School Year: 2021-2022

School Plan for Student Achievement (SPSA) Template

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

<table>
<thead>
<tr>
<th>School Name</th>
<th>County-District-School (CDS) Code</th>
<th>Schoolsite Council (SSC) Approval Date</th>
<th>Local Board Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amador High School</td>
<td>03739810330753</td>
<td>November 29, 2021</td>
<td>December 13, 2021</td>
</tr>
</tbody>
</table>

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 provide actions and services for the Schoolwide Program at Amador High School.

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.

A main area of focus for us this year as a district is providing a multi-tiered system of supports (MTSS) to promote the academic, social-emotional, and behavioral growth of all students. The actions and services included in this plan will support implementation of our district-wide MTSS. Another area of focus for us this year is to take a comprehensive look at the structure of our special education program to ensure we are providing the best overall level of service for our students with disabilities.

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

The SPSA has been developed in conjunction with preparation of the 2022 WASC Mid-Cycle Progress Report and the comprehensive needs assessment. Due to the fact that state testing was suspended for the 2019-2020 school year, the 2020-2021 SPSA continued to focus on identified student needs identified the previous year as well as pandemic-related needs identified through attendance and grade data. The School Site Council reviewed data recently collected and disaggregated for the WASC Mid-Cycle Progress report and discussed the achievement gap between all students and Amador’s three largest subgroups (Hispanic students, socio-economically disadvantaged students, and students with disabilities), most notably on the Career and College Indicator.
Goals, Strategies, Expenditures, & Annual Review

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

**LEA Goal: LCAP Goal #1**

All students will demonstrate growth toward meeting or exceeding standards in all academic subject areas, with accelerated learning growth for subgroups performing below standard in order to close achievement gaps, as demonstrated through local formative assessments, summative assessments (CAASPP and curriculum specific assessments), and additional local measures.

**School Goal:**

By Fall 2022, all students and all identified subgroups (Hispanic, low-socio-economic and disabled students) will demonstrate growth toward meeting or exceeding standards in ELA/Literacy, as measured through CAASPP interim and summative assessments and the Career/College Indicator.

**Basis for this Goal**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students not demonstrating enough progress to meet proficiency levels on the California Common Core State Standards and subsequently not demonstrating preparedness on the College and Career Indicator. As a result, it has adopted the following school goals, related actions, and the expenditures to raise the academic performance of students who are struggling to reach college/career preparedness.

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP (2020)</td>
<td>42% of 11th grade students met or exceeded the standard in ELA; 16% of 11th grade students met or exceeded the standard in Math</td>
<td>50% of 11th grade students will meet or exceed the standard in ELA and 20% of 11th grade students will meet or exceed the standard in Math.</td>
</tr>
<tr>
<td>IAB (18-19)</td>
<td>48% of students in Algebra 1 scored below standard on Algebra Functions 1 IAB; 41% scored near standard and 10% scored above standard. 12% of Geometry students scored below standard on the Geometry Congruence IAB;</td>
<td>All students in grades 9-11 enrolled in ELA and Math classes will utilize IABs and FIABs to 4 times annually to gain familiarity with test tools and expected rigor. The percentage of students scoring below standard on math and ELA IABs and FIABs will decrease and the percentage of</td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>Baseline/Actual Outcome</td>
<td>Expected Outcome</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td>41% scored near standard and 46% scored above standard. On the ELA Editing IAB, 22% of students scored below standard, 56% scored near standard, and 20% scored above standard. On the ELA Listening/Interpretation IAB, 18% of students scored below standard, 62% scored near standard, and 19% scored above standard.</td>
<td>students scoring near and above standard will increase by the final administration in Spring, 2022.</td>
</tr>
</tbody>
</table>

**Dashboard College/Career Indicator**

|                  | 40.1% of students were prepared on the College/Career indicator. 16.9% were prepared through CTE pathway completion. | 45% of students will be prepared on the College/Career Indicator. 20% of students will be prepared through CTE pathway completion. |

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 |

**Strategy/Activity**

1. Collaborate monthly within departments to improve student learning through shared strategies and best practices.
2. Meet monthly with CTE Coordinator and/or department to develop course plans and refine systems for retaining students and tracking pathway completion.
3. Meet weekly as an administration and counseling team to develop strategies for increasing student access to a sequence of learning pathways.
4. Meet monthly as an MTSS team to refine the system, analyze data, and provide targeted interventions for students who are struggling to recover from pandemic-induced learning loss and isolation.

5. Attend AVID site-based, regional, and Summer Institute professional development opportunities to utilize college and career readiness strategies in all content areas.

6. Provide collaboration time to grade level teams to monitor student progress and success.

7. Promote college and career awareness through field trips, bulletin boards, events, guest speakers, attire and pennants.

8. Provide hands-on materials and supplies for classroom use in all content-areas. Materials will include items such as math manipulatives, art kits, and essential learning tools to reinforce concepts, mitigate learning loss, and supplement core curriculum.

9. Provide lunch and after school tutoring to support struggling students.

10. Provide collaboration time for site teams to develop interventions and monitor student progress.

11. Provide materials, supplies and storage for outdoor learning spaces to increase student engagement and time on task.

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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. No cost</td>
<td>1. N/A (Embedded rally day collaboration)</td>
</tr>
<tr>
<td>2. No cost</td>
<td>2. N/A (Embedded monthly department collaboration)</td>
</tr>
<tr>
<td>3. No cost</td>
<td>3. N/A</td>
</tr>
<tr>
<td>4. $1650 (5 additional hours for 6 team members)</td>
<td>4. CRSSA</td>
</tr>
<tr>
<td>5. $10,000 (Summer Institute for 8 participants)</td>
<td>5. N/A (District funded)</td>
</tr>
<tr>
<td>6. No cost</td>
<td>6. N/A (Embedded minimum day collaboration)</td>
</tr>
<tr>
<td>7. $2,000</td>
<td>7. Title 1</td>
</tr>
<tr>
<td>8. $10,000</td>
<td>8. CRSSA</td>
</tr>
<tr>
<td>9. $10,500 ($140/week for lunch tutoring; $275/week for after school tutoring)</td>
<td>9. N/A (District funded)</td>
</tr>
<tr>
<td>10. $4,400 (10 hours/month)</td>
<td>10. CRSSA</td>
</tr>
<tr>
<td>11. $32,701</td>
<td>11. CRSSA</td>
</tr>
</tbody>
</table>

Goal 2
LEA GOAL: LCAP GOAL #2: All students will show an increase in positive school engagement and connectedness with staff, peers, and community, including demonstrating improvement in social/emotional, physical, and mental health.

School Goal:
By Fall 2022, all students and all identified subgroups (Hispanic, low-socio-economic and disabled students) will demonstrate a decrease in chronic absenteeism rates and D or F grades earned.

Basis for this Goal
The School Site Council has analyzed the academic performance and engagement of all student groups and has considered the effectiveness of key elements of the instructional program for students not demonstrating enough progress toward graduation or to meet proficiency levels on the California Common Core State Standards. As a result, it has adopted the following school goals, related actions, and the expenditures to raise the academic performance and school engagement of students who are struggling to reach college/career preparedness.

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHKS</strong></td>
<td>Average percentage of students self-reporting a high level of academic motivation in 2019-2020 was 62% (9th grade) and 63% (11th grade).</td>
<td>Average percentage of students self-reporting a high level of academic motivation will increase to 67% for 9th grade students and 68% for 11th grade students.</td>
</tr>
<tr>
<td></td>
<td>Average percentage of students self-reporting a high level of school connectedness in 2019-2020 was 56% (9th grade) and 43% (11th grade).</td>
<td>Average percentage of students self-reporting a high level of school connectedness will increase to 61% for 9th grade students and 48% for 11th grade students.</td>
</tr>
<tr>
<td><strong>Grades</strong></td>
<td>Baseline: 39% of all students received at least one D grade for Spring Semester, 2021.</td>
<td>Average percentage of students receiving at least one D grade for Spring Semester, 2022 will decrease from 39% to 34%.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Average percentage of students receiving at least one F grade</td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>Baseline/Actual Outcome</td>
<td>Expected Outcome</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>23% of all students failed at least one course Spring Semester, 2021.</td>
<td>for Spring Semester, 2022 will decrease from 23% to 18%.</td>
<td></td>
</tr>
</tbody>
</table>

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 |

**Strategy/Activity**

1. Administration, counseling department, and MTSS coordinator will meet weekly to provide targeted interventions for students who are struggling with behavior, attendance, and/or grades.
2. Provide time for coordination of monthly SSPT meetings.
3. Provide release time for MTSS 9th – 11th Grade Level Coordinators to analyze data and provide support services.
4. Provide extra time to plan interventions for 12th grade students, monitor progress, and collaborate with 12th grade level team members.
5. Provide extra time to plan interventions for 9th grade students, monitor progress, and collaborate with 9th grade level team members.
6. Ensure courses have access to consumable materials needed for project development and content mastery.
7. Provide opportunities for students to meaningfully connect with their school home and classmates through team-building games and activities, and class recognition spiritwear/supplies.
8. Provide materials and supplies to incentivize utilizing lunchtime tutoring.
9. Provide materials and supplies for recognition ceremonies and events.
10. Provide general materials and supplies for school, office and classroom operations.
11. Provide parent workshops and hold meetings as needed to improve home-school collaboration.
12. Continue to use Facebook to post information, updates, and celebrations.
13. Add and manage content on the website to provide information to families.
14. Provide important updates using the Parent Square messaging system.
15. Regularly update grades for parents to view in Aeries Parent Portal.
16. Produce meaningful virtual events and ceremonies to honor students and families.

17. Hold monthly SSPT meetings and provide extra time to plan and monitor individualized intervention plans with students and families to mitigate learning loss.

18. Provide families of struggling students with physical mailing of grade reports and available services available to provide support.

19. Provide specialized classroom materials and furniture to reduce student stress and to create a welcoming learning environment.

20. Provide technology, supplemental supplies and curriculum, and material repairs for school, office and classroom operations.

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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. No cost</td>
<td>1. N/A (Teacher period release)</td>
</tr>
<tr>
<td>2. $1375 (1 hour per week)</td>
<td>2. Title 1</td>
</tr>
<tr>
<td>3. N/A</td>
<td>3. N/A (Teacher period release)</td>
</tr>
<tr>
<td>4. $1375 (1 hour per week)</td>
<td>4. CRSSA</td>
</tr>
<tr>
<td>5. $825 (5 team members x 3 (1) hour session)</td>
<td>5. Title 1</td>
</tr>
<tr>
<td>6. $18,013</td>
<td>6. LCFF Supplemental</td>
</tr>
<tr>
<td>7. $2,008</td>
<td>7. Title 1</td>
</tr>
<tr>
<td>8. $1,000</td>
<td>8. Title 1</td>
</tr>
<tr>
<td>9. $3,000</td>
<td>9. Lottery</td>
</tr>
<tr>
<td>10.$39,380</td>
<td>10. Lottery</td>
</tr>
<tr>
<td>11.$1,650</td>
<td>11. Title 1</td>
</tr>
<tr>
<td>12.N/A</td>
<td>12. N/A</td>
</tr>
<tr>
<td>13.N/A</td>
<td>13. N/A</td>
</tr>
<tr>
<td>14.N/A</td>
<td>14. N/A</td>
</tr>
<tr>
<td>15.N/A</td>
<td>15. N/A</td>
</tr>
<tr>
<td>16.$1650 (30 hours)</td>
<td>16. Title 1</td>
</tr>
<tr>
<td>17.$4,400 (10 hours/month)</td>
<td>17. CRSSA</td>
</tr>
<tr>
<td>18.$1,000</td>
<td>18. CRSSA</td>
</tr>
<tr>
<td>19.$32,700</td>
<td>19. CRSSA</td>
</tr>
<tr>
<td>20.$17,402</td>
<td>20. LCFF Supplemental</td>
</tr>
</tbody>
</table>

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

School Plan for Student Achievement| Page 7 of 4
ANALYSIS

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

Progress has been made on all three goals through the development of key strategies and activities. For Goal #1, significant work has been accomplished around strengthening CTE pathways and building MTSS supports through ongoing collaboration. The greatest accomplishments for Goal #2 were the continuation of AVID professional development opportunities and the strategic use of materials and supplies for distance learning and hybrid teaching. Distance Learning provided an opportunity to focus on Goal #3 in innovative ways in order to engage parents virtually in a variety of events.

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

The 2020-2021 SPSA was developed in alignment with the WASC Improvement Plan. Due to the complexity of transitioning from distance learning to in-person learning, some scheduled plans for teacher collaboration were not completed.

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.

The strategies to meet each goal will be revised to provide more emphasis on re-engaging and supporting students. Key activities in Goal #3 were consolidated into Goal #2 to create greater clarity and focus.
**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

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Funds Provided to the School Through the Consolidated Application</td>
<td>$10,508</td>
</tr>
<tr>
<td>Total Federal Funds Provided to the School from the LEA for CSI</td>
<td>$0</td>
</tr>
<tr>
<td>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</td>
<td>$176,529</td>
</tr>
</tbody>
</table>

## 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

<table>
<thead>
<tr>
<th>Federal Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title 1</td>
<td>$10,508</td>
</tr>
<tr>
<td>CRSSA</td>
<td>$88,226</td>
</tr>
</tbody>
</table>

Subtotal of additional federal funds included for this school: **$ 98,734**

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

<table>
<thead>
<tr>
<th>State or Local Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF</td>
<td>$17,402</td>
</tr>
<tr>
<td>LCFF - Art</td>
<td>$18,013</td>
</tr>
<tr>
<td>Lottery</td>
<td>$42,380</td>
</tr>
</tbody>
</table>

Subtotal of state or local funds included for this school: **$ 77,795**

Total of federal, state, and/or local funds for this school: **$ 176,529**
**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.

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.

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

**Purpose and Description**

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

**Purpose**

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

**Description**

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

**Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and School Plan for Student Achievement Instructions| Page 2 of 6
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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is Specific, Measurable, Achievable, Realistic, and Time-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

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

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

**Annual Review**

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

**Analysis**

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

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

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

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

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

**Budget Summary**

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

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

Budget Summary

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

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

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

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

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

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

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

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

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
      b. use methods and instructional strategies that:
         i. strengthen the academic program in the school,
         ii. increase the amount and quality of learning time, and
         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
         i. strategies to improve students’ skills outside the academic subject areas;
         ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
         iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
         iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
         v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

The LEA shall, 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
School Plan for Student Achievement (SPSA)

Purpose and Description

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable and sustained improvement of student outcomes. This document also serves as the schoolwide program and summarizes 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. This School Plan for Student Achievement (SPSA) is aligned to the Amador County Unified School District's Local Control and Accountability Plan (LCAP) LEA goals and the Argonaut High School WASC goals for 2021/2022.

A main area of focus for us this year as a district is providing a multi-tiered system of support (MTSS) to promote the academic, social-emotional, and behavioral growth of all students. The actions and services included in this plan will support implementation of our district-wide MTSS. Another area of focus for us this year is to take a comprehensive look at the structure of our special education program to ensure we are providing the best overall level of service for our students with disabilities.

School Vision and Mission

Enriched by the diversity and deep traditions of our unique community, Amador County Public Schools will prepare, support, and inspire each student to achieve career and college success in a rapidly evolving world through highly engaging teaching, rigorous learning and innovative pathways supported by strong partnerships in a safe, caring, and collaborative environment.

The Argonaut High School Mustang Family strives to create a positive and supportive environment in which all are challenged and inspired to achieve their full potential. Students are expected to be **respectful, responsible and resilient** citizens while having the **Courage to Compete** in everything they do in school and life.

School Wide Learning Outcomes

As a result of our high quality comprehensive high school education Argonaut students will have the confidence and skills to………

Stay engaged, follow through, honor commitments, give maximum effort, and finish all tasks started.

Take on new challenges, have the Courage to Compete and grow from experiences.

Always be Respectful, Responsible and Resilient individuals that collaborate with others.

Never give up as dedicated lifelong learners and knowledgeable global citizens.

Gather information, critically think, problem solve, communicate information and apply knowledge.

