASPP mathematics results by achievement level for Students with disabilities.

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## CAASPP Mathematics Results Excelsior Charter



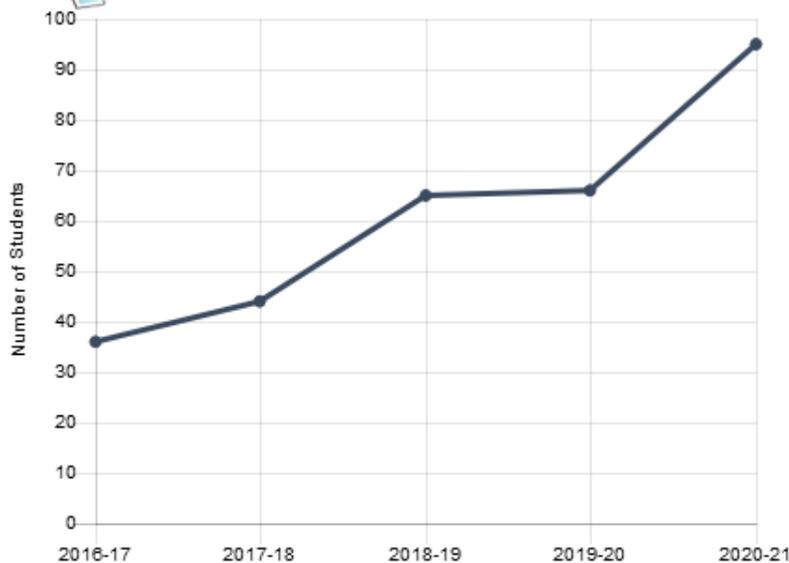
■ Std Exceeded Level 4     ■ Std Met Level 3  
■ Std Nearly Met Level 2     ■ Std Not Met Level 1

This graph displays the distribution of CAASPP Mathematics results by achievement level for all students. Visit [Ed-Data.org](http://Ed-Data.org) to access more detailed data, a glossary of terms, and articles about education data in California.

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### EL student information

## English Learners Excelsior Charter

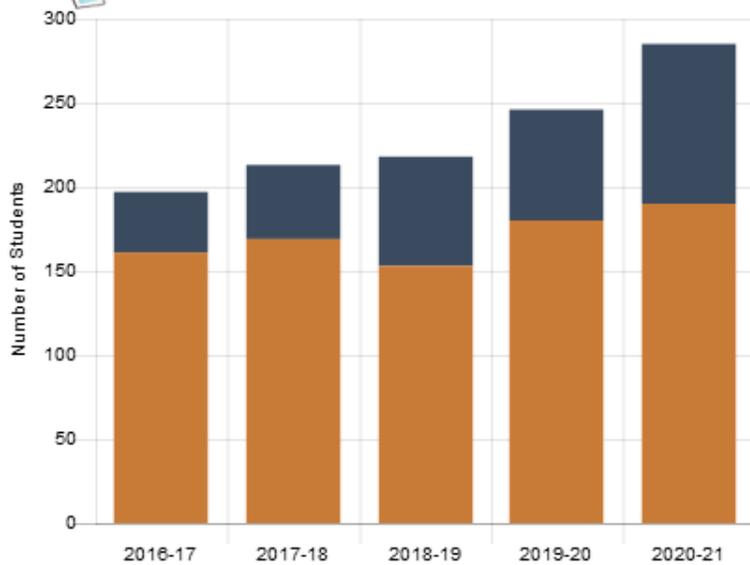


This graph displays the number of students at this school who were classified as English learners when enrollment counts were taken. (Note: In 2010-11, some 413 districts and independently reporting charters did not certify their EL data, resulting in an undercount of about 405,018 EL students statewide. In most cases, if a dip is seen in 2010-11, it is due to missing data, not a decrease in English learners.) Visit [ed-data.org](http://ed-data.org) for more information.

