



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
John H. Still K-8 School	34-67439-6059323	May 12, 2022	June 22, 2023

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)

Schoolwide Program
Additional Targeted Support and Improvement

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.

Our school plan and additional ATSI focus is to address the identified needs preventing our students from reaching their maximum academic and social-emotional potential, specially our targeted subgroups; African American students (AA), Hispanic/Latino students (H/L), students who are two or more races (MR), English Learners (EL), students with disabilities (SWD), and socioeconomically disadvantaged students (SED). According to data collected from the California School Dashboard, we have targeted areas of focus that include attendance, behavior, ELA, and Math. As a result, we

have written several goals to concentrate effort here. Goal one of our plan seeks to improve YTD attendance and address chronic absenteeism. Goal two focuses on raising ELA scores by building on foundational skills in our primary grades with the fidelity of our SIPPS and Heggerty programs. Goal three is to improve math across all grade levels, by strengthening foundational skills and the use manipulatives and online resources. In goal four we will look to improve school climate as measured by our District's Kelvin assessment by strengthening our school's PBIS program and improving staff knowledge around trauma informed practices. Our final goal, five, is our EL goal, which focuses on increasing the number of students who meet District reclassification criteria. All of our goals are written to the benefit of all students with concentration on our targeted subgroups.

Educational Partner 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

We reviewed our SPSA goals in all of our formal meetings. However the following dates we focused on specifics as they relate to the work and mid year review.

Staff Meetings- Monthly
February 1, 2022- Mid Year Review of SPSA

Site Leadership- Monthly

COST- Weekly, Tuesdays (AM and PM by grade campus)

Informal conversations with parents/students/stakeholders

Attendance Team- Monthly

ELAC/SSC Meeting Dates: 2021-22

- 1) September 13, 2022
- 2) November 8, 2022
- 3) December 13, 2022- Mid Year SPSA Review
- 4) March 15, 2023
- 5) March 28, 2023
- 6) May 24, 2023

Resource Inequities

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

The following resource inequities have made it difficult to meet the needs of our students:

Hiring of permanent staff:

- *Middle School Counselor- still unfilled
- *Elementary Special Subjects (PE) Teacher- filled by a longterm sub
- *Middle School Boys PE Teacher- filled by a longterm sub
- *Multiple yard duty positions- employees have been difficult to retain or positions have remained unfilled
- *CORE (ELA/History) - filled by various subs for the first semester

Receiving purchased curriculum:

*Some ordered items have taken all year (6+) months to receive. We have been waiting on items we ordered in September that we are just now receiving in March.

Technology

*Inconsistent access to the internet/wifi

*Students without working Chromebooks

*New staff without access to online materials/employee accounts to conduct lessons or access curriculum

Goals, Strategies, & Proposed Expenditures

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

Goal 1

DOCUMENT IMPROVEMENT AIM

Our goal is to improve the YTD attendance of our K-8 student population by 5%, with a focus on our chronically absent sub groups, African American, Hispanic/Latino, students with disabilities, socioeconomically disadvantaged students, and English Learners, by June of 2024.

Identified Need

1. DOCUMENT NEEDS ASSESSMENT

John Still K-8 Daily Attendance averages for the 2021-22 school year by grade are as follows as of May 2022:

Kinder: 87.43%
1st Grade: 88.71%
2nd Grade: 89.01%
3rd Grade: 88.66%
4th Grade: 90.73%
5th Grade: 89.38%
6th Grade: 89.81%
7th Grade: 92.25%
8th Grade: 90.86%

John Still K-8 Daily Attendance averages for the 2022-23 school year by grade are as follows as of March 2023:

Kinder: 88.4%
1st Grade: 90.2%
2nd Grade: 88.1%
3rd Grade: 90.2%
4th Grade: 90.6%
5th Grade: 90.7%
6th Grade: 88.5%
7th Grade: 93.1%
8th Grade: 93.2%

Currently our YTD attendance rate is 90.9%. Our chronic absentee rate is 26.7%

The following subgroups' YTD attendance data are as follows as of March 2023:

*AA- 86%
*H/L- 88.7%
*MR- 92.5%
*EL- 91.3%
*SWD - 88.1%
*SED - 90%

2. DOCUMENT PROBLEM STATEMENT

We have seen Kinder, 2nd, and 6th grades struggle the most with attendance this past year. As a subgroup, our EL students, African American students, students with disabilities, and Hispanic/Latino students are also at the highest risk of being chronically absent.