Skillfully contribute to society as an effective leader and collaborative team player.
Community Profile

Argonaut has strong traditions and a school culture that facilitates success for ALL students. Established in 1913 as Jackson Joint Union High School, we used that name until 1976 when we merged with Ione High School to become Argonaut High School. That year we moved near the site of the historic Argonaut Mine, featured in the book “47 Down,” and have been there ever since. The school is located on over 30 acres of land and has generational family connections in the community.

Our distinct geographic location situated in the center of the historic Mother Lode of Amador County has picturesque views in every direction. Argonaut High School is a California Distinguished and Gold Ribbon Award winning school. Situated in rural Northern California, approximately one hour east of Sacramento, Argonaut High is a comprehensive four-year public high school located in Jackson, the county seat of Amador. The enrollment stands at just over 570 students with grades 9-12. We are known for our supportive community that provides an overwhelming amount of encouragement for our students and school. We are “small but mighty,” and excited to share our academics, culture, and programs that make us uniquely distinguished with ALL students that attend.

School Profile

The academic program is organized on an eight period rotating block schedule. Students take seven classes and a study hall period or, if they choose and seats are available, eight classes. They can earn 70 credits each year with the seven period schedule or 80 credits if they choose an eight period schedule. Class periods are 86 minutes and they attend their classes every other day. Most classes are year-long with a few semester classes offered. Students must earn 250 credits to graduate with credits designated in certain subject areas.

The curriculum at Argonaut is well rounded, serving all students. We offer 11 Advanced Placement courses in five subject areas: Biology, World History, U.S. History, Language and Composition, Literature and Composition, Physics, Human Geography, Government and Politics, Calculus and Statistics. We have a Culinary, Hospitality Tourism & Recreation, Agriculture, Visual Arts, and Information & Services pathways. Students can choose to take elective courses in Spanish, Agriculture and Social Science. Additionally, our Fine Arts program encompasses Drama/Advanced Drama, Band, Vocal Ensemble, Studio Arts and Floral Design/Advanced Floral Design.

A hallmark of our school is that there is something here for everyone and we boast strong athletic, club and academic programs that are available to all that attend. A large proportion of students participate in athletics, with seventeen different sports offered during the school year. A wide variety of student organizations are open to students including Student Government, Mega Club formerly known as Anti-Bully Club, Art Club, Christian Club, Catholic Club, Circle of Friends, California Scholarship Federation (CSF), Future Farmers of America (FFA), Latin X Club, GSA, Interact Club, FCCLA, and a Link Crew program with mentors assisting freshmen with the transition from junior high to high school.
School Enrollment and Demographic Data

School Enrollment by Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Total Population</th>
<th>Native American</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>African American</th>
<th>White</th>
<th>Two or More Races</th>
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<tr>
<td>2017/18</td>
<td>465</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>119</td>
<td>3</td>
<td>297</td>
<td>27</td>
</tr>
<tr>
<td>2018/19</td>
<td>474</td>
<td>11</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>110</td>
<td>4</td>
<td>306</td>
<td>30</td>
</tr>
<tr>
<td>2019/20</td>
<td>479</td>
<td>11</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>112</td>
<td>5</td>
<td>309</td>
<td>29</td>
</tr>
<tr>
<td>2020/21</td>
<td>532</td>
<td>12</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>126</td>
<td>4</td>
<td>375</td>
<td>31</td>
</tr>
<tr>
<td>2021/22</td>
<td>568</td>
<td>15</td>
<td>5</td>
<td>3</td>
<td>7</td>
<td>141</td>
<td>4</td>
<td>353</td>
<td>28</td>
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</table>

Argonaut’s overall student population has increased by 100 students over the past several years. The diversity of Argonaut remains relatively stable, with a predominance of White, non-Hispanic students. Hispanic students still remain the largest minority group on campus, and the number of Latino students is showing year over year growth.

Socioeconomic Status

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<tbody>
<tr>
<td>Total Pop.</td>
<td>465</td>
<td>474</td>
<td>479</td>
<td>532</td>
<td>568</td>
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<tr>
<td>SED Students</td>
<td>201</td>
<td>175</td>
<td>176</td>
<td>193</td>
<td>224</td>
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<tr>
<td>Percent SED</td>
<td>43%</td>
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<td>37%</td>
<td>36%</td>
<td>39%</td>
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</table>

The percentage of socioeconomically disadvantaged students at Argonaut remains around 40%.

Students with Disabilities

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<tr>
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<tr>
<td>Total Pop.</td>
<td>465</td>
<td>474</td>
<td>479</td>
<td>532</td>
<td>560</td>
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<td>Students with Disabilities</td>
<td>45</td>
<td>71</td>
<td>60</td>
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<td>129</td>
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<tr>
<td>Percent SWD</td>
<td>10%</td>
<td>15%</td>
<td>12.5%</td>
<td>23%</td>
<td>23%</td>
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The percentage of students with disabilities has increased dramatically over the past 5 years. In 2021/22, Argonaut has 129 students with disabilities, which is 23% of the total student population.
Language Proficiency

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<tr>
<td>English Learner</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>3</td>
<td>6</td>
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<tr>
<td>Redesignated Fluent</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>7</td>
<td>6</td>
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Argonaut’s English learner population still remains relatively small.

CAASPP Result - ELA

ELA CAASPP Testing - Overall

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<thead>
<tr>
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<th>2018</th>
<th>2019</th>
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<td>87</td>
<td>94</td>
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<td>123</td>
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<tr>
<td>Mean Scale Score</td>
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<td>34%</td>
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<tr>
<td>Standard Met</td>
<td>38%</td>
<td>29%</td>
<td>37%</td>
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<td>31%</td>
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<tr>
<td>Standard Nearly Met</td>
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<td>28%</td>
<td>21%</td>
<td>NA</td>
<td>21%</td>
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<tr>
<td>Standard Not Met</td>
<td>12.5%</td>
<td>23%</td>
<td>13%</td>
<td>NA</td>
<td>27%</td>
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Percent of All Students Earning “Standard Exceeded” or “Standard Met”

The achievement gap between White and Hispanic students was at its smallest in 2017. In 2021, the achievement gap had increased to its largest in 4 years.
### CAASPP Results - Math

#### Math CAASPP Testing – Overall

<table>
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<tr>
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<td>126</td>
<td>88</td>
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<td>2571.0</td>
<td>2551.2</td>
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<td>8%</td>
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<tr>
<td>Standard Met</td>
<td>25%</td>
<td>18%</td>
<td>23%</td>
<td></td>
<td>13%</td>
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<tr>
<td>Standard Nearly Met</td>
<td>27%</td>
<td>30%</td>
<td>26%</td>
<td></td>
<td>21%</td>
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<tr>
<td>Standard Not Met</td>
<td>39%</td>
<td>44%</td>
<td>43%</td>
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<td>56%</td>
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Percent of All Students Earning “Standard Exceeded” or “Standard Met”

### Math CAASPP Testing - Hispanic and White Students

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<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
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<tbody>
<tr>
<td><strong>Number of Students</strong></td>
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<td>White</td>
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<td><strong>2017</strong></td>
<td>32</td>
<td>81</td>
<td>23</td>
<td>52</td>
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<tr>
<td><strong>2018</strong></td>
<td>0%</td>
<td>12%</td>
<td>0%</td>
<td>12%</td>
<td>4%</td>
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<td><strong>2019</strong></td>
<td>22%</td>
<td>25%</td>
<td>13%</td>
<td>15%</td>
<td>11%</td>
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<tr>
<td><strong>2020</strong></td>
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<td>30%</td>
<td>22%</td>
<td>33%</td>
<td>30%</td>
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<td><strong>2021</strong></td>
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<td>40%</td>
<td>56%</td>
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<td><strong>2022</strong></td>
<td>23</td>
<td>82</td>
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Percent of White and Hispanic Students Earning “Standard Exceeded” or “Standard Met”

The achievement gap between White and Hispanic students remained constant between 2017-18, increased in 2019, and then narrowed in 2021.
### Science – CAST Scores

<table>
<thead>
<tr>
<th></th>
<th>2019</th>
<th>2020</th>
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</tr>
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</tr>
<tr>
<td>Standard Exceeded</td>
<td>6%</td>
<td>NA</td>
<td>7%</td>
</tr>
<tr>
<td>Standard Met</td>
<td>19%</td>
<td>NA</td>
<td>29%</td>
</tr>
<tr>
<td>Standard Nearly Met</td>
<td>61%</td>
<td>NA</td>
<td>58%</td>
</tr>
<tr>
<td>Standard Not Met</td>
<td>14%</td>
<td>NA</td>
<td>4%</td>
</tr>
</tbody>
</table>

Between 2019 and 2021, the number of students scoring “Standard Exceeded” or “Standard Met” on the CAST increased from 25% to 36%. Also, in 2021, only 4% of students scored “Standard Not Met.”

For 2019 and 2021, only 12th-grade students were tested.

### College-and-Career Readiness Data

<table>
<thead>
<tr>
<th>Graduating Class</th>
<th>Prepared</th>
<th>Approaching Prepared</th>
<th>Not Prepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class of 2016</td>
<td>28.6%</td>
<td>33.3%</td>
<td>38.1%</td>
</tr>
<tr>
<td>Class of 2017</td>
<td>32.0%</td>
<td>25.6%</td>
<td>42.4%</td>
</tr>
<tr>
<td>Class of 2018</td>
<td>41.9%</td>
<td>22.2%</td>
<td>35.9%</td>
</tr>
<tr>
<td>Class of 2019</td>
<td>34.4%</td>
<td>28.0%</td>
<td>37.6%</td>
</tr>
<tr>
<td>Class of 2020</td>
<td>48.8%</td>
<td>28.6%</td>
<td>22.6%</td>
</tr>
</tbody>
</table>
The Class of 2020 had 48.8% students designated as “Prepared,” nearly meeting Argonaut’s goal of having 50% of graduating seniors “Prepared” for that class. Compared to the Class of 2019, the Class of 2020 had more students complete CTE pathways and more students earn “Prepared” based on CAASPP scores.

The percentage of SED students meeting “Prepared” has increased every year between 2018 and 2020.
White Students - Percent “Prepared” for College/Career

The percentage of White students meeting “Prepared” decreased for the Class of 2019 but increased dramatically for the Class of 2020.

Hispanic Students - Percent “Prepared” for College/Career

The percentage of Hispanic students meeting “Prepared” decreased for the Class of 2019 but increased again for the Class of 2020.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>enrolled in AP classes</td>
<td>305</td>
<td>296</td>
<td>296</td>
<td>212</td>
<td>258</td>
</tr>
<tr>
<td>Number of tests taken</td>
<td>171</td>
<td>181</td>
<td>227</td>
<td>167</td>
<td>191</td>
</tr>
<tr>
<td>Percent of students</td>
<td>56%</td>
<td>61%</td>
<td>77%</td>
<td>79%</td>
<td>74%</td>
</tr>
<tr>
<td>taking AP tests</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of exams scoring</td>
<td>81</td>
<td>82</td>
<td>75</td>
<td>113</td>
<td>81</td>
</tr>
<tr>
<td>3+</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of exams</td>
<td>47%</td>
<td>45%</td>
<td>33%</td>
<td>68%</td>
<td>42%</td>
</tr>
<tr>
<td>scoring 3+</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For the past 5 years, total enrollment in AP classes has averaged 273 students. In recent years, more students are taking the AP exams for their courses, and the pass rate over the past 5 years has averaged around 47%.

**Resource Inequities**

During the global pandemic technology access was identified as a resource inequity. The remedy was to provide Chromebooks for all students and provide hotspots for students that don’t have access to the internet.

Academic support is also determined to be a resource inequity. This is remedied by the addition of a 1.0 FTE Intervention Teacher, teacher tutoring and the return of night school for the 2021/2022 school year.
Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

**School Site Council Meetings** – *Monthly*, 8/18/2021 to 5/19/2022 - General planning, WASC/SPSA review, budget update, and comprehensive needs analysis, spending approval.

**Argonaut Faculty Meetings** – *Monthly*, 8/18/2021 to 5/23/2022 – General planning, WASC/SPSA review, budget update, comprehensive needs analysis, and operational input.

**Argonaut Leadership Meetings** – *Monthly*, 8/4/2021 to 5/2/2022 - General planning, WASC/SPSA review, update, data inquiry cycles, comprehensive needs analysis, and strategic planning.


**Argonaut Minimum Day Professional Collaboration** – 5 Collaborations per ACTA contract, 8/29/2021, 9/29/2021, 11/17/2021, 1/26/2022, 2/16/2021, @ 2 hours each - General planning, AVID collaboration, MTSS SWIFT FIA, comprehensive needs analysis, data inquiry cycles, MTSS strategic planning and grade level teaming.

**MTSS Team Meetings** - *Bi Monthly*, 8/19/2021 to 5/26/2022 - Targeted student interventions, grade level teaming, SST formation and planning, intervention needs analysis, and resource allocation.

**Title One Parent Night** - *Back to School Night*, 8/23/2021- School Compact WASC/SPSA review and update, general planning with needs analysis.
Goals, Strategies and Expenditures

Goal 1

LEA GOALS: Goal 1 – All students will demonstrate growth toward meeting or exceeding standards in all academic subject areas, with accelerated learning growth for subgroups performing below standard in order to close achievement gaps, as demonstrated through local formative assessments, summative assessments (CAASPP and curriculum specific assessments), and additional local measures.

SCHOOL GOAL:

Goal A - As a result of the 2021/2022 CAASPP test administration, Argonaut students will show improvement with the number of students meeting or exceeding CA state standards in ELA and Math.

Goal B - By 2021/2022 SPSA Review, 40% of graduating seniors will be “Prepared” as determined by the California Department of Education (CDE) College-and-Career Readiness indicators.

Goal C - By 2021/2022 SPSA Review, 39% of graduating seniors will be A-G eligible for the California UC/CSU system.

Basis for Goal

The School Site Council, Faculty, Administration and Students have analyzed the California State Department of Education Dashboard which publishes academic performance data of all student groups and evaluates data that is instrumental to the success of Argonaut students. Academic performance, A-G Completion and College and Career readiness remain key indicators for success after graduation and continue to be the focus both locally and nationally. As a result, we have adopted the following school goals, related actions, and the expenditures to raise the level of performance for students at Argonaut High School.

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAASPP</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA 66% Met or Exceeded Standard for 18/19</td>
<td>ELA 67% Met or Exceeded Standard for 20/21</td>
<td><strong>ACTUAL For 20/21, 50%</strong></td>
</tr>
<tr>
<td>Math 31% Met or Exceeded Standard for 18/19</td>
<td>Math 32% Met or Exceeded Standard for 20/21</td>
<td><strong>ACTUAL for 20/21, 21%</strong></td>
</tr>
</tbody>
</table>

Goal for 21/22, 60% to Meet or Exceed Standard

Goal for 21/22, 26% to Meet or Exceed Standard
<table>
<thead>
<tr>
<th></th>
<th>Mean Scale Score ELA 2617 for 18/19</th>
<th>Mean Scale Score ELA 2618 for 20/21 ACTUAL for 20/21, 2576 Mean Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Scale Score Math 2554 for 18/19</td>
<td>Mean Scale Score Math 2555 for 20/21 ACTUAL for 20/21, 2529 Mean Scale Score</td>
</tr>
<tr>
<td><strong>Goal for 21/22, 2600 Mean Scale Score</strong></td>
<td></td>
<td><strong>Goal for 21/22, 2542 Mean Scale Score</strong></td>
</tr>
<tr>
<td><strong>CDE - College and Career Readiness</strong></td>
<td>27% Prepared on Indicator Dashboard 18/19</td>
<td>28% Prepared on Indicator Dashboard 20/21 No Dashboard 20/21</td>
</tr>
<tr>
<td><strong>Goal for 21/22, 35% Prepared on Indicator Dashboard</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A-G Completion Rate 2018</strong></td>
<td>31% of 19/20 Seniors completed A-G requirements</td>
<td>32% of 20/21 Seniors to Complete A-G requirements.</td>
</tr>
<tr>
<td><strong>Goal for 21/22, 40% Seniors to Complete A-G Requirements</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Strategy and Students Served

**Strategy/Activity 1**

| Children from low income families, special education, and underrepresented groups of students. |

**Strategy/Activity**

Departments will meet once a month as a team to collaborate on curriculum articulation, identification of key learning targets based on CAASPP data, and to develop instructional strategies and materials to address learning loss due to the global pandemic. Departments will be supported with additional time to coordinate student support, remediate learning loss, and attend to MTSS meetings outside the school day.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1843</td>
<td>Title I</td>
</tr>
</tbody>
</table>

**Strategy/Activity 2**

| Children from low-income families, special education students, and underrepresented groups |

**Strategy/Activity**

The English and Special Education department will each receive one release day to collaborate on common formative assessment data, identify key learning targets based on CAASPP data, develop instructional strategies, plan curriculum, decide on professional development, and procure materials to address standard strands that need improvement.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>Title I</td>
</tr>
</tbody>
</table>
### Strategy / Activity 3

Children from low income families.