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## English Language Acquisition Status

### Excelsior Charter



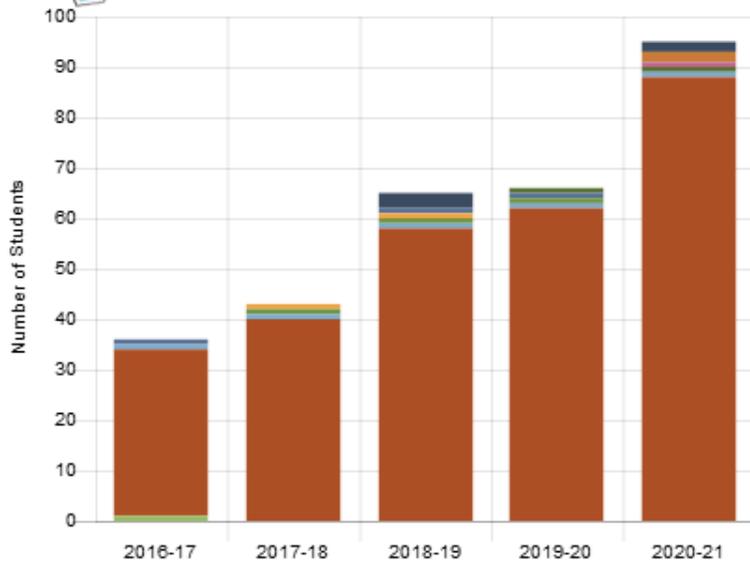
English Learner      Fluent English Proficient

This graph displays the English learner students in this school by their English language acquisition status. Visit [ed-data.org](http://ed-data.org) for more information.

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## Languages of English Learners

### Excelsior Charter



Arabic  
Dutch  
German  
Russian  
Urdu  
Cantonese  
Filipino (Pilipino or Tagalog)  
Italian  
Spanish  
All Other

This graph displays the count of students speaking each of the top five languages at this school. A total of 2,555,951 California public school students (English Learners and Fluent English Proficient) speak a language other than English in their homes. This number represents about 42.8 percent of the state's public school enrollment.

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## Redesignated Fluent English Proficient

### Excelsior Charter

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This graph displays the students at this school who were redesignated as Fluent English Proficient (RFEF) each year. Students are redesignated when they achieve district-specified scores on state English language proficiency assessments and meet other academic criteria. The RFEF percentage is calculated by dividing the number of English learners reclassified since the prior year's Census Day by the English learner counts from the prior year.

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## College and Career Indicator Data



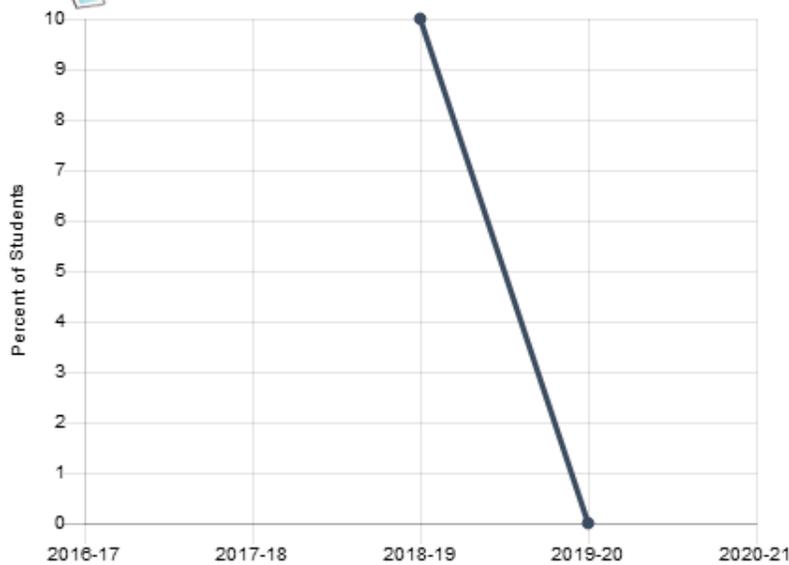
## Cohort Graduates Meeting UC/CSU Course Requirements

### Excelsior Charter

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This graph displays students in the 4-year adjusted cohort who completed all the courses required for University of California (UC) and/or California State University (CSU) entrance with a grade of "C" or better. Visit [Ed-Data.org](http://Ed-Data.org) for more information.