3. DOCUMENT HIGHEST PRIORITY ROOT CAUSE TO RESOLVE

Implement an attendance team that meets weekly to address our tier II and tier III interventions in an effort to engage these students and their families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EveryDay Pro- Chronically Absent AA students YTD: 22-23	AA- 44.1%	AA- 39.1%
EveryDay Pro- Chronically Absent H/L students YTD: 22-23	H/L- 34.9 %	H/L- 29.9 %
EveryDay Pro- Chronically Absent MR students YTD: 22-23	MR- 26.3 %	MR- 21.3 %
EveryDay Pro- Chronically Absent EL students YTD: 22-23	EL- 22.3 %	EL- 17.3 %
EveryDay Pro- Chronically Absent SWD students YTD: 22-23	SWD - 30.2 %	SWD- 25.2 %
EveryDay Pro- Chronically Absent SED students YTD: 22-23	SED -29.6 %	SED- 24.6%
EveryDay Pro- Chronically Absent students YTD overall: 22-23	26.7 %	21.7%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students and our target ATSI subgroups: African American, Hispanic/Latino, students with disabilities, socioeconomically disadvantaged students, and English Learners.

Strategy/Activity

1. DOCUMENT HIGHEST PRIORITY CHANGE IDEA

Our attendance and PBIS teams, admin, COST, and Student Support staff will work to identify reasons around school climate that we can influence to decrease chronic absenteeism. It is our belief that by impacting our school climate, we can leverage attendance in a positive manner.

3. DOCUMENT HIGHEST PRIORITY ROOT CAUSE TO RESOLVE

Action	Tenet	Owner	Targeted Completion Date	Milestone
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Collect and analyze data using Everyday Pro and Infinite Campus to identify student attendance trends.	Curriculum and Instruction.	Teachers and Administration	June 2024	Assemble committee, meet, monthly to begin organizing and evaluating schoolwide data. Teachers will meet during CT to discuss gradelevel data.
CT focused once a month on attendance and PBIS.	Curriculum and Instruction. Logistics & Operations	Teachers, Staff, and Administration	May 2024	Ongoing check-ins on how PBIS and attendance are working together and what adaptations need to be made.
Kelvin Survey to identify the reasons why students do or do not have a sense of belonging regarding our school community and its impact on attendance.	Curriculum and Instruction. Logistics & Operations	Admin	August 2024	Disaggregation of completed survey results.
Bi-monthly Attendance Team Meetings	Logistics & Operations	Staff and Administration	June 2024	Ongoing check-ins on attendances needs.
Hire additional part-time employee to support attendance.	Logistics & Operations	Administration	August 2023	Assist in attendance related documents and calls, planning home visits, ESPs, and possible SARB/SARTs.

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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students and our target ATSI subgroups: African American, Hispanic/Latino, students with disabilities, socioeconomically disadvantaged students, and English Learners.

Strategy/Activity

Hire a part time parent liaison to assist in matters related to attendance, i.e. overseeing attendance letters and related documents, making calls to students' families to follow up on absences, assisting with home visits, scheduling meetings, and supervising and organizing incentives for students who have earned them.

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)
10402	Title I Part A
22000	LCFF Low Income

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students and our target ATSI subgroups: African American, Hispanic/Latino, students with disabilities, socioeconomically disadvantaged students, and English Learners.

Strategy/Activity

Fund incentive purchasing for items including but not limited to certificates, medals, and experiences that can be used to support positive attendance trends amongst students.

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)
8039	LCFF Low Income

Annual Review

SPSA Year Reviewed: 2022-23

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.

We have not been able to implement the intended strategies with fidelity. Our goal of having monthly CT focused on attendance and incentives was difficult to achieve due to grant work, staff meetings, and teacher need for collaborative time. We were though, able to build a PBIS team as part of our site's adjunct duties, however the team was not able to meet as often as we wanted them to (monthly). We did have success with building a stronger token economy for K-6 students to incentivize attendance and PBIS.