**Strategy/Activity**

Implement 9th, 10th, 11th, and 12th grade level MTSS teams to support the academic success of all students. Teachers will work together collaboratively under the leadership of the MTSS coordinators. MTSS coordinators will meet regularly outside of contracted hours to prepare collaboration agendas and minimum day grade level team discussions and actions items for the entire staff to support learning loss.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>Title I</td>
</tr>
</tbody>
</table>

### Strategy / Activity 4

Children from low-income families

**Strategy/Activity**

Provide before school, at lunch and after school tutoring to all students to improve student achievement. Teachers, Counselors and Administrators will work collaboratively to identify and target students for intervention.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>Title I</td>
</tr>
</tbody>
</table>

### Strategy / Activity 5

Children from low-income families

**Strategy/Activity**

Meet weekly with Teacher In Charge and MTSS Coordinators to plan and develop (PTSC) Parent Teacher Student Conference meetings. Meetings will be held during the school day supported by a contracted sub to provide teachers the opportunity to attend and provide expertise and promote student success.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>Title I</td>
</tr>
</tbody>
</table>
### Strategy / Activity 6

**All Students**

**Strategy/Activity**
Remediate learning loss with the purchase of Newsela and AR/Star software to identify learning gaps, remediate learning loss and promote literacy instruction in all content areas.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12288.00</td>
<td>CRRSAA</td>
</tr>
</tbody>
</table>

### Strategy / Activity 7

**All Students**

**Strategy/Activity**
Meet as an AP team bi-annually to analyze AP data and compare site and district data to previous years, other schools, and demographic subgroups to improve student achievement.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>815.00</td>
<td>Lottery</td>
</tr>
</tbody>
</table>

### Strategy / Activity 8

**All Students**

**Strategy/Activity**
Provide instructional support materials including, paper, lightbulbs, toner, markers, pencils, pens, office supplies, awards, diplomas, pins, replacement items, and other materials related to the successful operation of a comprehensive high school.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15000.00</td>
<td>Lottery</td>
</tr>
</tbody>
</table>
### Strategy / Activity 9

**All Students**

**Strategy/Activity**

Provide outdoor learning spaces during the global pandemic where students can continue to access curriculum and instruction while outside of the classroom. Items include: benches, canopies, stools, touchless water filling stations, white boards, metal tables, stand up desks and other items to support outdoor learning and minimal contact instruction.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$24657.00</td>
<td>CRRSAA</td>
</tr>
</tbody>
</table>

### Strategy / Activity 10

**All Children**

**Strategy/Activity**

Planners, binders and other supplies to support the implementation of AVID

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5000.00</td>
<td>CRRSSA</td>
</tr>
</tbody>
</table>
Goal 2

**LEA GOALS: LCAP GOAL 2** – All students will show an increase in positive school engagement and connectedness with staff, peers, and community, including demonstrating improvement in social/emotional, physical, and mental health.

**SCHOOL GOAL: Goal 2** - Argonaut will continue to build a sustainable model of multi-tiered system of support (MTSS) for its students. The MTSS model will include inclusive academic instruction, teaching behavior expectations, positive interventions, social-emotional support for all and targeted interventions as measured by the SWIFT-FIA self-assessment tool.

**BASIS FOR GOAL**

Rationale: Amador County Unified utilizes MTSS Tiers I-III interventions at all of its schools to create a unified student support plan across the district. Argonaut has invested both financial and human capital to advance the proficiency and effectiveness of our Multiple Tiered System of Supports (MTSS) showing significant growth in areas. Argonaut high school staff was administered the SWIFT-FIA with the results demonstrating that a foundation was laid for continuous growth in areas aligned with LEA and school goals. As a continuous improvement model, and to support our efforts to return to as normal as possible, Argonaut will return to the trajectory of success the school was on prior to the global pandemic.

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Swift FIA - Administrative Leadership</strong></td>
<td>Laying the Foundation (rating)</td>
<td>Installing (rating)</td>
</tr>
<tr>
<td><strong>Swift FIA - MTSS</strong></td>
<td>Laying the Foundation (rating)</td>
<td>Installing (rating)</td>
</tr>
<tr>
<td><strong>Swift FIA - Integrated Education Framework</strong></td>
<td>Laying the Foundation (rating)</td>
<td>Installing (rating)</td>
</tr>
<tr>
<td><strong>Swift FIA - Family and Community Engagement</strong></td>
<td>Laying the Foundation (rating)</td>
<td>Installing (rating)</td>
</tr>
<tr>
<td><strong>Swift FIA - Inclusive Policy and Structure</strong></td>
<td>Laying the Foundation (rating)</td>
<td>Installing (rating)</td>
</tr>
</tbody>
</table>
Strategy/Activity 1

Low income students, students from underrepresented groups, special education students.

Strategy/Activity

Video production will be used as a tool to communicate messaging about the Courage to Compete program, Expected Schoolwide Learning Outcomes, and Expected School Behaviors. We will produce videos to facilitate title one parent night, scholarship night, and other informational public service announcements for students and families so they can access information at their convenience. Videos will be uploaded to the website, placed on the scoreboard in the stadium, and uploaded for access at convenient times for families of various backgrounds.

Amount(s)  Source(s)
$4000.00  Title I

Strategy/Activity 2

All Students

Strategy/Activity

Argonauts, Counselors, Teachers and staff will meet to implement support for struggling students. Parent Teacher Student Conferences (PTSC) will be used to facilitate students' families availability, teachers attend meetings before school, during their prep, and after school. Argonaut will provide opportunities for teachers outside of their contracts to attend meetings that support Behavior Intervention Plans, SST's, 504’s and IEP’s.

Amount(s)  Source(s)
$2000.00  Lottery
Strategy / Activity 3

All Students

Strategy/Activity

Argonaut High School will utilize a Five Star student tracking system to encourage new student engagement and attendance at activities throughout the 2021/2022 school year. The ASB Director and Administration will meet weekly to determine engagement strategies for all students with a focus on inclusion for underrepresented groups of students and work to engage them in activities. Argonaut will purchase “Homecampus” to facilitate and track athletic clearance.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2000.00</td>
<td>Lottery</td>
</tr>
</tbody>
</table>

Strategy / Activity 4

Students from under represented groups, low income families

Strategy/Activity

Meet regularly in the following strategic teams with a focus to support marginalized students and to provide access to CP and AP courses for underrepresented groups of students: Argonaut Cabinet, Argonaut Leadership Team, Argonaut Department Chairs, Argonaut Special Education team, Argonaut Office Staff and Argonaut Departments, Argonaut School Site Council, and Argonaut Safety Team.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1000.00</td>
<td>Title One</td>
</tr>
</tbody>
</table>

Strategy / Activity 5

All Students

Strategy/Activity

Argonaut High School will implement a Friday School in House Suspension to offer an alternative to classroom and at home suspensions.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1500.00</td>
<td>Lottery</td>
</tr>
</tbody>
</table>
### Strategy / Activity 6

**All Students**

**Strategy/Activity**

To support an efficient exchange of information and to support high school transition both to and from high school, Argonaut High School will host parent meetings on the following topics: Back to School Night, New Student/Parent Orientation Night, FASFA, Scholarship Night, Argonaut 101 and Argonaut Preview Day.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$500.00</td>
<td>Lottery</td>
</tr>
</tbody>
</table>

### Strategy / Activity 7

**All Students**

**Strategy/Activity**

In order to support student interventions both academic and social emotional, classroom space will be needed to facilitate interventions. Argonaut will turn a textbook storage area into an intervention classroom. Items to facilitate transformation include: book storage shelves for the library, computer for the new classroom, white boards, tables and chairs.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$24886.00</td>
<td>CRRSSA</td>
</tr>
</tbody>
</table>

### Strategy / Activity 8

**All Students**

**Strategy/Activity**

Argonaut High School will support student engagement with our Positive Behavior Intervention and Support (PBIS) system called the “Courage to Compete Program.” Students will be rewarded through their engagement with the school’s Expected Schoolwide Behaviors (ESB’s), good attendance, and presence at school activities. Students will be provided with promotional materials when they earn 5 star points at different levels of accomplishment as determined collaboratively by classroom teachers and classified staff.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1000.00</td>
<td>Lottery</td>
</tr>
</tbody>
</table>
### Strategy Activity 9

**All Students**

**Strategy/Activity**

Argonaut high school will purchase electronic equipment to support infrastructure that ensures equity among students during the global pandemic and beyond. The purchase will consist of power strips and additional power and extension cords for teachers to ensure all students have access to working and powered Chromebooks at an equal level while in attendance at school. All students will have access to fully powered Chromebooks while in attendance at school.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1000.00</td>
<td>CRRSAA</td>
</tr>
</tbody>
</table>

### Strategy / Activity 10

**All Students**

**Strategy/Activity**

To facilitate students that may not have access to the internet and in response to an identified increased need to provide more interventions, Argonaut will mail home paper report cards for families of students at progress that receive two or more F’s.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1000.00</td>
<td>Lottery</td>
</tr>
</tbody>
</table>

### Strategy / Activity 11

**All Students and staff**

**Strategy/Activity**

Purchase 60 chair desk combos to allow for distancing in classrooms.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$9329.00</td>
<td>CRRSAA</td>
</tr>
</tbody>
</table>
### Strategy / Activity 12

All students

#### Strategy/Activity

Misc. paper, copier, toner, folders, pens, notepads, keys, student supplies, power cords, petty cash graduation materials, light bulbs, lumber, broken items and all other items needed in the operational support of a public high school.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$12000.00</td>
<td>Lottery</td>
</tr>
</tbody>
</table>
ANALYSIS

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

During the 2019/20 school year the world experienced a global pandemic. After two weeks of a stay at home order issued by the governor of the state of CA, Argonaut High School teachers returned to plan and implement our first all school Distance Learning model. The CAASPP and CDE Dashboard were put on hold, SATs were cancelled and AP tests were administered online. An Assembly Bill was passed limiting all students’ grade changes during the global pandemic of 2020. An effort was made by the ACUSD to hold all students “harmless” for attendance and grade violations. Due to major cancellations and uncertainties, it was difficult to determine the effectiveness of the 19/20 SPSA based on data and goals outlined in the 19/20 SPSA.

The 20/21 School year began on distance learning and by the time the year was over we had students attending school in an A/B format. We saw regression in all academic matrix categories that was attributed to social emotional distress, online learning, and a decrease in regular attendance. Many stakeholders at Argonaut High School had limited human interaction and suffered social isolation which has negatively impacted student attendance, academic performance, and student behaviors. Furthermore, we saw a decrease in CAASPP scores and A-G completion. A bright spot during the 20/21 school year was as a result of our pathway creation in previous years our college and career readiness numbers continued to show significant improvement. Due to a focus on online learning, student engagement and conditions that led to AB 104, the Argonaut staff spend much of their time reviewing and remediating the attendance and academic performance of students. During the 20/21 school year, significant progress was made in the areas of both attendance and academic performance from the midpoint identification until the final semester grades in both the fall and spring semesters. This academic performance trend was the result of data reviewed and acted upon by the Argonaut High School Faculty in a timely manner. There was a significant upward trend for students in the number that were passing classes however, attendance remained flat for the entire 20/21 school year. Goal one was negatively impacted by conditions of the global pandemic. With priorities focused on students’ achievement the administration delayed the Swift FIA assessment until the 20/21 school year. Although the Swift FIA was delayed, attention was focused on areas addressed and monitored by the Swift FIA in preparation of the WASC one day visit and administration of the Swift FIA in the 2021/22 school year.
## Budget Summary

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Funds Provided to the School Through the Consolidated Application</td>
<td>$10,843.00</td>
</tr>
<tr>
<td>Total Federal Funds Provided to the School from the LEA for CSI</td>
<td>$0</td>
</tr>
<tr>
<td>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</td>
<td>$160,135</td>
</tr>
</tbody>
</table>

## Other Federal, State, Local Funds

<table>
<thead>
<tr>
<th>Federal Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I</td>
<td>$10,843</td>
</tr>
<tr>
<td>CRRSAA</td>
<td>$77,140</td>
</tr>
</tbody>
</table>

Subtotal of additional federal funds included for this school: $0

<table>
<thead>
<tr>
<th>State or Local Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Art Supplemental</td>
<td>$18,482</td>
</tr>
<tr>
<td>LCFF Supplemental</td>
<td>$17,855</td>
</tr>
<tr>
<td>Lottery</td>
<td>$35,815</td>
</tr>
</tbody>
</table>

### LCFF Art Supplemental

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$18,424</td>
<td>LCFF ART Supplemental</td>
</tr>
<tr>
<td>9241 Science</td>
<td></td>
</tr>
<tr>
<td>0 Ag Mechanics</td>
<td></td>
</tr>
<tr>
<td>0 Culinary</td>
<td></td>
</tr>
<tr>
<td>4241 VAPA - Yearbook</td>
<td></td>
</tr>
<tr>
<td>1000 Art</td>
<td></td>
</tr>
<tr>
<td>4000 Band</td>
<td></td>
</tr>
<tr>
<td>Amount(s)</td>
<td>Source(s)</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>$17855.00</td>
<td>LCFF Supplemental</td>
</tr>
<tr>
<td></td>
<td>TV’s</td>
</tr>
<tr>
<td></td>
<td>Computers</td>
</tr>
<tr>
<td></td>
<td>Laptops</td>
</tr>
<tr>
<td></td>
<td>Electronic Equipment</td>
</tr>
<tr>
<td></td>
<td>Printers</td>
</tr>
<tr>
<td></td>
<td>Light Bulbs</td>
</tr>
<tr>
<td></td>
<td>Power Strips</td>
</tr>
</tbody>
</table>

Subtotal of state or local funds included for this school: $ 72,152
Total of federal, state, and/or local funds for this school: $ 160,135
Independence High School: School Plan for Student Achievement (SPSA)

School Name: Independence High School
County-District-School (CDS) Code: 03 73981 0330019
Schoolsite Council (SSC) Approval Date: November 23rd, 2021
Local Board Approval Date: December 13th, 2021

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 including Comprehensive Support and Improvement Plan

Independence High School will allocate funds to provide supplemental services, materials and supports for "at hope" students. These groups include: socio-economically disadvantaged students, homeless and foster youth, emotionally struggling and other marginalized student populations as needed.

Our shared goal at Independence High School is to catch students where they are and empower them with hope for the future. Our school motto and mission statement which drives our vision is “The 3-E Focus: Empathy, Engagement and Empowerment.”

Independence High School is dedicated to further educate ourselves to become a Trauma Invested school while utilizing a Project Based Learning pedagogy with a “career relevance” emphasis. It is proven, once the students know you care (Empathy), they will begin to trust which is key to increasing their self esteem and improving their behavior which opens the door for “Engagement.” We know engaging students through Real World-PBL, while incorporating the essential elements of the 4C’s (Communication, Critical thinking-problem solving, Collaboration, and Creativity-innovation) is key for success. So in turn, students are engaged, attendance improves, a positive school climate is cultivated, suspension rates are lower and graduation rates improve (Empowerment).