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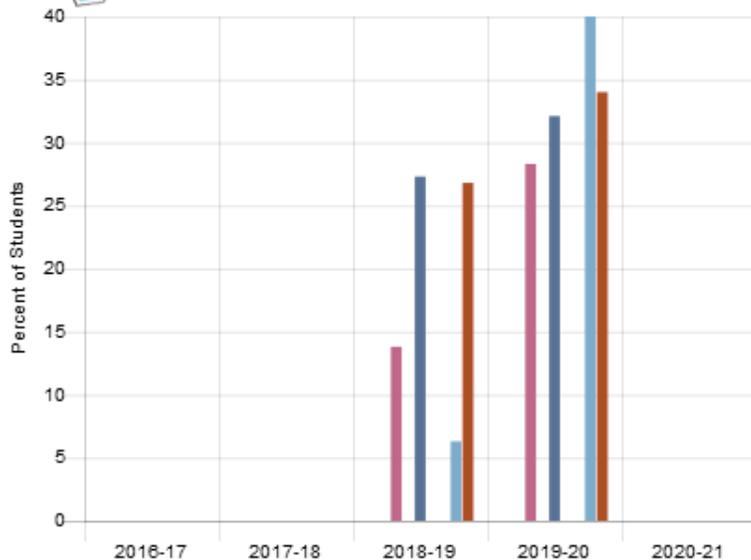


(cc) BY-ND

## Cohort Graduates Meeting UC/CSU Requirements - English Learners

### Excelsior Charter

This graph displays the English learners in the 4-year adjusted cohort who completed all the courses required for University of California (UC) and/or California State University (CSU) entrance with a grade of "C" or better. Visit Ed-Data.org for more information.



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## Cohort Graduates Meeting UC/CSU Requirements by Race/Ethnicity

### Excelsior Charter

This graph displays the race/ethnicity of students in the 4-year adjusted cohort who completed all the courses required for University of California (UC) and/or California State University (CSU) entrance with a grade of "C" or better. Visit Ed-Data.org for more information.

## Cohort Graduates Meeting UC/CSU Requirements - Students with Disabilities

### Excelsior Charter



This graph displays the students with disabilities in the 4-year adjusted cohort who completed all the courses required for University of California (UC) and/or California State University (CSU) entrance with a grade of "C" or better. Visit Ed-Data.org for more information.

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## STAR Math Assessment data

### Star Math Proficiency Rate (District Benchmark)

Percent of students at or above the district benchmark on the Star Math assessment. Uses the most recent score in the given district screening window

#### CHOOSE TIME PERIOD

2019-2020  
 2020-2021  
 2021-2022

Fall Winter  
 Fall November 2020  
 December 2020 January 2021  
 February 2021 March 2021  
 April 2021 May / June 2021  
 Summer School

Quarter 1  
 Quarter 2

#### CHOOSE CONTENT

Overall

#### FILTER BY

All My Students

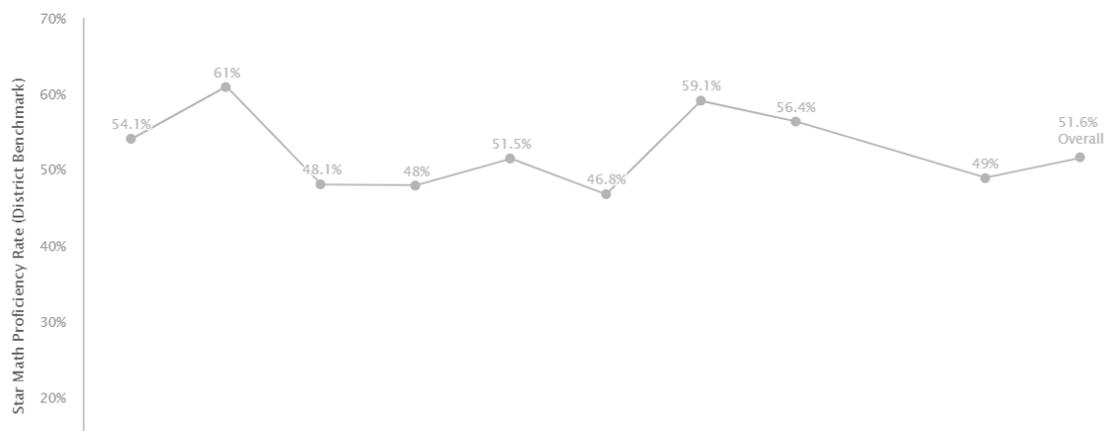
#### COMPARE BY

- No comparison -

Overall

ADJUST DISPLAY  
Click to hide or hover to highlight

Overall



# STAR Reading Assessment Data

## Star Reading Proficiency Rate (District Benchmark)

Percent of students at or above the district benchmark on the Star Reading assessment. Uses the most recent score in the given district screening window