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

We had budgeted a total of \$50,000 in split funded monies to support our original strategies. This was enough to support our original strategies and our additional strategy of hiring subs to help with clerical work tied to attendance. We had money we did not end up accessing for the

implementation of this goal since the goal itself was not completed. As a result we have budgeted less money to this goal for 23-24 and refined our strategies.

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.

We have adapted the wording for this goal to focus on our chronically absent subgroups in addition to overall student body, with a different metric to consider. Moving forward we plan to hire someone to support with monitoring attendance and family outreach. We are hoping this will help improve attendance and consistency in our ability to achieve this goal. This change shows up as strategy 2. We will monitor the success of this strategy by looking at Everyday Pro data and Infinite Campus.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

By June of 2024, we will increase by 10% the number of K-8 students who are meeting or exceeding standards on the District ELA Interim Assessments.

Identified Need

As our longitudinal data listed below shows, our students have struggled to perform at grade level consistently in ELA based on multiple measures.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DIBELS: K-3	<p>2022-2023 BOY to MOY results indicate students are making growth, but still aren't meeting grade level standard.</p> <p>2022- MOY DIBELS Composite scores are as follows for the K-3 grade students :</p> <p>K: 24% 1st: 37% 2nd: 30% 3rd: 43%</p> <p>2023- MOY DIBELS Composite scores are as follows:</p> <p>K: 19% 1st: 45% 2nd: 31% 3rd:40%</p>	<p>All teachers will administer DIBELS assessments as needed and be able to use the data to build student groups for tier 2 and/or tier 3 instruction. We expect to see students increase in their composite scores, 10% points from the 22-23 school year to the 23-24 school year by June.</p>
CDE Dashboard	<p>2021-22 data indicates that 534 students were tested and are performing on average 68.5 points below standard.</p> <p>Our targeted subgroups performed below standard the following numbers of points, placing them in the "very low" category":</p> <p>AA- 105.2 H/L- 83.7 SED- 71.9</p>	<p>All students will make marked growth in this area. We will work to decrease the number of students in the "very low" and "low" categories by 10% by June of 2024.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>SWD- 131.7 EL- 72.5</p> <p>Listed as "low" was our MR sub group, who was 56.2 points below standard.</p>	
CAASPP ELA	<p>2021-2022 results indicate 24.37% of students assessed, met or exceeded standards in ELA.</p> <p>In our targeted subgroups, we performed as follows:</p> <p>AA- 15.22% H/L- 16.29% SED- 22.84% SWD- 7.59% MR- 28.13% EL- 11.03%</p>	<p>All students will make marked growth in this area. We will work to decrease the number of students in the "level 1s and 2s" by June 2024.</p>
ELPI	<p>2021-2022 data indicates that 23.6% of students tested decreased one or more level. We had 30.9% of students who maintained their placement. 1.2% maintained a level 4 placement. 44.2% of our students progressed at least one level.</p>	<p>We expect to have a positive growth in student scores overall. We would like to decrease the number of students whose scores are declining or staying the same by half, from 54.5% to 27.25% of students falling into our lowest two categories. We would also like to increase the number of students who are progressing levels from 44.2% to at least 65%.</p>
District Benchmark	<p>2022-2023 MOY District Benchmark Assessment, students who met standard:</p> <p>2nd: 6.9% 3rd: 28.9% 4th: 38.6% 5th: 35% 6th: 43% 7th: 30.8% 8th: 17.9%</p>	<p>Teachers will administer assessments and be able to use the data to help build student groups for tier 2 and/or tier 3 instruction.</p>
SIPPS	<p>Assessments indicate</p>	<p>Teachers will continue to use SIPPS as a tier 2 resource with it's assessment data supporting MTSS. Students will</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		make growth over time with an increasing number of students being able to read and write at grade level as exemplified using DIBELS, Benchmark assessments, and on ELPAC and CAASPP.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students and our target ATSI subgroups: EL students, African American, Hispanic/Latino, students with disabilities, socioeconomically disadvantaged students, and English Learners.

Strategy/Activity

Utilize our SCOE support providers to continue working to provide high quality instruction using SIPPS, District curriculum, and other resources with fidelity, analyze data to drive instruction, and identify students for MTSS groupings.