A main area of focus for us this year as a district is providing a multi-tiered system of supports (MTSS) to promote the academic, social-emotional, and behavioral growth of all students. The actions and services included in this plan will support implementation of our district-wide MTSS. Another area of focus for us this year is to take a comprehensive look at the structure of our special education program to ensure we are providing the best overall level of service for our students with disabilities.
Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

The staff including teachers, counselor, Special Education teacher, Administrative Assistant and Principal engaged in weekly professional learning and training to build a capacity for development of Independence High School study goals both current and for the future.

Independence High School will be holding a virtual Back to School meeting in the Fall of 2021 to assist with connecting to families.

The Site Council was once again instituted quarterly with parent(s), student(s) and community members in participation. Because of the nature of a continuation high school, it is difficult to plan a common and convenient time to meet for all parties, with the new normal of COVID 19 and virtual meetings, so meetings will be held via Google Meet or Zoom.

Resource Inequities

Our District serves approximately 4,300 students in transitional-kindergarten through twelfth grade and each of our schools qualify for Title I funding. Independence High School (IHS) has one of the highest concentrations of students who receive free or reduced lunches and families who live at or below poverty level. While we work hard to meet state and federal accountability requirements, we are committed to more than just the academic performance of our students. We also strive to meet our students' developmental needs -- intellectual, physical, mental, and social-emotional -- through a wide variety of programs. To ensure that students across the district have equitable opportunities we are currently involved in the full development of a district-wide, elementary to secondary, Multi-Tiered System of Support (MTSS) as well as investing in and utilizing multiple measures of student success reflected in the career and college readiness continuum of preparedness. Aligning these practices will have a positive impact on any perceived or real current or future inequities. And most importantly, every student will receive the access, support and individual assistance which he/she/they need to successfully engage with 21st-century learning expectations.

Independence High School is the alternative high school for Amador County Unified School District. Students 16 years of age and older requiring an alternative educational setting to the comprehensive high school may be placed at IHS based on counselor referral and parent consultation. Students who work to help support their families, have already joined the workforce, or are parents themselves may have an alternative schedule to accommodate their work and family schedules.

With a small student population and a high concentration of “at-hope” students, the staff of Independence High School focus on building trusting, supportive relationships with their students. They are able to check in daily with all students and work with them to define short and long-term personal and academic goals. Instructional staff include an English teacher, Math-Science teacher, and Social Science teacher and Ag-STEAM CTE/Art teacher. A special education teacher provides services for students with Individual Education Plan (IEP). Placement, intake, and counselling services are provided by an alternative education counselor in cooperation with the counselors from the comprehensive high schools.

Independence High School was identified for CSI in the 2019-20 school year based on results of the 2019 California School Dashboard state indicators. Dashboard results were provided to IHS administrators in February 2020 identifying criteria by which the school was designated for CSI. IHS received a red performance color in suspension rate, the only state indicator with a large enough population to generate a rating for the school. The suspension rate was 12.7% with a 2.8% increase from the prior year. The school met the “schools with all red indicators” criteria for CSI designation. The District applied for ESSA section 1003 funds and was awarded $170,123 to develop and implement a plan with stakeholders to improve student outcomes. School administrators and staff were notified of the CSI designation, District and site responsibilities, CSI plan requirements, and funding information. Due to the disruption of COVID and the pandemic schools that were designated CSI were allotted the same amount of funds (plus COLA) for the following 2021-22 school year.
Amador County Unified School District will work with Independence High School to provide oversight and support to IHS staff in developing their CSI plan. The following are examples of the support that will be provided:

- Review discipline practices that provide alternatives to suspension, including Restorative practices and Trauma Invested Practices to become a Trauma Invested School.
- Assisting the school in developing and administering a site-level comprehensive needs assessment
- Reviewing assessments to determine areas for academic improvement, growth, and strengths
- Reviewing student discipline, attendance, and counselling records to determine if individual and/or schoolwide supports (such as SEL curriculum) should be further implemented
- Identifying additional data sources because of the lack of data due to Independence’s small school size
- Reviewing overall approach to student placement at Independence
- Reviewing course options and overall approach to course selection and grading
- Because IHS currently lacks significant stakeholder engagement, supporting establishment of a School Site Council and use of grant funds for stakeholder engagement activities such as parent groups, surveys, and school community forums.
- Developing a process for engaging stakeholders in evidence-based planning and decision making.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

LEA GOAL: LCAP Goal 1 – All students will demonstrate growth toward meeting or exceeding standards in all academic subject areas, with accelerated learning growth for subgroups performing below standard in order to close achievement gaps, as demonstrated through local formative assessments, summative assessments (CAASPP and curriculum specific assessments), and additional local measures.

SCHOOL GOAL: To use Project Based Learning pedagogy with 21st Century skills embedded with updated technology and equipment as an instructional tool to increase student engagement and overall success. Increase graduation rates through interventions, implementation of Common Core State Standards, professional development, alternative education guidelines, and Common Core State Standards- aligned materials.

Connection to LCAP Goal(s):
1) Increase the number of pupils who are on track to graduate career and college ready.
2) Promote pupil engagement and achievement in a safe, respectful, well maintained and equipped school learning environment.
3) CTE connections to overall prepared/graduation rate.

Connection to WASC Goal(s):
1) Use Project Based Learning pedagogy with 21st Century skills embedded, updated technology and equipment as an instructional tools to increase student engagement
2) Increase English and Math Proficiency and Conditional Ready Scores by 5% on CAASPP Assessment
3) Increase student engagement, attendance and graduation rate

Connection to Expected School wide Learning Outcomes Addressed:
- **EMPATHY**- Respect for other individuals; Acceptance of diverse cultures and belief systems; Tolerance for individual differences.
-**ENGAGEMENT** - Apply critical thinking skills in problem solving; Apply knowledge and skills to life; Meet state standards; Work effectively in a cooperative manner; Pursue life-long personal and academic growth. Apply critical thinking skills in problem solving. Use resources to gather, analyze, organize and present information.

-**EMPOWERMENT** - Accept personal responsibility for their actions and decisions; Become responsible citizens; Make positive contributions in their Community.

**Rationale:**

Students who attend IHS are behind in credits, need a smaller setting with more engagement, are wanting to graduate early or are in danger of not graduating. Utilizing project based learning connects content areas, creates engagement, creates ownership of their own learning, and serves as a bridge between curriculum and real-life experiences. As recommended by the WASC visiting committee, a fourth full time teacher will allow us to provide the structure in curriculum, support, engagement and development of High Quality Project Based Learning with a Math focus to increase assessment scores.

Our program, a quarter block schedule utilizing the Alternative School Accountability Model (ASAM), provides students with the opportunity to earn credits at a faster pace than the traditional comprehensive high school. Some students earn enough credits to return to their school of residence on track to graduate, while others earn credits to graduate as an IHS student.

21st century students live in a technology based society. There is a need to use technology to optimize instruction and as a resource for information.

Graduation requirements now include 10 credits of CTE. Independence High School will be aligned with both comprehensive high schools per district requirements.

**Supporting Data:**

Use of Panorama Education, DataQuest, DASS Board and our AERIES system to run reports on student data.

**Growth Targets:**

- Increase graduation rate 5% each year.
- Increase both CAASPP ELA and Mathematics rate by 5% each year.

**Evaluation of the Progress for Ongoing Improvement:**

- Monitor student work completion regularly during SLA-AP
- Monitor the implementation of MTSS and Trauma Invested-Restorative Practices
- Monitor collaboration meeting agendas, professional developments, and use of instructional materials (PBL)
- Monitor student progress with rubrics during PBL projects
- Monitor use of technology for college and career readiness
- Monitor amount of technology professional development

**Identified Need**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students not demonstrating enough progress to meet proficiency levels on the California Common Core State Standards. As a result, it has adopted the following school goals, related actions, and the expenditures to raise the academic performance of students who are struggling to meet the 21st century goal of identifying, summarizing or interpreting the purpose, central idea or key points of a presentation through the use of supporting evidence. Plus, being able to explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
## Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>MyPath-Reading: ‘20-21</td>
<td>100% students below grade level</td>
<td>5% at/above grade level</td>
</tr>
<tr>
<td>MyPath-Math: ‘20-21</td>
<td>100% students below grade level</td>
<td>5% at/above grade level</td>
</tr>
<tr>
<td>ELA/Math CAASPP: ‘19-20</td>
<td>No testing in 2019-20: Pandemic</td>
<td>NA</td>
</tr>
<tr>
<td>CAASPP: ‘20-21</td>
<td>ELA 13% At/Above 6% Below</td>
<td>CAASPP: ‘21-22</td>
</tr>
<tr>
<td></td>
<td>Math 62% Below</td>
<td></td>
</tr>
<tr>
<td>ELA CAASPP: 20-21 (*8th grade data)</td>
<td>0% At/Above 24% Near 76% Below</td>
<td></td>
</tr>
<tr>
<td>Math CAASPP: ‘20-21 (*8th grade data)</td>
<td>0% At/Above 24% Near 76% Below</td>
<td></td>
</tr>
<tr>
<td>Graduation Rate: ‘19-20</td>
<td>64% *pandemic: “Hold Harmless”</td>
<td>5% improvement for ‘20-21</td>
</tr>
<tr>
<td></td>
<td>33% transferred to Adult Ed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>23% who transferred to AE earned an AE diploma</td>
<td></td>
</tr>
<tr>
<td>Graduation Rate: ‘20-21</td>
<td>81% *pandemic: AB104-130 credits</td>
<td>4% improvement for ‘21-22</td>
</tr>
<tr>
<td></td>
<td>8 students transferred to Adult Ed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>with 1 earning an AE diploma</td>
<td></td>
</tr>
</tbody>
</table>

## Strategy/Activity 1

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

All students will be served by this goal.

### Strategy/Activity:

#### Teaching Strategy:

1. Develop the Small Learning Academies-Advisory Period (SLA-AP). Allocate time at collaboration meetings to review data on student progress and identify students with intervention needs.
   - a) Full implementation Continuous Improvement Cycle
   - b) every two weeks D&F progress reports
   - c) 10-12 grade students test Reading/Math skill levels in MyPath
   - d) 10-12 grade students retest quarterly at ELA/Math skill levels in MyPath
   - e) Math Bootcamp assessment will be given quarterly.
   - f) 11 grade students test SBAC ELA/Math skill levels in May
g) Depending on results, students will be recommended to participate in Edgenuity skill building via the My Pathway and foundational skills building courses and earn elective credits.

2. Research existing intervention models and programs to be implemented
   a) Selected and Participated in High Tech High Leadership Academy
   b) Attend PBL World Conference in June 2022
   c) Implementation and application of quarterly Project Based Learning modules.
   d) Through the collaboration and structure of the Project Based Learning Modules:
      - students will be actively engaged in improving speaking and listening skills.
      - students will be actively engaged in improving real world, practical mathematical strategies.

3. Purchase updated and new equipment, tools and supplies in an effort to increase student engagement and interest in all PBL projects/classes and CTE classes. Planned purchases included in the CSI section below.

4. Professional Development:
   a) English & Math teacher site visits to other Continuation High Schools followed with Principal coaching sessions.
   b) Through collaboration with Amador Adult Education and Los Rios Community College they developed and implemented an Algebra Bootcamp course utilizing growth mindset philosophies.

5. Provide information and collaboration time for career and college readiness (i.e. soft/professional) skills, understanding and engagement opportunities to students:
   - CTE teacher to offer aligned pathways:
     Current: Arts, Entertainment & Media
     In Development: Hospitality and Construction

6. The Principal will continue one-on-one coaching sessions with the Superintendent designed to improve the Continuous Improvement Cycle plan and analysis.

7. Provide collaboration opportunities to continue the alignment of SPSA goals and WASC/CSI action plan.

### Proposed Expenditures for ELA/Math: Strategy/Activity

<table>
<thead>
<tr>
<th>Strategy/Activity</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collaboration Time</td>
<td>1. No cost</td>
</tr>
<tr>
<td>2. Professional Development:</td>
<td>2. (a) CSI</td>
</tr>
<tr>
<td>a) PBL World Conference ($18,129)</td>
<td>(b) CSI</td>
</tr>
<tr>
<td>b&amp;c) Updated Equipment, Tools, Materials</td>
<td>(c) CSI</td>
</tr>
<tr>
<td>and supplies($58,741)</td>
<td></td>
</tr>
<tr>
<td>3. PBL/CTE Equipment and tools ($52,941)</td>
<td>3. CSI</td>
</tr>
<tr>
<td>4. Visitations (16 sub.days-$3,200)</td>
<td>4. CSI</td>
</tr>
<tr>
<td>5. Collaboration</td>
<td>5. No Cost</td>
</tr>
<tr>
<td>7. Collaboration</td>
<td>7. No Cost</td>
</tr>
</tbody>
</table>
Goal 2

LEA GOAL: LCAP GOAL 2 – All students will show an increase in positive school engagement and connectedness with staff, peers, and community, including demonstrating improvement in social/emotional, physical, and mental health.

SCHOOL GOAL: Critical Need: Culture/Support and Community Involvement

Create a learning environment and school climate which improves students’ attendance, post-secondary transitions (i.e. vocational, military, college, career), and overall involvement (i.e. parent/family; co-curricular activities). We will continue to focus on Mental Health supports to better aid our students in dealing with social/emotional traumas (CASELs). We continue to encourage and connect with stakeholders by mail, email, and phone contact. We are developing a handbook for students, parents, and staff that delineates school procedures, graduation requirements, staff contact, and the IHS mission and vision to be completed in the fall of 2020.

Connection to LCAP Goal:

1) Increase the number of students who are on track to graduate college and career ready.

2) Connection to WASC Goal(s): LCAP goal 3. Through multiple measures, all students will show an increase in positive school engagement and connectedness with staff, peers, and community, including demonstrating improvement in social/emotional and physical health.

3) Priority 3 of LCAP 2: Parental Involvement (Engagement). Through multiple means of engagement our staff will continue our outreach and involve parents in all aspects of both student and campus life. This will include any appropriate social-distancing measures such as implementing Zoom or Google Chats as well as personal phone calls and emails from support staff, teachers and administration.

Connection to Expected School wide Learning Outcomes Addressed:

- EMPATHY - Respect for other individuals; Acceptance of diverse cultures and belief systems; Tolerance for individual differences.

- ENGAGEMENT - Apply critical thinking skills in problem solving; Apply knowledge and skills to life; Meet state standards; Work effectively in a cooperative manner; Pursue life-long personal and academic growth.

- EMPOWERMENT - Accept personal responsibility for their actions and decisions; Become responsible citizens; Make positive contributions in their community.

Rationale:

- Our Expected School Wide Learning Outcomes go beyond high school education. Graduation is the first step to becoming a productive citizen in society, but the ability to transition after is essential. Students tend to drop out of high school when they do not have a plan for the future or understanding of the options they have. Many of our students have a need for social/emotional support due to the nature of traumas that have negatively impacted them during the growth of their personal and academic lives. Our staff strives to develop relationships with parents and guardians and build bonds to help in student achievement. We have found that through strong support that our level of care has aided in our student population acquiring the tools to better help themselves deal with daily procedures.

- Having a 4th teacher allows for smaller class size 15:1 as recommended by CCEA, more student course offerings including core Math class direct instruction as well as another support to aid in the social/emotional aspect of our staff to help our student population.

Supporting Data:

- Student/parent/guardian surveys and interviews revealed that many of our students would like more preparation for post-secondary transitions.
- Growth Targets: The growth targets will be to decrease truancy rate by 3% each year, to increase the graduation rate 3% each year and increase family involvement.

**Evaluation of the Progress for Ongoing Improvement:**
- Monitor students with AERIES Analytics and Panorama Education program
- Track effectiveness of this program through ongoing surveys
- Monitor participation at parent/family events
- Monitor the level of attendance for college and career readiness events
- Monitor amount of classroom disruptions, negative behaviors and referrals

**Identified Need**

Currently our counselor attends parent/student meetings at each of the comprehensive high schools when a request for a program change may be needed (usually asked for by the other counselors during their parent MTSS conferences). The typical reason students and their families are looking at IHS is because of the credit difference needed for graduation as well as the rigor of work is not at a college prep level. IHS offers a shortened day, smaller class sizes and the experience of a staff in working with students that suffer from anxiety and multiple ACES. With smaller class sizes the teachers are able to focus on decreasing the learning gaps the students may have and to also get to know the students on a more personal level therefore gaining their trust.