### CHOOSE TIME PERIOD

2020-2021 2021-2022  
February 2021 March 2021 Quarter 1 Quarter 2  
April 2021 May / June 2021  
Summer School

### CHOOSE CONTENT

Overall

### FILTER BY

All My Students

### COMPARE BY

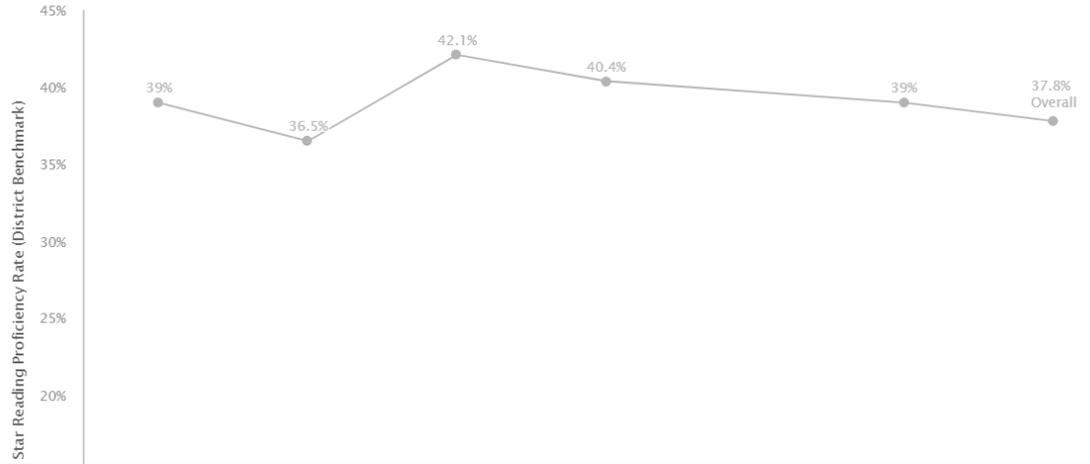
- No comparison -

Overall

### ADJUST DISPLAY

Click to hide or hover to highlight

Overall



# 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

Increase Mathematics CAASPP performance by 7 points for all students

### Identified Need

Our last reported Math CAASPP scores indicated that Excelsior students scored 94 points below the standard despite seeing an increase of 7.7 points (2019). Within our subgroups, no subgroup scored within the 'red' indicator, however, several subgroups scored within the 'orange' indicator (African American, EL, Two or More Races, Students with Disabilities). Despite these scores, we still managed to see some growth amongst these populations, particularly in the African American subgroup (increased 27.3 points), EL students (increased 8.3 points), and Students with Disabilities (increased 12.1 points). This goal will allow us to develop an intervention plan to identify at-risk students to provide them with the additional support they need to be successful.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All Students Source: CDE Dashboard	94 points below standard	Increase 7 points from previous year
English Learners Source: CDE Dashboard	121.9 points below standard	Increase 7 points from previous year
Students with Disabilities Source: CDE Dashboard	175 points below standard	Increase 7 points from previous year

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All

#### Strategy/Activity

All students will take no less than 3 annual STAR Math assessments through a valid and reliable program (Renaissance) to determine baseline math scores as well as to measure quarterly progress.

Students not scoring within the expected grade-level ranges will be placed into a predetermined math intervention program. Students placed in math intervention will be given additional support and guidance from a designated math intervention teacher during the course of the academic school year.

## **Strategy/Activity 2**

### **Students to be Served by this Strategy/Activity**

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

All

### Strategy/Activity

Use formative and summative data including the interim CAASPP Math assessment to identify students in danger of not meeting Level 3 (CAASPP) as well as to guide instruction and responses to intervention.

## **Strategy/Activity 3**

### **Students to be Served by this Strategy/Activity**

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

All

### Strategy/Activity

Align quarterly tests with SBAC testing/Common Core State Standards format to use as summative data/leading indicator for student achievement.