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)
5000	LCFF EL
60000	Title I Part A

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students and our target ATSI subgroups: EL students, African American, Hispanic/Latino, students with disabilities, socioeconomically disadvantaged students, and English Learners.

Strategy/Activity

Provide sub time and resources for teachers to participate in academic conferencing 2-3 times per year, to analyze data to drive instruction, identify students for MTSS groupings, and plan interventions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

30000

Title I Part A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students and our target ATSI subgroups: EL students, African American, Hispanic/Latino, students with disabilities, socioeconomically disadvantaged students, and English Learners.

Strategy/Activity

Purchase classroom libraries to support guided reading.

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)

20000

Title I Part A

Annual Review

SPSA Year Reviewed: 2022-23

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.

We were able to successfully implement the strategy in our plan with a great deal of success. Our grade level teams were able to meeting quarterly with our SCOE trainer and bi-monthly for CT. Vertical articulation and planning took place at the end of the year and subs were provided as necessary to support this work. As a result, we met our goal of 10% in K-3 DIBELS composite scores. Second grade has struggled more than these other grades due to inconsistent staffing. In 4th-6th grades we had difficulty assessing growth using the DIBELS data, since not all teachers were giving or inputting this information into Illuminate. We had to change gears during the year to look at the District Common Assessments as a more reliable metric.

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

We have doubled our spending in support of this goal's strategies for the upcoming year. Based on the current DIBELS data and meeting time allotted with SCOE, we saw a need to continue with the work being done there, but fund additional strategies (classroom libraries) based on the recommendations and needs assessments of our K-8 teachers.

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.

We have broadened the terms of this goal to include all District Common Assessments as a metric, not limiting the tracking of student growth to just DIBELS. This change can be found in the wording of goal itself. We have also changed the details of this goal due to the fact that our intermediate grades were inconsistent in data collection with DIBELS and a stronger process in using DCAs.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

By June of 2024, we will increase the number of students who are identified as working at grade level, by 10% based on District Common Assessments for their grade through the support of foundational skills instruction in K-8 grades.

Identified Need

On the MDTP Math Readiness Assessment for the 2021-22, students tested received the following scores in the following grade level segments:
 For 6th grade students taking the 7th grade math readiness test: 83 students were assessed. Only 8 students, 9.6% scored in the Adequately Prepared category.
 For 7th grade, we had 109 students test in the beginning of the year on the 7th grade readiness and only 9, 8.3%, scored as Adequately Prepared.
 In 8th grade, our students took the 8th grade readiness at the beginning of the year and 8 of the 65 students, 12.3%, assessed scored Adequately Prepared.

This year in 22-23 we had:
 131 seventh grade students tested and of those, 18.3% met standard or were adequately prepared.
 97 eighth grade students tested and 22.7% met standard or were adequately prepared.

Based on this data, we met our 8th grade goal, but fell short by 1% in 7th grade. Our 6th grade data is still to be determined.

Middle School teachers will be entering their final year with our Gear Up grant, support instruction with increased engagement and fidelity to math instruction. Select students have been enrolled in tutoring after school in 1st through 8th grades with a focus on math for some. Dreambox online tutorial also continues to be available to K-8 grades to further support students in math, through self-paced, online instruction that is teacher monitored and supported.

Considering all of this information, when looking at our 21-22 CDE dashboard data, our students are performing lower in math than any other subject area. We had 530 students assessed last year and our average number of points from standard was 98.3, 46.6 points lower than the state average. We had more subgroups in the "very low" category, with a total of six, with all of our ATSI focus groups listed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Math	2021: 98.3 points below standard AA- 137.7 H/L- 115.9 SED- 99.8 SWD- 163.3 MR- 99.9 EL- 100.7	We want to significantly improve all student performance by decreasing their distance from standard met. Our goal to reach pre-pandemic scores once again and build from there.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MDTP	BOY 22-23: 6th Grade- Data not found. 7th Grade- 18.3% of 131 students met standard or were adequately prepared. 8th Grade- 22.7% of 97 students met standard or were adequately prepared.	The number of students identified as adequately prepared will increase by 10% by June 2024.
District Benchmark Assessments	2022-2023 MOY District Benchmark Assessment, students who met standard: 1st: 74.1% 2nd: 77.4% 3rd: 25% 4th: 47.1% 5th: 55.9% 6th: 18.9% 7th: 5.8% 8th: 3.2%	Ensure all students are give the common assessment and increase scores in grade levels as follows: K: 10% 1st: 10% 2nd: 10% 3rd: 50% 4th: 30% 5th: 25% 6th: 50% 7th: 60% 8th: 60%
CAASPP	21-22 SBAC: Overall 13.3% of students met or exceeded standards in math. Our subgroups performed as follows: AA- 8.6% H/L- 9.39% SED- 12.85% SWD- 1.28% MR- 15.63% EL- 5.48%	We would like to see 30% of all students tested, meet or exceed standards on the SBAC in math.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students and our target ATSI subgroups: African American, Hispanic/Latino, students with disabilities, socioeconomically disadvantaged students, and English Learners.