As a staff, we are interested in how we can address the motives of students to attend Independence High with a more focused view. We believe data from the California Healthy Kids Survey and newly purchased Panorama Education surveys will assist us with this understanding and thereby support our professional learning and ultimately our work with students.

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHKS ‘19-20</td>
<td>No data available(COVID-19)</td>
<td>No data available(COVID-19)</td>
</tr>
<tr>
<td>CHKS ‘20-21</td>
<td>No data available(COVID-19)</td>
<td>No data available(COVID-19)</td>
</tr>
<tr>
<td>Panorama Ed. Dashboard ‘20-21</td>
<td>TBA</td>
<td>5% increased Connectedness</td>
</tr>
<tr>
<td>Panorama Ed. Dashboard ‘20-21</td>
<td>TBA</td>
<td>5% increased Connectedness</td>
</tr>
<tr>
<td>Attendance ‘19-20</td>
<td>‘19-20 38.2% Severe Absenteeism 20.6% Chronic 20.6% Poor</td>
<td>‘20-21 33.2% Severe Absenteeism 15.6% Chronic 15.6% Poor</td>
</tr>
<tr>
<td>Discipline ‘19-20</td>
<td>1% Suspension Rate 0.01% w/ Multiple Suspensions</td>
<td>0% Suspension 0% w/ Multiple Suspensions</td>
</tr>
<tr>
<td>Discipline ‘20-21</td>
<td>0% Suspension 0% w/ Multiple Suspensions</td>
<td>0% Suspension 0% w/ Multiple Suspensions</td>
</tr>
</tbody>
</table>
Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students will be served by this goal.

Strategy/Activity

1. Implement a Continuous Improvement Cycle of data review and analysis to understand the social-emotional needs of Independence High students.
   a) Teachers document in Aeries Interventions when they contact parents/guardians regarding grades or behavior to maintain open lines of communication.
   b) Continue to collect anecdotal data to drive discussion and problem solving about student success.
   c) Continue to analyze referral and suspension information to identify patterns of misconduct.
   d) Review and monitor student attendance.
   e) CA Healthy Kids Survey (CHKS) to parents, students and staff.
   f) Utilizing Panorama Education Identify meaningful participation activities by administering parent and student surveys.
   g) Design & implement Exit survey given at senior meeting prior to graduation ceremony.

2. Implement Trauma Invested Practices school wide
   a) Communicate SLO and Trauma Invested Practice expectations
   b) Participate in Trauma Invested Practices Professional Development
      - Implementation of Character Strong-Advisory/Leadership Curricula
   c) Promote the services provided by our Counselor and part-time district SEL counselor.
   d) Be available for personalized meetings with families and students as needed.

3. Professional Development:
   a) Principal and Counselor attending CCEA+ Conference
   b) CharacterStrong-SEL: ongoing coaching
   c) Building Resilience in Students Impacted by Adverse Childhood Experiences-A Whole Staff Approach
      - 4 part virtual seminar series with book study.

4. Utilize technology and social media to communicate with parents, promote involvement and solicit input.

5. Increase Parent involvement/engagement through Open House, Back to School night and social distance approved outlets. Hold virtual parent town hall meetings
   a) Provide written parent communication in English and Spanish.

6. Design & implement CTE/vocational mentorship opportunities.

7. Through the collaboration and structure of the Project Based Learning Modules, students will be actively engaged in improving real world skills (i.e: 4C’s: Communication, Critical thinking-problem solving, Collaboration & Creativity-innovation).

Proposed Expenditures for this Strategy/Activity
<table>
<thead>
<tr>
<th>Strategy/Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (a-e&amp;g) Collaboration Time</td>
<td>1. (a-e&amp;g) No Cost</td>
</tr>
<tr>
<td>(f) Panorama Education: 2 yr for $24,480</td>
<td>(f) CSI</td>
</tr>
<tr>
<td>2. (b) Character Strong: $6,998</td>
<td>2. (b) CSI</td>
</tr>
<tr>
<td>3. a) CCEA+ Conference-$4,638</td>
<td>3. a) CSI, b)CSI, c)General fund</td>
</tr>
<tr>
<td>b) CharacterStrong</td>
<td></td>
</tr>
<tr>
<td>c) Building Resilience Seminar</td>
<td></td>
</tr>
<tr>
<td>4. NA</td>
<td>4. No Cost</td>
</tr>
<tr>
<td>5. NA</td>
<td>5. No Cost</td>
</tr>
<tr>
<td>6. Professional Development (12 sub.days-$2,400)</td>
<td>6. CSI</td>
</tr>
<tr>
<td>7. PBL-Project Supplies ($21,780)</td>
<td>7. CSI</td>
</tr>
</tbody>
</table>

### Annual Review

**SPSA Year Reviewed: 2020-21**

### ANALYSIS

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

Significant growth with the 2 listed 20-21 SPSA goals was difficult to measure due to COVID-19 and the pivot to distance learning in the Spring of 2019 and remaining on distance learning in some form during the 20-21 school year. Additionally, the state physical fitness was not administered, CAASPP was shortened with no claim or target data reported, and IHS did not participate in CHKS, instead we utilized our new survey platform Panorama.

However, we were able to partially implement the continuous improvement cycle in ELA and Mathematics connected to work completed in the 9-12 grade courses of study. Edgenuity was used to significantly expand the offerings for electives and credit recovery.

Parent and student engagement surveys, as well as the Panorama SEL surveys, were employed as tools to better understand student and family connectedness to IHS. Unfortunately, there was very little parent participation which makes the data statistically insignificant.

Data related to credits earned by grade level per quarter and attendance apportionments were areas in which we could not complete a deep dive due to ‘Hold Harmless State Policies’ and AB 104. However, in the future, we will reinstate these data points as measures to improve our understanding of student engagement.

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

Most activities/strategies were at least initialized, but not fully implemented due to the COVID-19 pandemic. Pre-pandemic (2018-19) we were able to train on and implement the iReady assessments for ELA. However, we found that the reporting of student achievement data without the accompanying curriculum pieces to support the student learning gaps was not as useful to our teachers and students as we thought it would be. Instead we have fully implemented a first week assignment protocol for all students which includes the
Edgenuity (3-11th grade) ELA Reading and Mathematics Placements tests and a writing assessment. If students are 2 grade levels or more behind in Reading or Math and they have remaining courses to take for graduation requirements one of their elective courses becomes the corresponding Reading and/or math placement tests courses.

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.

Changes to the adopted 2020-2021 SPSA will be ongoing as we continue the work on alignment to the WASC/CSI action plan and as the data drives the instructional focus of learning. The implementation of Edgenuity MyPath and afternoon labs interventions will greatly increase our ability to develop student learning plans which reflect their individual achievement gaps. Further, as a continuous cycle of improvement is implemented throughout the system we will revisit the SPSA as needed. Finally, minor changes were made to the wording of goals, actual and expected outcomes so that they more closely match the CAASPP reporting.

Appendix B (Attachment): Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

CSI-Budget Summary Narrative:

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Budget Amount</th>
<th>Capacity Building</th>
<th>Stakeholder Engagement</th>
<th>Needs Assessment</th>
<th>Selecting Interventions</th>
<th>Monitoring Improvement</th>
<th>Other CSI Activities</th>
<th>Percentage of Total Budget</th>
<th>LEA Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000-1999</td>
<td>32,800</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>18.47</td>
<td></td>
</tr>
<tr>
<td>2000-2999</td>
<td>11,200</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>6.30</td>
<td></td>
</tr>
<tr>
<td>3000-3999</td>
<td>8,336</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.70</td>
<td></td>
</tr>
<tr>
<td>4000-4999</td>
<td>54,958</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>30.95</td>
<td></td>
</tr>
<tr>
<td>5000-5999</td>
<td>34,203</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>19.26</td>
<td></td>
</tr>
<tr>
<td>6000-6500</td>
<td>25,000</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>14.08</td>
<td></td>
</tr>
<tr>
<td>7310</td>
<td>11,050</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6.22</td>
<td></td>
</tr>
<tr>
<td>5100 (Sub-)</td>
<td>0.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
Amador County Unified School District will continue to provide guidance and support to Independence High School (IHS) utilizing grant funds to assist with the implementation of the ACS-WASC/CSI improvement plan on items such as trauma-informed and social emotional curriculum in a project based learning pedagogy with a career tech emphasis, supplemental materials, supplies, and programs, professional development, and additional temporary staff to support students with individual needs and improve student engagement.

1000–1999

- 4 FTE x 2 d/wk x 40 wks x 1.5 hrs/d x $45 hr = $21,600
- 1 Counselor x 2 days/wk x 40 wks x 2 hrs/d x $70 hr = $11,200

Goal/Objective: Provide IHS staff the ability for more collaboration time to review student surveys and improve our Small Learning Academies-Advisory period. Plus, extra hours to create more in depth cross curriculum PBL projects.

Additional counselor hours for strategic individual/small group intervention and after hour counseling meetings with parents for academic and social emotional support.

2000–2999

- 1 part-time Instructional Aide x 5 d/wk x 40 wks x 3.5 hrs/d x $16 hr = $11,200

Goal/Objective: Provide 1 part-time aide to assist English and Math teachers for greater student support.

3000–3999

- 6 employees, employer’s contributions: $8,336

4000–4999

- Equipment, books and supplies: $54,958 (Detailed spreadsheet available upon request)

Engage students to think critically and creatively in a makerspace environment. Students will have hands-on experience with design and development of the Ag-Tourism industry. Reach students differently by utilizing more than one dimension, hands on manipulatives to gain first hand experience; with building, gardening, food handling and hospitality. Provide students with the ability to gain and maintain work skills that can be used on a job site in their future.

5000–5999

- PBLWorld 2022, Napa CA, Gold Standard PBL Pedagogy for Teachers and Administration
  - 4 day conference, June 20-23, 2022: 6 certificated FTE: 5 teachers, 1 Principal
5-teachers x 1,500
1-Principal x 1,650
Total: 9,150
  ○ Associated travel costs
    ■ Lodging: 6 FTE x 1,450
    ■ Meals: 6 FTE x $60 daily x 4 days
    ■ mileage: 3 FTE x 208 miles x 0.6
    ■ Total: 10,515
  ○ Total Package: $19,665

Description: This immersive experience actively engages participants in deep, focused, real work, in collaboration with peers, who want to advance their PBL practice.

● 2022 CCEA+ Conference: California Continuation Education Association, San Diego CA
  ○ 4 day conference, April 2022: 2 certificated FTE: 1 counselor, 1 Principal
    ■ 2 FTE x 589
  ○ Associated travel costs
    ■ Lodging: 2 FTE x 1,450
    ■ Meals: 2 FTE x 60 daily x 4 days
    ■ Flight: 2 FTE x $320
    ■ Total: 4,020
  ○ Total Package: $5,198

Description: This conference focuses solely on the needs of continuation and community day schools. Learn best practices from school educators, topics will range from curriculum to climate, building hope with our students to taking care of our staff. Experts from the CDE to answer your questions about the DASS.

● Panorama Education: Bring together social-emotional learning, MTSS, college and career readiness, school climate, and student voice—all in one platform.
  ○ Ongoing Professional Development: $4,840

Description: Move from interpreting data to taking action and improving student outcomes. Student Success, Student and Adult Social-Emotional Learning Surveys and Professional Development.

● Character Strong: Social Emotional Learning and Character Development in One.
  ○ Advisory Curriculum & Leadership Curriculum
  ○ Ongoing Professional Development trainings and curricula: $4,500

Description: Curricula and trainings are focused on fostering the Whole Child with vertically-aligned lessons that teach social-emotional learning and character, side-by-side through SEL Competencies and Character Development.

6000–6500

● Equipment: $25,000 (Detailed spreadsheet available upon request)

Please see 4000–4999 description summary for greater details.
### 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).

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Funds Provided to the School Through the Consolidated Application</td>
<td>$1,732</td>
</tr>
<tr>
<td>Total Federal Funds Provided to the School from the LEA for CSI</td>
<td>$177,547</td>
</tr>
<tr>
<td>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</td>
<td>$222,244</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Federal Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title 1</td>
<td>$1,732</td>
</tr>
<tr>
<td>CRRSAF</td>
<td>$26,675</td>
</tr>
</tbody>
</table>

Subtotal of additional federal funds included for this school: $28,407

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

<table>
<thead>
<tr>
<th>State or Local Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF</td>
<td>$9,431</td>
</tr>
<tr>
<td>LCFF- Art</td>
<td>$3,284</td>
</tr>
<tr>
<td>Lottery</td>
<td>$3,575</td>
</tr>
</tbody>
</table>

Subtotal of state or local funds included for this school: $16,290

Total of federal, state, and/or local funds for this school: $222,244
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.

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

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

**Purpose and Description**

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

**Purpose**

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

**Description**

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

**Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and School Plan for Student Achievement Instructions| Page 2 of 12
tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

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

**Budget Summary**

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

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

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

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

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

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

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

Requirements for the Plan

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

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
   b. use methods and instructional strategies that:
      i. strengthen the academic program in the school,
      ii. increase the amount and quality of learning time, and
      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State’s academic standards through activities which may include:
      i. strategies to improve students’ skills outside the academic subject areas;
      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

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

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

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

School Plan for Student Achievement Appendices| Page 10 of 6
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
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

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.

Ione Elementary has crafted goals based on data from CAASPP, California Healthy Kids Survey, and district assessments to determine areas of support that need to be directed at our most at-risk students, including, but not limited to our socio-economically disadvantaged students, our English Language Learner students, homeless and foster youth students as well as others as identified. Ione Elementary considered ACUSD priority of MTSS with a focus on supporting students with IEPs.

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

Throughout the 2020-2021 school year current SPSA goals were discussed and site staff would evaluate progress towards meeting the goals. Concurrently, the same information was shared during site leadership team meetings (PBIS), School Site Council meetings, ELAC committee meetings, as well as Parent Faculty Club meetings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
During discussions, there were no notable resource inequities identified by the stakeholders at this time.

**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**

LEA GOALS: LCAP Goal #1- All students will demonstrate growth toward meeting or exceeding standards in all academic subject areas, with accelerated learning growth for subgroups performing below standard in order to close achievement gaps, as demonstrated through local formative assessments, summative assessments (CAASPP and curriculum specific assessments), and additional local measures.

SCHOOL GOAL: In the areas of ELA and Math, students who meet or exceed the standards for overall scores will increase by 3% as measured by CAASPP.

**Identified Need**

The School Site Council, as well as the staff and the site leadership team (PBIS), have analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students not demonstrating enough progress to meet proficiency levels on the California Common Core State Standards. As a result, it has adopted the following school goals, related actions, and the expenditures to raise the academic performance of students who are struggling.

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
</table>
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 including, but not limited to, students who are socio-economically disadvantaged, English Language Learners, or homeless and foster youth. |

**Strategy/Activity**

Ione Elementary will build a reading committee to specifically look at student assessments in the area of reading and identify grade level common focus areas that teachers implement/provide in their classrooms to support reading success for all 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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5,000</td>
<td>LCFF Supplemental</td>
</tr>
<tr>
<td>$6,000</td>
<td>CRRSAACR</td>
</tr>
</tbody>
</table>
All students including, but not limited to, students who are socio-economically disadvantaged, English Language Learners, or homeless and foster youth.

**Strategy/Activity**

Provide teachers opportunities to work collaboratively around the other SPSA goals.

**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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,000 for grade level collaboration time as needed per the principal and requested by the teacher(s) (at a cost of $40/hour)</td>
<td>Title 1</td>
</tr>
</tbody>
</table>

**Strategy/Activity 3**

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

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

All students including, but not limited to, students who are socio-economically disadvantaged, English Language Learners, or homeless and foster youth.