## **Strategy/Activity 4**

### **Students to be Served by this Strategy/Activity**

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

All

### Strategy/Activity

Implement a remedial math Intervention course for students that score within the 'need intervention' range utilizing Freckle Math via Renaissance.

## **Strategy/Activity 5**

### **Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

Sites will hold regularly scheduled meetings to provide parents with a forum to contribute to the planning and analysis of student learning. These meetings will be facilitated by site administration and will come in the form of coffee with the principal, back to school night, open house, and school site council meetings.

## **Strategy/Activity 6**

### **Students to be Served by this Strategy/Activity**

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

EL/Foster Youth/Low Income

Strategy/Activity

Sites will hold scheduled meetings to specifically address the needs of subgroups (Hispanic, African American, Low SES, McKinney-Vento/Foster/Homeless) and to provide parents with a forum to contribute to the planning and analysis of student learning. These meetings will be facilitated by site administration and will come in the form of coffee with the principal, back to school night, open house, and school site council meetings.

## **Strategy/Activity 7**

### **Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

District will hire a district-wide math coach to help support teachers and administrators with lesson planning, assessments, classroom and distance-learning based instruction and interventions.

## **Strategy/Activity 8**

### **Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

Curriculum department will continue to rebuild Math Courses with up-to-date standards-based lessons focusing on increasing depth of knowledge to increase rigor.

**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)

**\$207,200**

LCFF, Lottery, Title I, ESSER Funds

## Goal 2

Increase ELA CAASPP performance by 7 points for all students

### Identified Need

The most recent CAASPP data indicates that as a group Excelsior students scored 13.6 points below the standard, which was a 10.7 point increase from the previous year. Our English Learners scored 53.8 points below the standard, which was a decline of 11.5 points from the previous year. Our African American students scored in the 'orange' rank, with 4.42% Exceeding level 4, 24.78% meeting level 3, and 70.79% nearly/not meeting the standard. Within our Students with disabilities, only 11.93% met the standard, with 88.08% nearly/not meeting the standard.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All Students Source: CDE Dashboard	13.6 points below standard	Increase 7 points from previous year
English Learners Source: CDE Dashboard	53.8 points below standard	Increase 7 points from previous year
Students with Disabilities Source: CDE Dashboard	99.1 points below standard	Increase 7 points from previous year

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All

#### Strategy/Activity

Students will be given a valid and reliable reading assessment (STAR Reading) 3 times annually prior to CAASPP testing.

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Students scoring more than 1.5 grade levels below their grade level on the reading assessment will be placed into Reading Plus, an adaptive literacy program designed to provide additional reading support for students by offering them help in the areas of fluency, comprehension, vocabulary, and motivation.

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

Use formative and summative data to identify students who are in danger of not meeting Level 3 ELA standard as measured by the CAASPP to inform intervention.

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

Develop reading labs on each campus for reading intervention support.

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

Use formative and summative data including the interim CAASPP Math assessment to identify students in danger of not meeting Level 3 (CAASPP) as well as to guide instruction and responses to intervention.

## **Strategy/Activity 6**

### **Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

District will hire a district-wide ELA coach to help support teachers and administrators with lesson planning, assessments, classroom and distance-learning based instruction and interventions.

## **Strategy/Activity 7**

### **Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

Curriculum department will continue to rebuild ELA Courses with up-to-date standards-based lessons focusing on increasing depth of knowledge to increase rigor.

## **Strategy/Activity 8**

### **Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

Curriculum department will continue to rebuild ELA Courses with up-to-date standards-based lessons focusing on increasing depth of knowledge to increase rigor.

## Strategy/Activity 9

### Students to be Served by this Strategy/Activity

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

All

### Strategy/Activity

Sites will hold regularly scheduled meetings to provide parents with a forum to contribute to the planning and analysis of student learning. These meetings will be facilitated by site administration and will come in the form of coffee with the principal, back to school night, open house, and school site council meetings.

## Strategy/Activity 10

### Students to be Served by this Strategy/Activity

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

EL/Foster Youth/Low Income

### Strategy/Activity

Sites will hold regularly scheduled meetings to specifically address the needs of subgroups (Hispanic, African American, Low SES, McKinney-Vento/Foster/Homeless) and to provide parents with a forum to contribute to the planning and analysis of student learning. These meetings will be facilitated by site administration and will come in the form of coffee with the principal, back to school night, open house, and school site council meetings.