Strategy/Activity

Evaluate the use of online resources such as DreamBox, NearPod Math, and Braining Camp, and increase the engagement of programs rated as "high-impact for students" based on teacher feedback, then provide teacher PD, sub coverage, and/or per diem pay.

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)
10000	LCFF Low Income
30000	Title I Part A

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students and our target ATSI subgroups: African American, Hispanic/Latino, students with disabilities, socioeconomically disadvantaged students, and English Learners.

Strategy/Activity

Purchase manipulatives and other materials for Building Thinking Classrooms as an instructional strategy to close the achievement gap.

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)
10000	LCFF Low Income

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students and our target ATSI subgroups: African American, Hispanic/Latino, students with disabilities, socioeconomically disadvantaged students, and English Learners.

Strategy/Activity

Hire an instructional aide to support MTSS Tier 2 math instruction in our intermediate classes.

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)
25000	LCFF Low Income
30000	Title I Part A

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students and our target ATSI subgroups: African American, Hispanic/Latino, students with disabilities, socioeconomically disadvantaged students, and English Learners.

Strategy/Activity

Purchase licensing for support resources to improve math performance such as DreamBox.

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)

30000

Source(s)

Title I Part A

Annual Review

SPSA Year Reviewed: 2022-23

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.

We were able to do an informal look at how our online math resources are being used by pulling data from DreamBox and Nearpod Math. Teachers in K - 5 are using DreamBox but not consistently. 6th grade piloted Nearpod Math which was favorable amongst the teachers.

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

We have increased our strategies from one to four for the upcoming year, seeing that there was still a grave need to address math fundamentals. As a result our spending went from \$45,000 in 22-23 to a budgeted \$149,052 to increase the supports and strategies for which we are planning.

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.

We have adapted the wording for the goal itself to focus on data supporting foundational math skills. In order to assist with the growth and development of this change, we are also proposing the funding of a part time math aide to assist in supporting small group instruction for Tier 2 in intermediate classes. Sixth - 8th grades plan to use NearPod in the 2023 - 2024 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

By June of 2024, we will increase the overall percentage of student ratings on the 2023-24 Kelvin Pulse Survey "Safety" rating by 10%.

Identified Need

Based on the 2022 - 2023 Kelvin Survey Results, we have improved our school climate but that does not correlate with our suspension rates. We are still working on building a strong PBIS program that meets the needs of all students. We have struggled to find ways to incentivize our middle school students and implement our incentive program with fidelity amongst our east campus (6th, 7th & 8th Grades).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SCUSD School Climate Survey	<p>Based on the 2022 - 2023 Kelvin Survey Results:</p> <p>Wellbeing 3rd - 6th: I have close friends/good friends - 93% I feel happy to be at this school. - 83% I can really be myself at my school. - 75%</p> <p>Wellbeing 7th - 8th: I have close friends/good friends. - 92% I can really be myself at my school. - 70% I feel happy to be at this school. - 67%</p> <p>Safety 3rd - 6th: I know what is expected of me to be safe at this school (for example in the hallways, classrooms, bathrooms). - 93% I feel safe at this school. - 83% I speak up when things seem unfair for myself or others. - 71%</p> <p>Safety 7th - 8th: I know what is expected of me to be safe at this school (for</p>	We will increase our school's wellbeing and safety outcome by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>example in the hallways, classrooms, bathrooms). - 94% I feel safe at this school. - 78% I speak up when things seem unfair for myself or others. - 61%</p> <p>Kelvin Results are as follows based on our targeted ATSI Subgroups identified in the Kelvin report:</p> <p>Wellbeing (3rd - 6th): AA: 81% HL: 83% MR: 82%</p> <p>Wellbeing (7th -8th): AA: 66% HL: 75% MR: 78%</p> <p>Safety (3rd - 6th): AA: 84% HL: 83% MR: 71%</p> <p>Safety (7th - 8th): AA: 74% HL: 80% MR: 86%</p>	
Infinite Campus	Referral and suspension data to be collected in June of 2023	We will decrease the number of referrals and suspensions by 2% by June of 2024.
Thrively Wellbeing	Well being data will be collected by June of 2023.	Teachers will administer wellbeing survey daily and check in with students with negative well being scores.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students and our target ATSI subgroups: African American, Hispanic/Latino, students with disabilities, socioeconomically disadvantaged students, and English Learners.