**Strategy/Activity**

Provide a variety of intervention materials/programs to more appropriately target area of need when addressing students’ individual needs.

**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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10,000 Materials/supplies/programs to support intervention</td>
<td>CRRSAA</td>
</tr>
<tr>
<td>$6,000 furniture/materials to support small group instruction</td>
<td>CRRSAA</td>
</tr>
</tbody>
</table>
**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students including, but not limited to, students who are socio-economically disadvantaged, English Language Learners, or homeless and foster youth.

**Strategy/Activity**

Students will have multiple opportunities daily to utilize academic technology across the content areas in preparation for the digital testing format and to support student learning in a variety of formats.

**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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10,000 Tech replacement and upgrade</td>
<td>CRSSAA</td>
</tr>
<tr>
<td>$3,000 to refresh classroom tvs/smartboards</td>
<td>Lottery</td>
</tr>
<tr>
<td>$5,000 for general supplies to support using technology across content areas for student learning opportunities</td>
<td>Lottery</td>
</tr>
</tbody>
</table>

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students including, but not limited to, students who are socio-economically disadvantaged, English Language Learners, or homeless and foster youth.

**Strategy/Activity**

Professional development opportunities for teachers around best first instruction and support strategies in the areas of ELA and Math and Universal Design Learning. These opportunities will include the cost of the PD as well as cost of teacher substitutes and/or teacher hourly rate.

**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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2000 PD opportunities</td>
<td>Title 1</td>
</tr>
<tr>
<td>$2000 teacher substitutes ($180/day per sub) and/or teacher hourly rate ($45/hour per teacher).</td>
<td>Title 1</td>
</tr>
</tbody>
</table>

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students including, but not limited to, students who are socio-economically disadvantaged, English Language Learners, or homeless and foster youth.

**Strategy/Activity**

Online subscriptions to support the use of technology across content areas and to provide student learning opportunities and build overall technology skills. (Including, but not limited to Ed1Stop)

**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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,000</td>
<td>LCFF</td>
</tr>
</tbody>
</table>

**Goal 2**

LEA GOALS: LCAP Goal #2- All students will show an increase in positive school engagement and connectedness with staff, peers, and community, including demonstrating improvement in social/emotional, physical, and mental health.

SCHOOL GOAL: Through multiple measures, including the California Healthy Kids Survey (focused on School Connectedness, Academic Motivation, Caring adult relationships, high expectations, and meaningful participation), Attendance data, and discipline infraction data, Ione Elementary will show a minimum of 3% improvement in each area to support students overall social/emotional learning.
**Identified Need**

The site leadership team (PBIS), the staff, and the school site council all discussed the social/emotional needs of students. Looked at California Healthy Kids Survey data. And concluded that implementing “7 Habits of Happy Kids” would a school wide approach to address the needs of students. This strategy also aligns with our current PBIS system and aligns with the elementary report card recently implemented by the district.

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Healthy Kids Survey</td>
<td>(2018 % of students/ 2019 % of students/ 2021 % of students)</td>
<td>Increase of at least 3% points in each of these categories</td>
</tr>
<tr>
<td>School Connectedness: 48% / 75% / 87%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Motivation: 52% / 77% / 76%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caring adult relationships: 59% / 71% / 81%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High expectations: 46% / 79% / 87%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meaningful participation: 23% / 38% / 42%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>2018-2019, 4571 total absences.</td>
<td>Reduction of at least 3% to less than 4433 total absences.</td>
</tr>
<tr>
<td>Discipline</td>
<td>2018-2019, 265 discipline infractions documented in AERIES.</td>
<td>Reduction of at least 3% to less than 257 total discipline infractions.</td>
</tr>
</tbody>
</table>

**Strategy/Activity 7**

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

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

All students including, but not limited to, students who are socio-economically disadvantaged, English Language Learners, or homeless and foster youth.

**Strategy/Activity**

We will utilize “Sanford Harmony” as a schoolwide SEL curriculum. The site leadership team (PBIS) which is comprised of of teachers, classified staff, and the school counselor, will work collaboratively to outline target goals for each grade level.
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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide the Sanford Harmony curriculum to every teacher</td>
<td>No expense</td>
</tr>
<tr>
<td>$1,340 Provide opportunities for professional development around the curriculum to support all student learning.</td>
<td>Title 1</td>
</tr>
<tr>
<td>$5,000 additional materials and supplies to implement the curriculum across the school in every classroom</td>
<td>CRSSAA</td>
</tr>
<tr>
<td>$2,000 Collaboration time to allow teachers opportunities to build their program to support all students (2 hours per teacher)</td>
<td>Title 1</td>
</tr>
</tbody>
</table>

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students including, but not limited to, students who are socio-economically disadvantaged, English Language Learners, or homeless and foster youth.

Strategy/Activity

Each grade level will plan and facilitate a family engagement activity once during the year to support parents helping their children.

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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5,000 for materials and supplies for family engagement activities</td>
<td>Lottery</td>
</tr>
</tbody>
</table>

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students including, but not limited to, students who are socio-economically disadvantaged, English Language Learners, or homeless and foster youth.

Strategy/Activity

During trimester awards assemblies, provide engagement incentives to encourage and support increased student engagement over last year. (Engagement may include, but not limited to, attendance and class participation)

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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$7,241 or general supplies and materials to support student attendance</td>
<td>Lottery</td>
</tr>
</tbody>
</table>

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students including, but not limited to, students who are socio-economically disadvantaged, English Language Learners, or homeless and foster youth.

Strategy/Activity

Provide classroom art supplies to support student learning and engagement through both social/emotional 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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,000</td>
<td>LCFF Art Supplemental</td>
</tr>
<tr>
<td>$3,000</td>
<td>CRSSAA</td>
</tr>
</tbody>
</table>
**Strategy/Activity 11**

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students including, but not limited to, students who are socio-economically disadvantaged, English Language Learners, or homeless and foster youth.

**Strategy/Activity**

Provide classroom materials and instruments for band/music/orchestra.

**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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4,689 for materials/instruments</td>
<td>LCFF Art Supplemental</td>
</tr>
<tr>
<td>$4,890</td>
<td>CRSSAA</td>
</tr>
</tbody>
</table>

**Strategy/Activity 12**

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students including, but not limited to, students who are socio-economically disadvantaged, English Language Learners, or homeless and foster youth.

**Strategy/Activity**

Provide classroom or school supplies, materials, resources, etc to support the SEL for all 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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4,000</td>
<td>LCFF supplemental</td>
</tr>
<tr>
<td>$7,000</td>
<td>CRSSAA</td>
</tr>
</tbody>
</table>
Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students including, but not limited to, students who are socio-economically disadvantaged, English Language Learners, or homeless and foster youth.

Strategic Activity

Provide classroom or school supplies, materials, resources, etc to support positive behavior for all 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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4,218 for resources, materials, supplies, etc</td>
<td>LCFF supplemental</td>
</tr>
<tr>
<td>$5,000</td>
<td>CRSSAA</td>
</tr>
<tr>
<td>$2,000 for professional development opportunities including, but not limited to, classroom management, PBIS</td>
<td>LCFF supplemental</td>
</tr>
</tbody>
</table>

Strategy/Activity 14

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students including, but not limited to, students who are socio-economically disadvantaged, English Language Learners, or homeless and foster youth.

Strategic Activity

Provide for a safe environment to meet the district health and safety plan.

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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
</table>
Annual Review

SPSA Year Reviewed: 2018-19

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.

During the 2020-2021 school year Ione Elementary, along with all other schools, faced COVID, Distance Learning, Hybrid Learning, etc.

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

Most of our time and resources was dedicated to supporting all students given the COVID protocols (which changed frequently during the course of the school year).

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this.

As a result of reviewing this data, specific areas of need in SEL and behavior as well as meeting current safety protocols were identified. Identify where those changes can be found in the SPSA and continued support in specific areas of ELA were identified as focuses for our time, energy, and resources for the coming school year.

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

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Funds Provided to the School Through the Consolidated Application</td>
<td>$10,340</td>
</tr>
<tr>
<td>Total Federal Funds Provided to the School from the LEA for CSI</td>
<td>NA</td>
</tr>
<tr>
<td>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</td>
<td>$125,377</td>
</tr>
</tbody>
</table>

## 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

<table>
<thead>
<tr>
<th>Federal Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title 1</td>
<td>$10,340</td>
</tr>
<tr>
<td>CRRSAA</td>
<td>$69,890</td>
</tr>
<tr>
<td>[List federal program here]</td>
<td>$[Enter amount here]</td>
</tr>
<tr>
<td>[List federal program here]</td>
<td>$[Enter amount here]</td>
</tr>
<tr>
<td>[List federal program here]</td>
<td>$[Enter amount here]</td>
</tr>
</tbody>
</table>

Subtotal of additional federal funds included for this school: $80,230

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

### State or Local Programs

<table>
<thead>
<tr>
<th>State or Local Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lottery</td>
<td>$20,241</td>
</tr>
<tr>
<td>LCFF</td>
<td>$18,218</td>
</tr>
<tr>
<td>LCFF-Art</td>
<td>$6,689</td>
</tr>
</tbody>
</table>

Subtotal of state or local funds included for this school: $45,148

Total of federal, state, and/or local funds for this school: $125,377
**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 School Site 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.

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

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

**Purpose and Description**

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

**Purpose**

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

**Description**

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

**Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.
The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is Specific, Measurable, Achievable, Realistic, and Time-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.]
Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:
• Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

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

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

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

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

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
   b. use methods and instructional strategies that:
      i. strengthen the academic program in the school,
      ii. increase the amount and quality of learning time, and
      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State’s academic standards through activities which may include:
      i. strategies to improve students’ skills outside the academic subject areas;
      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
1. Ensure that those students’ difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseingestment.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/guidanceuseseingestment.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
School Plan for Student Achievement (SPSA) Template

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

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 plan serves as both a commitment to Ione Junior High School’s schoolwide program and targeted support and improvement for students. The plan will build on the successes that AVID certification has yielded, the implementation of targeted instruction and intervention, and the focus on community engagement and student connectedness. A main area of focus for us this year as a district is providing a multi-tiered system of supports (MTSS) to promote the academic, social-emotional, and behavioral growth of all students. The actions and services included in this plan will support implementation of our district-wide MTSS. Another area of focus for us this year is to take a comprehensive look at the structure of our special education program to ensure we are providing the best overall level of service for our students with disabilities.

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.

The goals, strategies, and needed resources in the plan address the needs of all students, particularly those who are the in the subgroups specifically addressed in ESSA. AVID is designed to serve students who, by demographic, family educational history, or ethnicity, have been historically under-represented as four-year college students. iReady, a diagnostic tool and focused online instruction resource was specifically adopted to close the achievement gap for students who may be SED, minority, English learners, and/ or disabled. The strategic support classes in both ELA and math, offered as intervention for struggling students, targets students who fall into ESSA subgroups and who may not have been interested in the opportunity to engage in AVID.

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

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School Plan for Student Achievement| Page 1 of 4
The Ione Junior High Site Leadership Team meets regularly to discuss the site instructional focus, student achievement objectives, instructional strategies, and professional development. Meetings are held bi-monthly throughout the school year.

Ione Junior High staff have been asked to provide feedback regarding support needed to meet student achievement objectives, both in bi-monthly staff meetings and through email communication sent during the 2021-2022 school year.

The first school site council meeting was held on 9/2/2021. School site council member list is attached to this document. The second site council meeting was held on 9/23/2021. Between the two SSC meetings, relevant data was shared with all members for review and participation in the SPSA approval process. The third school site council meeting to approve revisions was held on 10/7/21. The SSC meeting at which the SPSA was approved was held on 10/27/21.

Resource Inequities

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

District and school administration have discussed and acknowledge the financial inequities that are considered barriers to our program growth. However, the Title I allotment combined with our LCFF will be able to provide our school adequate resources to ensure we are making growth towards our Priority Areas of Focus and meeting our objectives of our schoolwide plan. Additionally, because our Priority Areas of Focus and SPSA are tightly aligned with the district vision outlined in the LCAP, supplemental funding will be available to support our work specifically with developing a MTSS model, academic intervention, and social emotional support.

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

**LEA GOALS:** LCAP Goal 1 – All students will demonstrate growth toward meeting or exceeding standards in all academic subject areas, with accelerated learning growth for subgroups performing below standard in order to close achievement gaps, as demonstrated through local formative assessments, summative assessments (CAASPP and curriculum specific assessments), and additional local measures.

**Ione Junior High School** will utilize a comprehensive professional development plan and strategic intervention programs and initiatives to close the achievement gap by increasing the rate of students meeting standard in ELA and Math and preparing ALL students for college and career readiness.

**Identified Need**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students not
demonstrating enough progress to meet proficiency levels on the California Common Core State Standards. As a result, it has adopted the following school goals, related actions, and the expenditures to raise the academic performance of students who are struggling. Ione Junior High School has identified 6th – 8th grade Math and ELA CAASPP achievement levels as a critical area of focus for the school program. Further, ensuring that the needs of all students are met, including unduplicated pupils, historically under-represented students, and GATE qualified students is an guiding factor in the development of the SPSA. It is essential to address the needs of all students by expanding intervention options and electives to support student progress in these areas. The school has developed a math department team with the objective of addressing low achievement levels for state testing. Administration has identified the need for targeted Professional Development in the area of instructional practice and is working with the Site Leadership team to develop, implement, and evaluate an effective professional development plan to meet these needs. The School has identified the need for targeted student academic support that prepares students for college and career readiness and is in the 5th year of implementing the AVID program which is designed to close the achievement gaps and prepare a rigorous program of instruction in academic skills that will prepare them for college and careers. It is critical that the school continues to communicate and implement specific expectations for standards-based instructional practices in all academic classes and support the development of effective pedagogy across all core curricula. In addition, it is critical to provide a multi-tiered system of support and interventions to ensure student growth and achievement at grade level standards.

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP (Schoolwide)</td>
<td>All Math – 14% Met or Exceeded</td>
<td>All Math – 30% Met or Exceeded</td>
</tr>
<tr>
<td></td>
<td>All ELA – 34% Met or Exceeded</td>
<td>All ELA – 50% Met or Exceeded</td>
</tr>
<tr>
<td>CAASPP (Targeted Math by Grade)</td>
<td>6th – 16%</td>
<td>6th – 25%</td>
</tr>
<tr>
<td></td>
<td>7th – 15%</td>
<td>7th – 32%</td>
</tr>
<tr>
<td></td>
<td>8th – 11%</td>
<td>8th – 32%</td>
</tr>
<tr>
<td>CAASPP (Targeted ELA by Grade)</td>
<td>6th – 18%</td>
<td>6th – 40%</td>
</tr>
<tr>
<td></td>
<td>7th – 39%</td>
<td>7th – 55%</td>
</tr>
<tr>
<td></td>
<td>8th – 36%</td>
<td>8th – 55%</td>
</tr>
</tbody>
</table>

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

### Annual Review

SPSA Year Reviewed: 2020-2021

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.
Due to the COVID-19 pandemic and the variety of non-traditional learning models that were in place from March of 2019 through the end of the 20-21 school year, a comprehensive analysis of implementation of the goal is not feasible. While CAASPP data for the 20-21 school year is available, the goals and strategies in the 20-21 SPSA were designed with the assumption that they would be implemented using an in-person instructional model. The measurable outcomes will remain unchanged, as there was a drop in baseline data across all categories and it is our hope to not only return to pre-pandemic performance, but to exceed previous performance.

60% of the teachers at Ione Junior High have attended an AVID Strand Training, Summer Institute or AVID XP. All teachers have received professional development in WICOR strategies during on-site professional development sessions.

There was no progress on implementation of PLCs due to the significant time constraints placed on all school staff with frequent shifts in the educational model and regular changes in protocol and requirements.

AVID was unable to host a field trip due to COVID limitations.

Instructional materials for NGSS and school-wide organization were purchased using the appropriated funds. Students had access to curriculum and resources that they would not have had without effective implementation of the strategy.

The UDL strategy required an in-person training in order to be implemented and, due to COVID restrictions, did not occur.