### 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)

\$137,423

LCFF, Lottery, Title I, ESSER

## Goal 3

College and Career Action Plan CCI Indicator, Prepared, will increase by 6% annually

### Identified Need

Despite seeing a rise of 7.9% in College and Career Readiness amongst our student population, our CCI indicator is still at 32.7% of our total students. Despite our growth, this remains below the state average of 44.1% prepared and is slightly worse amongst our subgroups. Our EL population graduations at the rate of 10% prepared, and 13.2% of our students with disabilities graduate prepared for college.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All Students: CCI Source: CDE Dashboard	32.7% meet course requirements	Increase 6% from previous year
English Learners: CCI Source: CDE Dashboard	10% meet course requirements	Increase 6% from previous year
Students with Disabilities: CCI Source: CDE Dashboard	13.2% meet course requirements	Increase 6% from previous year

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All

#### Strategy/Activity

Develop dual enrollment partnerships/MOU's with local community colleges, to include:

Barstow Community College

Norco College

Chaffey College

Riverside Community College

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Develop a method for accurately collecting data for dual enrollment purposes.

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Continue to develop A-G approved CORE classes as well as electives to increase student opportunities for completing this requirement.

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Excelsior will utilize CaliforniaColleges.edu to give student accounts access to college/A-G information including the ability to track A-G progress.

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

EL/Foster Youth/Low Income

## Strategy/Activity

Sites will hold scheduled meetings to specifically address the needs of subgroups (Hispanic, African American, Low SES, McKinney-Vento/Foster/Homeless) and to provide parents with a forum to contribute to the planning and analysis of student learning. These meetings will be facilitated by site administration and will come in the form of coffee with the principal, back to school night, open house, and school site council meetings.

### 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)

**\$37,284**

LCFF, Lottery, ESSER

## Goal 4

Increase EL student progress towards EL proficiency by 5% as measured by the summative ELPAC on the CA dashboard

### Identified Need

Our EL population tested at 58.6% making progress towards English Language Proficiency, with 37.9% of EL's progressing at least one ELPI level, and 20.6% of EL's maintaining ELPI level 4. Despite this growth, 17.2% of our EL students decreased at least one ELPI level.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learners: Source: CDE Dashboard	58.6%	Increase 5% from previous year

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Ensure that 100% of EL students complete the Initial/Summative ELPAC during the appropriate testing windows.

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Include synchronization of ELD standards in the rebuilt Math/ELA Courses in Canvas

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

English Learners

#### Strategy/Activity

Develop an English Advisory Committee to coordinate professional development for EL engagement strategies for on campus and Distance 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)

\$63,111

LCFF, Lottery, Title I, ESSER

# 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	\$ 422,514
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 445,018

## 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 (\$)
ESSER	\$1,129,232
[List federal program here]	[\$Enter amount here]
[List federal program here]	[\$Enter amount here]

Subtotal of additional federal funds included for this school: \$ 1,129,232

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/EPA	\$22,257,449
Lottery	\$434,676
[List state or local program here]	[\$Enter amount here]

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

Subtotal of state or local funds included for this school: \$ 22,692,125

Total of federal, state, and/or local funds for this school: \$24,266,375

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Federal Programs and Reporting Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

*[When completing this section for CSI, the LEA shall describe the process used to develop, in partnership with stakeholders, the CSI plan.]*

## Resource Inequities

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

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

## Goals, Strategies, Expenditures, & Annual Review

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

### Goal

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

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

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

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

### Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## Students to be Served by this Strategy/Activity

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

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

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

## Proposed Expenditures for this Strategy/Activity

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

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

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

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

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

## **Annual Review**

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

### **Analysis**

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

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

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

## **Budget Summary**

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

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

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

## **Budget Summary**

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

- II. The SPSA shall include the following:

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

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  1. Ensure that those students' difficulties are identified on a timely basis; and
  2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: 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](mailto:SISO@cde.ca.gov).

#### Comprehensive Support and Improvement

The LEA shall, in partnership with stakeholders (including principals and other school leaders, teachers, and parents), 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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.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