Strategy/Activity

Improve the process of communication with all stakeholders (parents, teachers, staff, and students) through the purchase of a marquee for the east campus, to increase parent and family engagement.

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)

15000

Source(s)

LCFF Low Income

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students and our target ATSI subgroups: African American, Hispanic/Latino, students with disabilities, socioeconomically disadvantaged students, and English Learners.

Strategy/Activity

Provide evening materials and performers for events that integrate student performance or recognition to increase parent engagement, such as Family Heritage nights to celebrate cultural diversity and Red Carpet Awards to support academic achievement and grow community spirit.

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)

15000

Source(s)

LCFF Low Income

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students and our target ATSI subgroups: African American, Hispanic/Latino, students with disabilities, socioeconomically disadvantaged students, and English Learners.

Strategy/Activity

Purchase materials to assist in the maintenance of a safe and clean campus (security golf carts, lighting, and safety items).

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)

20000

LCFF Low Income

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students and our target ATSI subgroups: African American, Hispanic/Latino, students with disabilities, socioeconomically disadvantaged students, and English Learners.

Strategy/Activity

Fund school day assemblies that promote PBIS, SEL, and engagement.

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)

20000

LCFF Low Income

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students and our target ATSI subgroups: African American, Hispanic/Latino, students with disabilities, socioeconomically disadvantaged students, and English Learners.

Strategy/Activity

Fund the Forxa Dance Academy for grades K-6 to increase engagement, attendance, and promote SEL.

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)

35000

LCFF Low Income

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students and our target ATSI subgroups: African American, Hispanic/Latino, students with disabilities, socioeconomically disadvantaged students, and English Learners.

Strategy/Activity

Provide funding for appropriate staff to train or attend conferences around restorative justice practices and PBIS.

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)

21000

Source(s)

LCFF Low Income

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students and our target ATSI subgroups: African American, Hispanic/Latino, students with disabilities, socioeconomically disadvantaged students, and English Learners.

Strategy/Activity

Provide funding for experiential learning trips as an incentive for engagement and 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)

10000

Source(s)

LCFF Low Income

Annual Review

SPSA Year Reviewed: 2022-23

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.

Our first strategy was to improve communication with stakeholders. We have used multiple methods including keeping the website up to date, and using Connect ED calls/texts/emails. Parents expressed concern about receiving too many calls from the school. so we adjusted to use Connect ED sparingly. We are still working on encouraging students and families to utilize our website. We have had a successful implementation of the heritage nights to engage students and families. We were not able to implement any clubs this year due to staffing constraints. Students were able to participate in enrichment activities through the after-school program and various sporting teams. We were able to increase one of our campus monitor's hours by two hours for additional campus monitoring and also purchase two golf carts to help meet safety needs between the east and west campuses.

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

We have increased the budget in this area by \$16,000 due to changes in strategies.

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.

We wanted to add restorative justice and PBIS training for teachers and staff as well as funding for experiential learning trips as an incentive for engagement and learning. We believe by having proper training and providing engaging activities to keep students safe on campus.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

By June of 2024 we will increase the number of EL students who have scored a high 2 or higher on the ELA portion of the SBAC so that they can qualify for reclassification, by 10%

Identified Need

Annually we reclassify very few of our EL students (3-10%) due to their low SBAC scores, of the criteria analyzed.