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

There was a significant difference between budgeted expenditures and actual expenditures due to the COVID-19 pandemic. The pandemic also interfered with implementation of all strategies. Progress was made on strategy 1, strategy 2, and strategy 4, however not all expected outcomes were met due to varied learning models during the 21-22 school year. See above.

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.

The narrative of the goal will remain largely unchanged. Several strategies/activities have been added to the goal, including professional development in “Grading for Equity,” specific resources for EL students and families, and iReady training for staff.

**Strategy/Activity 1**

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

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

**All students**
Continue school-wide AVID implementation through on-site professional development in WICOR and use of technology for student collaboration. Formal AVID training for 6 teachers and 1 administrator. Training for teachers and administrator will be funded through the district Local Control Accountability Plan (LCAP).

The strategy includes $2000 of Title I funding for sub release, instructional coaching, and other needed resources for implementing both AVID and data-based inquiry cycles.

**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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2000</td>
<td>Title I</td>
</tr>
</tbody>
</table>

**Strategy/Activity 2**

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

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

All students

**Strategy/Activity**

Continue school-wide implementation of AVID through achievement of AVID goals that include the use of school wide planners, academic support structures, addressing barriers to equity, and continuing to develop a culture of rigor.

The strategy includes purchase of college pennants for all classrooms, AVID instructional materials, and AVID library materials using Title I funds.

The strategy include purchase of materials for implementation of professional development to address each of these goals.

**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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5000</td>
<td>Title I</td>
</tr>
</tbody>
</table>

**Strategy/Activity 3**

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

School Plan for Student Achievement| Page 5 of 4
(Identify either All Students or one or more specific student groups)

AVID Elective Students

Strategy/Activity

Supplement the AVID elective field trip cost for current AVID elective students to visit college campuses in the spring and fall. The strategy includes $1300 of Title I funding for the cost of transportation. AVID college visits are a critical component of the AVID elective and the culture development of AVID school wide.

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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1300</td>
<td>Title I</td>
</tr>
</tbody>
</table>

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, particularly English learners

Strategy/Activity

Ensure that all students and teachers have necessary tools for school wide organizational strategies, effective implementation of all standards - particularly focused on content areas without comprehensive curriculum adoption (NGSS) – and ancillary curriculum materials to enhance existing curriculum. This includes ELD supplementary materials, bilingual tools, translators, etc.

Based on recommendation from the English Learner Advisory Committee (ELAC), this strategy will also include after school programming specifically designed for EL students, curriculum for EL parents to support their students in reading comprehension, and EL parent nights at which the curriculum and other training will be available.

The strategy includes student planners for all students, Jr. Scholastic Magazine and other supplementary materials, NGSS and STEM supplies for implementation in both core and elective classes, and other supplementary materials for special education students and GATE 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.
Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Utilize a research-based intervention program for reading and math to support students and teachers in closing the achievement gap for underperforming students.

The strategy includes iReady diagnostic licenses for all students in both ELA and math to help guide teacher instruction.

The strategy includes 100 licenses of the iReady personalized instruction for both math and reading for students enrolled in ELA or math strategic support, resource ELA, or special day class sections of ELA or math.

The strategy includes personalized instruction licenses for all 6th grade students in math.

All funding for iReady licenses in the 2021-2022 school year is paid for out of centralized CRRSAA funds.

Professional development and sub release related to the implementation of iReady will be paid for out of Title I funding.

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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2000</td>
<td>Title I</td>
</tr>
</tbody>
</table>
6th – 8th grade math teachers will receive professional development in the co-teaching model (2 teams), the math frameworks, and a new 8th grade intervention curriculum (Inspiration and Ideas) designed by CPM.

The strategy includes Title I funding for extra duty and sub release time, along with training cost for implementation of the new curriculum.

**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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3000</td>
<td>Title I</td>
</tr>
</tbody>
</table>

**Strategy/Activity 6**

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

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

All students

**Strategy/Activity**

Implementation of professional development/ book study for all certificated staff of Grading for Equity by Joe Feldman.

This strategy includes sub release time for collaboration, purchase of ancillary training materials, and trainer facilitation when staff being to build school-wide grading agreements.

**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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5000</td>
<td>CRRSAA</td>
</tr>
</tbody>
</table>

**Strategy/Activity 7**

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

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

Strategy/Activity

Provide additional resources and materials to teachers of each content area to allow for a focus on instructional practices, cross-curricular activities, and assessment for learning.

Items that will be purchase to implement this strategy may include:

- Class sets of current, compelling literature for cross curricular instruction
- Supplemental curriculum that is standards based or ancillary to district-adopted curriculum
- Coaching/consultation with outside agencies

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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4000</td>
<td>CRRSAA</td>
</tr>
</tbody>
</table>

Goal 2

LEA GOALS: LCAP GOAL 2 – All students will show an increase in positive school engagement and connectedness with staff, peers, and community, including demonstrating improvement in social/emotional, physical, and mental health.

Ione Junior High School will provide social-emotional initiatives and programs that improve campus climate and culture and supports student academic achievement and social emotional needs.

Identified Need

Ione Junior High School has identified a significant need to meet the social-emotional needs of students in order to support academic growth. Many students fall within at risk sub groups such as special education, foster, low income, homelessness as well as other substandard home environments. The data has revealed that these students are not meeting standards in ELA and Math. It is determined that an essential part of the Ione Junior High School program must include programs and systems of support for these student populations that create a safe and positive learning environment where students can receive consistent and effective social-emotional support. Research and best practices have shown that students who are supported social-emotionally as well
as academically will perform better in their classes, show growth through assessment processes, and attend school regularly.

This need is particularly relevant during the 2021-2022 school year as many students struggled to make connections with peers or adults outside of their home due to COVID-19.

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHKS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Connectedness</td>
<td>57%</td>
<td>School connectedness – 75%</td>
</tr>
<tr>
<td>Caring Adult Relationships</td>
<td>63%</td>
<td>Caring adult relationships – 75%</td>
</tr>
<tr>
<td>Meaningful Participation</td>
<td>27%</td>
<td>Meaningful participation – 45%</td>
</tr>
<tr>
<td>Experienced any harassment or bullying</td>
<td>26%</td>
<td>Experienced any harassment or bullying – 20%</td>
</tr>
<tr>
<td>Had mean rumors or lies spread about you</td>
<td>32%</td>
<td>Had mean rumors or lies spread about you – 25%</td>
</tr>
<tr>
<td>-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Annual Review

**SPSA Year Reviewed: 2020-2021**

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.

Strategies one and four were fully implemented, despite the impact of COVID-19. Two of the expected outcomes were met, including the harassment and rumors categories, that were exceeded the expected outcomes by 9% and 3% respectively. There was growth in all of the identified categories on CHKS, indicating that although only several strategies were fully implemented, significant progress was made in improving campus culture and climate.

Strategy 2 was not implemented due to changing instructional models and visitor limitations during the pandemic.

Strategy 3 was fully implemented, with the purchase and use of the Meet the Masters curriculum. The strategy was expanded on for the 2020-2021 school year with additional purchase of Meet the Masters supplies and curriculum through CARES Act funds. Additionally, several instruments were repaired and are now available for use to students who do not have their own instruments for participating in band.
Strategy 4 was partially implemented and 3 after-school clubs met regularly, including transportation for students to ensure equitable participation.

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

As noted, strategy two was not fully implemented due primarily to COVID restrictions.

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.

The narrative of the goal will remain the same for the 2021-2022 school year. Due to the fact that several of the desired outcomes were achieved in the previous school year, the objectives have been updated, specifically related to the CHKS data. There have been several strategies add to the goal, including resources for the full-time counselor and equipment to expand school-wide event offerings.

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 |

<table>
<thead>
<tr>
<th>Strategy/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>The strategy includes funding for posters, supplies for ongoing lessons during homeroom, and teacher release for observation, revision, and training.</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3000</td>
<td>CRRSAA</td>
</tr>
</tbody>
</table>

School Plan for Student Achievement| Page 11 of 4
Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

The arts are a critical component of both student achievement and school culture, including student social-emotional well-being. Ione Junior High will ensure that all teachers have access to art supplies and art curriculum that they can implement during homeroom. Ione Junior High will also ensure that the more than 60 students enrolled in the visual art elective sections have access to all supplies needed to both deepen their understanding of and create visual art.

The strategy includes CRRSAA funds for additional art curriculum (Meet the Masters) and supplies. The strategy also includes up to $2000 for additional instruments for band.

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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5000</td>
<td>LCFF - Art</td>
</tr>
</tbody>
</table>

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

In order to continue to engage students directly, additional teacher hours for sponsoring after school clubs and the transportation required to participate in those clubs will be provided by the school site.

The strategy allots $3000 of Title I funding for extra duty payment for teachers who sponsor clubs outside of contract hours and the cost of student transportation.

Proposed Expenditures for this Strategy/Activity

School Plan for Student Achievement| Page 12 of 4
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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3000</td>
<td>Title I</td>
</tr>
</tbody>
</table>

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

A full-time counselor has been assigned to Ione Junior High. The counselor will support student behavior and social emotional support by implementing the following interventions and programs:

- Individual student counseling
- Lunch group counseling (extra-curricular participation)
- Targeted in-class group counseling (curricular)
- Development of a peer-mediation program
- School-wide SEL lessons

This strategy includes $2500 for materials related to implementation interventions and programs.

**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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2500</td>
<td>LCFF</td>
</tr>
</tbody>
</table>

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students
Strategy/Activity

Continue to expand implementation of rallies and school-wide events that build culture and have a positive impact on the student experience at Ione Junior High. The strategy includes $7000 for equipment to host events in the gym, multi-purpose room, and in outside locations.

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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$7000</td>
<td>CRRSAA</td>
</tr>
</tbody>
</table>

Goal 3

LEA GOALS: LCAP Goal 2 – All students will show an increase in positive school engagement and connectedness with staff, peers, and community, including demonstrating improvement in social/emotional, physical, and mental health.

Specifically - Increase home/school communication, outreach and parent/guardian engagement and education for/with parents of low income students, foster youth, English learners, and students with special needs.

SCHOOL GOAL: Ione Junior High School will initiate a public outreach campaign by utilizing multiple lines of communication to reach parents of low income, foster, ELL, and special education students to share school wide success, needs, and direction as well as provide multiple opportunities for students and parents to be engaged in the school process.

Identified Need

Ione Junior High School has identified a gap in communication to the school community, particularly with the parents of low income, foster, ELL, and special education students. Parents and students within these subgroups can be uninformed and unaware of the programs and systems the school has in place to support them academically and social-emotionally. This has affected student and parent engagement at school functions, attendance, and the school's ability to adequately provide services to students in need. There is a need to develop multiple lines of communication to inform the school community of the wide variety of opportunities for parents and students to be engaged in the school.
process. This will significantly help provide targeted support and intervention for students in need and engage parents in the process.

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Surveys</strong></td>
<td>No baseline data available</td>
<td>Conduct end of the year parent surveys with 50% participation rate</td>
</tr>
<tr>
<td><strong>Participation logs</strong></td>
<td>No baseline data available</td>
<td>Participation logs for every school wide event and activity</td>
</tr>
<tr>
<td><strong>Modes of Communication</strong></td>
<td>No baseline data available</td>
<td>All school wide events and information will be shared through 2 modes of communication</td>
</tr>
</tbody>
</table>

**ANALYSIS**

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

Staff at Ione Junior High implemented several of the strategies fully and will continue to expand on several strategies in order to achieve goal 3. Targeted communication was sent to at-risk students and families by the tutorial teacher of each student. There was also targeted communication on the part of teachers and office staff for all students who were referred to the office for behavior concerns or who had in some other manner qualified for a higher tier intervention. The CHKS parent survey was sent to all parents digitally, along with print version made available in the office in order to implement strategy three.

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

N/A

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.

The goal and the strategies remain the same for the 21-22 school year. There is overlap with goal 1, strategy 4, related to curriculum and support for EL students and parents.
**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

At-risk, ELL, Socioeconomically Disadvantaged, and special education students.

**Strategy/Activity**

Provide targeted communication and information to all students with particular attention to at-risk families through multiple lines of communication.

The strategy includes information sent through US Mail, email, and phone messaging.

**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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$500</td>
<td>LCFF</td>
</tr>
</tbody>
</table>

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

In addition to regularly held school site council meetings, Ione Junior High will hold monthly, “Coffee and Conversation,” meetings to update parents on instructional focus, student achievement, campus events, and other school priorities and needs.

The strategy includes $1000 of LCFF funding for supplies, refreshments, and supplemental transportation for the event(s).

**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.
**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).

### Description

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Funds Provided to the School Through the Consolidated Application</td>
<td>$8,942</td>
</tr>
<tr>
<td>Total Federal Funds Provided to the School from the LEA for CSI</td>
<td>$ [Enter amount here]</td>
</tr>
<tr>
<td>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</td>
<td>$49,800</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Federal Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I</td>
<td>$8,942</td>
</tr>
<tr>
<td>CRRSAA</td>
<td>$53,360</td>
</tr>
<tr>
<td>[List federal program here]</td>
<td>$[Enter amount here]</td>
</tr>
<tr>
<td>[List federal program here]</td>
<td>$[Enter amount here]</td>
</tr>
<tr>
<td>[List federal program here]</td>
<td>$[Enter amount here]</td>
</tr>
</tbody>
</table>

Subtotal of additional federal funds included for this school: $ 62,302

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

<table>
<thead>
<tr>
<th>State or Local Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Supplemental</td>
<td>$14,955</td>
</tr>
<tr>
<td>State Lottery</td>
<td>$15,760</td>
</tr>
<tr>
<td>LCFF Art Supplemental</td>
<td>$5,491</td>
</tr>
<tr>
<td>[List state or local program here]</td>
<td>$[Enter amount here]</td>
</tr>
<tr>
<td>[List state or local program here]</td>
<td>$[Enter amount here]</td>
</tr>
</tbody>
</table>

Subtotal of state or local funds included for this school: **$36,206**

Total of federal, state, and/or local funds for this school: **$98,508**
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.

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

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

**Purpose and Description**

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

**Purpose**

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

**Description**

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

**Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and School Plan for Student Achievement Instructions| Page 2 of 6
tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

**Annual Review**

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

**Analysis**

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

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

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

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

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

**Budget Summary**

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

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

**Budget Summary**

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

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

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

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

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

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

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

   A. Administration of a comprehensive needs assessment that forms the basis of the school’s goals contained in the SPSA.
   
      1. The comprehensive needs assessment of the entire school shall:

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

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

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

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

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

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

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

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

Requirements for the Plan

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

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
      b. use methods and instructional strategies that:
         i. strengthen the academic program in the school,
         ii. increase the amount and quality of learning time, and
         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
         i. strategies to improve students’ skills outside the academic subject areas;
         ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
         iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
         iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
         v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

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

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

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

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

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.
Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019
Purpose and Description

The purpose of the JES School Plan for Student Achievement (SPSA) is to support our schoolwide program and student growth in academics, specifically in the areas of Language Arts and Math, and in social/emotional areas. The main area of focus for JES this year is providing a multi-tiered system of supports (MTSS) to promote the academic, social-emotional, and behavioral growth of all students. The actions and services included in this plan will support implementation of our districtwide MTSS. Another area of focus for us this year is to take a comprehensive look at the structure of our special education program to ensure we are providing the best overall level of service for our students with disabilities. The plan also is to support an increase in home to school communication and outreach for families, especially families with low income students, foster youth, English learners, and students with special needs.

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.

The school goals are in alignment with the District’s LCAP Goals which are in alignment with federal, state, and local programs. Goals were based on data from CAASPP, California Healthy Kids Survey, and district assessments/FastBridge to determine areas of support that need to be directed at our most at-risk students, including, but not limited to our socio-economically disadvantaged students, our English Language Learner students, homeless and foster youth students as well as others as identified.

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

The School Site Council analyzed the Spring 2020 CAASPP data to develop the SPSA. Though it was a modified CAASPP, data was analyzed with that in mind. FastBridge Benchmark results were
also reviewed. The Council identified strengths and areas to grow from the data. The Council received feedback from teachers, classified staff, parents, and the site leadership team in the planning process. The SPSA will be reviewed monthly to determine if proposed strategies need to be updated or modified to meet the needs of our students’ academic progress.