During the 2021-22 school year, we only reclassified 14 students, while continuing to test 199 students for ELPAC.

In 2022-23 we reclassified 7 of the 204 students tested.

According to the CDE dashboard, our current EL population 101.1 points below standard, in ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Scores, Summative and Initial	2022-23 overall scores	Students will continue to score better on the ELPAC than they are on SBAC.
SBAC Scores	2022-23 results for ELA	Increase the number of EL students receiving a high 2 or better on the SBAC.
Benchmark Scores	EOY ELA DCA scores	Benchmark scores will be impacted by the work happening with ELSB in primary as well as the PD occurring with the support of our SCOE trainers.
MyPerspectives Test Scores	EOY ELA DCA scores	MP scores will be more consistent with SBAC
CDE Dashboard	28.6% EL students in 2022-23 of our 762 students.	Our percentage should be comparable in 2023-24.
DIBELS Data	EOY DCA scores	K-3 scores in DIBELS will improve with the work happening in ELSB.
SIPPS Data	Final Master assessment	SIPPS scores have consistently shown improvement.

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 EL students, including those in our targeted ATSI subgroups: African American, Hispanic/Latino, students with disabilities, socioeconomically disadvantaged students, and English Learners.

Strategy/Activity

Support teachers with PD around ELD instruction and student engagement including coaching, lesson planning, and data analysis, with SCOE.

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)

25000

Source(s)

Title I Part A

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All EL students, including those in our targeted ATSI subgroups: African American, Hispanic/Latino, students with disabilities, socioeconomically disadvantaged students, and English Learners.

Strategy/Activity

Conduct student reclassification meetings with the EL students so that they clearly understand the process and plan for their SBAC readiness. Teachers will meet with their students 2-3 times annually to review this process.

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)

5000

Source(s)

LCFF EL

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All EL students, including those in our targeted ATSI subgroups: African American, Hispanic/Latino, students with disabilities, socioeconomically disadvantaged students, and English Learners.

Strategy/Activity

Increase our TAB hours or hire an additional TAB to support Tier 2 instruction for our newcomers and beginning EL students.

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)

47088

Source(s)

LCFF EL

Annual Review

SPSA Year Reviewed: 2022-23

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.

Teachers have met three times a year in their grade level or department teams with an SCOE trainer to focus on ELD instruction and had three ELD training. Before students took the summative ELPAC, teachers conducted reclassification meetings with EL students to explain the reclassification process and the importance of the ELPAC and SBAC ELA. Teachers were provided with all intervention materials needed to support ELD instruction. All of these strategies have led to an increase in student ELPAC scores. We are still awaiting SBAC ELA scores for the 2022 - 2023 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.

We decreased the dollar amount of this goal by \$8784 due to purchasing intervention materials (strategy 3) through goal 2 and our grant money.

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.

Because we have seen an increase in ELPAC scores after teacher conferencing, we will increase conferencing to 2 - 3 times a year (strategy 2). We have also changed strategy 3 to increase TAB hours in order to support newcomers and beginning ELs.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Strategy/Activity

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)
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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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$504,981.00

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 Part A	\$235,402.00

Subtotal of additional federal funds included for this school: \$235,402.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF EL	\$58,540.00
LCFF Low Income	\$211,039.00

Subtotal of state or local funds included for this school: \$269,579.00

Total of federal, state, and/or local funds for this school: \$504,981.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF Low Income	211039	0.00
LCFF EL	58540	0.00
Title I Part A	235402	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- Secondary Students

Name of Members	Role
Joanna Evans	Principal
Matthew Ward	Classroom Teacher Other School Staff
Ka Yang	Classroom Teacher
David DeJager	Classroom Teacher
Jondell Taylor	Other School Staff
Cynthia Gomez	Parent or Community Member
Lily Silvera	Parent or Community Member
Christine Taileifi	Parent or Community Member
Bhuiyan, M D	Parent or Community Member
Hilliard, Tamika	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

Other:

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 31, 2023.

Attested:



Principal, Joanna Evans on 5/31/2023

SSC Chairperson, Cynthia Gomez on 6/2/2023

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: Linked 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.

[Educational Partner 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.

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.

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: 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 (Educational Partner 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 (Educational Partner 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