The School Site Council meets monthly. At each meeting, the Council reviews the progress of the site SPSA. Multiple measures are presented to the Council to determine progress. Updates and modifications are added/changed to the SPSA depending on student growth or lack of growth. At times, the Council will request Site Leadership and/or staff feedback to determine strategies that will best fit the needs of our students. Meetings can be reviewed in SSC Minutes.

### Resource Inequities

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

The Council attempts to develop a plan to support all students and grade levels. There is no known resource inequity at this time.

### Goals, Strategies, Expenditures, & Annual Review

#### Goal 1

**LEA GOALS:** LCAP Goal 1 – All students will demonstrate growth toward meeting or exceeding standards in all academic subject areas, with accelerated learning growth for subgroups performing below standard in order to close achievement gaps, as demonstrated through local formative assessments, summative assessments (CAASPP and curriculum specific assessments), and additional local measures.

**SCHOOL GOAL:** 80% of the students will achieve 1 year’s growth (underperforming subgroups will achieve more than 1 year’s growth as measured by assessments) in the area of Language Arts and Math as measured by the District adopted curriculum assessments four times per school year/FastBridge (Beginning of the School Year, November, March, May – end of each trimester).

**Identified Need**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students not demonstrating enough progress to meet proficiency levels on the California Common Core State Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students who are struggling.
Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP</td>
<td>ELA 36% met or exceeded standard Math 40% met or exceeded standard</td>
<td>ELA 70% met or exceeded standard Math 70% met or exceeded standard Underperforming subgroups will make more than 1 years growth as measured by assessments</td>
</tr>
<tr>
<td>Results/BPST</td>
<td>Primary grades (TK-2nd) 20% of students receiving MTSS Tier 2 Academic Support</td>
<td>10% students needing support in MTSS Tier 2</td>
</tr>
</tbody>
</table>

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students

Strategy/Activity

Teachers will be provided classroom support, materials, and professional development in the areas of Language Arts, Math and Science. Support can be in the areas of grade collaboration time, workshops and/or conferences and intervention support. NOTE: This includes substitutes, additional intervention teacher support, intervention instructional aide support and instructional materials needed as well as funds needed to copy materials (Benchmark worksheets, San Francisco Math, Engage New York Math, materials needed during Distance Learning).

Proposed Expenditures for Strategy 1/Activity 1

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 identifies the Title and Part, as applicable), Other State, and/or Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
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<tbody>
<tr>
<td>$10,996</td>
<td>Lottery, LCFF, LCFF Art Supplemental, Title 1</td>
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<tr>
<td>4000</td>
<td>1000</td>
</tr>
<tr>
<td>2000</td>
<td>1000</td>
</tr>
<tr>
<td>$57,320</td>
<td>Title I, CRRSAA</td>
</tr>
<tr>
<td>$1,500</td>
<td>Title I, CRRSAA</td>
</tr>
</tbody>
</table>

School Plan for Student Achievement| Page 3 of 21
### 3000 Benefits

<table>
<thead>
<tr>
<th>$3,462</th>
<th>Title I, CRRSAA</th>
</tr>
</thead>
</table>

### 5000 Services & other operating expenses/Professional Development

#### Strategy/Activity 2

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

All students

**Strategy/Activity**

Teachers will be provided classroom support in upgrading technology for instruction in the classrooms such as additional chromebook carts, document cameras, tv monitors for projection, headphones and/or chromebooks.

**Proposed Expenditures for Strategy 2/Activity 2**

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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$30,000</td>
<td>CRRSAA</td>
</tr>
</tbody>
</table>

#### Strategy/Activity 3

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

All students

**Strategy/Activity**

Purchase school-wide educational computer programs to support ELA and Mathematics in the classroom such as Accelerated Reading and MobyMax. These supplemental programs will support all students in meeting rigorous academic standards, especially those at-risk students.

**Proposed Expenditures for Strategy 3/Activity 3**

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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
</table>
**Strategy/Activity 4**

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

All students

**Strategy/Activity**

JES will provide all students access to an increased student to book ratio in the Library/Research Center. This expansion will occur in 2 phases. Phase 1 was completed 2018-2019. Phase 2: Materials Expansion (purchase of desktop computers and additional library books/bookcases).

**Proposed Expenditures for Strategy 4/Activity 4**

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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,000 4000  Materials and Supplies (such as desktop computer and library books/bookcases)</td>
<td>LCFF, Title I, CRRSAA</td>
</tr>
</tbody>
</table>

**Goal 2**

**LEA GOALS:** LCAP GOAL 2 – All students will show an increase in positive school engagement and connectedness with staff, peers, and community, including demonstrating improvement in social/emotional, physical, and mental health.

**SCHOOL GOAL:** By May 2022, we will continue to support programs (e.g. School Counselor, Nexus) and social/emotional and physical health Professional Development for staff.

**Basis for this Goal**

California Healthy Kids Survey data indicated an area of focus would be connectedness to school. There were other areas in which students felt positive with school safety and communication with staff. This goal was also based on office referrals, student study team referrals, and an increasing need to meet our students’ social/emotional deficits.
### Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHKS *School Survey (Prepared April 2021)</td>
<td>60% of 5th grade students participated in 2020-2021</td>
<td>Increase student participation (90%)</td>
</tr>
<tr>
<td>Attendance</td>
<td>9% Chronic Absenteeism (CA Dashboard)</td>
<td>5%</td>
</tr>
<tr>
<td>Discipline</td>
<td>0.2% Suspension Rate (CA Dashboard)</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

### PLANNED STRATEGIES/ACTIVITIES

#### Strategy/Activity 1

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

All students

**Strategy/Activity**

The School Counselor and Response to Intervention teacher will meet weekly with the administrator to discuss office referrals and possible students needing support. The school counselor is available 4.5 days per week and sees students individually or in small groups. Depending on their needs, students will be seen weekly or once a month. School Counselor will provide monthly Sanford Harmony lessons for all classes and support the SEL subtest in FastBridge. Teachers will follow goals from the lesson throughout the month. The Council will provide professional development for Social/Emotional needs as well as materials needed to support individual student needs in the classroom.

**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 identifies the Title and Part, as applicable), Other State, and/or Local.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5,500</td>
<td>Title I , CRRSAA</td>
</tr>
<tr>
<td>1000 Certificated (Substitute for Student Study Team Meetings)</td>
<td>Title I, CRRSAA</td>
</tr>
<tr>
<td>$550</td>
<td>Title I, CRRSAA</td>
</tr>
<tr>
<td>3000 Benefits</td>
<td>Title I, CRRSAA</td>
</tr>
<tr>
<td>$2,000</td>
<td>Title I, CRRSAA</td>
</tr>
<tr>
<td>4000 Materials and Supplies needed for classroom support.</td>
<td>Title I, CRRSAA</td>
</tr>
</tbody>
</table>

Goal 3

School Plan for Student Achievement| Page 6 of 21
LEA GOALS: LCAP Goal 2 – All students will show an increase in positive school engagement and connectedness with staff, peers, and community, including demonstrating improvement in social/emotional, physical, and mental health.

Specifically - Increase home/school communication, outreach and parent/guardian engagement and education for/with parents of low income students, foster youth, English learners, and students with special needs.

SCHOOL GOAL: By June 2022, home/school communications will be strengthened and the school will provide Professional Development in the area of Social/Emotional strategies. Due to the pandemic, family engagement will be provided by our parent group in a variety of family activities following the Health and Safety Plan guidelines.

Basis for this Goal

Families have indicated that they prefer a variety of methods in receiving school information.

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surveys</td>
<td>Surveys sent home represent less than 25% of our student population</td>
<td>Increase response to surveys by 25%</td>
</tr>
</tbody>
</table>

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

To strengthen home to school communication by providing monthly newsletters and calendar of school activities, Parent Square/Aeries communication for as reminders and classroom newsletters and/or communication through Parent Square/Class Dojo.

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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,000</td>
<td></td>
</tr>
</tbody>
</table>
Annual Review

SPSA Year Reviewed: 2020-2021

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.

Due to the uncertainty of 2020-2021 and changes of instruction throughout the school year, the focus was mainly on how to bring back students and staff safely following CDPH and ACUSD Health and Safety Guidelines.

Teachers started off the school year teaching Distance Learning TK-5th grades. Teachers focused on teaching grade level standards virtually. The District supported these efforts in streamlining grade level materials and creating online resources for all teachers. Special Education students were able to attend in person with hybrid instruction (partial day in assigned cohorts).

In November, teachers and students were brought on to campus in cohorts (attending 2 days weekly with asynchronous learning occurring the other 3 days). Classrooms were designed to keep students socially distanced from each other and the teacher during instruction, recess and lunch. Due to an increase in COVID cases, schools closed and returned to Distance Learning. In January, schools returned to Hybrid Instruction. In March, students returned to school 4 days a week without dividing the class in 2. Students remained socially distanced in the classrooms and remained in quadrants without commingling during recess.

Teachers continued to follow the grade level curriculum. Students were supported with virtual intervention and counseling during Distance Learning and Hybrid Learning. Growth and progress was monitored by the Intervention teacher and School Counselor.

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

The areas where we focused a majority of time and resources showed the highest percentages of growth year to year. During COVID-19 Distance Learning and Hybrid Learning, some areas of the SPSA were postponed until we are able to return to school without restrictions. The team continued to focus on providing students with a rigorous curriculum to prepare them for their next grade level, providing students with continuous social/emotional support, and providing families with continuous communication and updates.
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.

As a result of reviewing the data, resources will continue to support Professional Development, grade collaboration and tools needed for our classrooms to support student learning.

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).

| DESCRIPTION                                                                 | AMOUNT   |
|                                                                            |          |
| Total Funds Provided to the School Through the Consolidated Application    | $11,793  |
| Total Federal Funds Provided to the School from the LEA for CSI             |          |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA          | $120,228 |

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.

<table>
<thead>
<tr>
<th>Federal Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRRSA</td>
<td>$63,365</td>
</tr>
<tr>
<td>Title 1</td>
<td>$11,793</td>
</tr>
</tbody>
</table>

Subtotal of additional federal funds included for this school: $ 75,158

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

<table>
<thead>
<tr>
<th>State or Local Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lottery</td>
<td>$18,057</td>
</tr>
<tr>
<td>LCFF</td>
<td>$19,758</td>
</tr>
<tr>
<td>LCFF Arts Allocation</td>
<td>$7,255</td>
</tr>
<tr>
<td>TV/Smart Board Allocation</td>
<td>$0</td>
</tr>
</tbody>
</table>

Subtotal of state or local funds included for this school: $45,070

Total of federal, state, and/or local funds for this school: $120,228

School Plan for Student Achievement| Page 9 of 21
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.

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

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

**Purpose and Description**

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

**Purpose**

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

**Description**

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

**Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and School Plan for Student Achievement Instructions| Page 11 of 21
tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is Specific, Measurable, Achievable, Realistic, and Time-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 School Plan for Student Achievement Instructions| Page 13 of 21
expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

**Annual Review**

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

**Analysis**

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

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

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

**Budget Summary**

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

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

Budget Summary

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

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

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

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

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

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

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

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

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
      b. use methods and instructional strategies that:
         i. strengthen the academic program in the school,
         ii. increase the amount and quality of learning time, and
         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
         i. strategies to improve students’ skills outside the academic subject areas;
         ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
         iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
         iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
         v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseeinvestment.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/guidanceuseseeinvestment.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
School Site Council
Minutes
11/16/2021

meet.google.com/uwg-jtgc-uyy
Meeting ID
meet.google.com/uwg-jtgc-uyy
Phone Numbers
(US) 0030-664-609+1
PIN: 266 847 236#
More phone numbers

In Attendance: Denae Merten, Kelly Churchill, Barb Magpusao, Amanda Robinson, Chris Garcia, Paula Cahiil, Andrea Weigand, Vicki Laster, Nikki Silveira

Meeting called to order: 3:36 pm

   10/26/21 SSC Minutes
   Motion to approve: Denae
   Second Kelly and Paula
   Approved

2. Old Business
      Vote to approve: motion approved

      JES SPSA 21-22

   b. BUDGET: As of 9/28/2021:

      Lottery  11,358.37 (not including Riso or paper)
      LCFF    12,988.69
      LCFF Art 7,255.00
      Title I  6,071.80
      CRRSAA  62,157.32

      CRRSAA money expenditures:

School Plan for Student Achievement Appendices| Page 22 of 21
*Teachers feel using some of our Budget for grade level collaboration time was very beneficial when we were able to do that in year’s past. We rarely have the opportunity to meet as grade levels.

*Chromebooks are at 1 to 1 right now. Some are very old. Right now district is paying to upgrade Chrome Books so we may not need to spend site money on it.

*Barb has been using some to pay teachers for before school supervision on rainy days.

c. Review Draft 21-22 Comprehensive Safety Plan (Due 12/10)-I will send the final for review. Possible Motion to approve Draft.

   JES Comprehensive School Safety Plan 21-22 (1).docx

Due January 12 to District. We can approve the final draft after we review and make any necessary changes.

Motion: Kelly

Second: Vicki

Motion approved

3. New Business

   Review section of SPSA regarding Library.

   $3000 for computers in library will remain.

4. Old Business

   a) Response to Intervention Teacher Reports–

Joselyne/Gonzales, School Counselor: FastBridge Fall data is being collected and reviewed. Progress monitoring from baseline. Classroom lessons this month focuses on problem solving from Sanford Harmony and showing coping exercises from a curriculum called PureEdge. Parent teacher conferences have brought new referrals. Creating groups based on the need and individual counseling. Also, I am planning on doing lunch or recess activities with the different grade levels similar with opening my door. I am looking into my schedule, but it will have outside mindfulness, movement (like yoga or stretching) or games (an idea for now.) Supporting teachers as well.

Kelly Ward: After assessments, I have worked with teachers and have added and excited students from groups. Continuing to see groups 5 days a week for 30 minutes. I am seeing 48 students for math and reading (Ms. Oliva sees 12 students with math M-W). A lot of these students are receiving both math and reading support. I am continuing to use FastBridge to progress monitor weekly. I am also using Steps to Advance, Read Naturally, Blast Off to
Reading, and the Orton Gillingham approach for instruction. I have seen positive growth in many of my students.

Susan R & L: Susan and I have tested all of our RtI students following the first trimester. Several have graduated out of the program. Yippee! We have examined the test results, reconfigured the groups and realigned our curriculum to best target student learning. Along with fluency and vocabulary, we see an express need for a more intense focus on phonemic awareness and decoding instruction. Therefore, we are expanding time and focus in this area. It has been very satisfying and rewarding to see the reading growth in our second grade students.

Sarah: Just finished up testing the first graders in Early reading and early math. This was the initial test for math. In reading, there was growth. In the initial test, 27% of the kids assessed were considered low risk, 35% were some risk, and 38% were high risk. This last testing showed 57% with low risk, 27% with some risk, and 16% with high risk. I have been seeing 23 kids. We will be starting a new session and will be rotating some of these students out of it and bringing others into. We are mostly working on knowing the sounds of the letters, blending, and then sight words.

Extra Intervention aide starting in January to work with Kindergarteners. District will pay for this position

b. ELAC Report - meeting tonight.

c. Additions: Chris appreciated the money the site council set aside last year for class sets of novels and updated books in the library.

5. Adjourn – Next Google Meeting: January 25th at 3:30 PM. No meeting in December unless it is for an emergency vote, then we will do it via email or virtual.

  Motion to adjourn: Amanda  Second: Nikki

  Meeting adjourned at 3:59 pm
School Plan for Student Achievement (SPSA) Template

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

<table>
<thead>
<tr>
<th>School Name</th>
<th>County-District-School (CDS) Code</th>
<th>Schoolsite Council (SSC) Approval Date</th>
<th>Local Board Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jackson Junior High School</td>
<td>03 73981 6107387</td>
<td>November 3rd, 2021</td>
<td>December 13, 2021</td>
</tr>
</tbody>
</table>

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 SPSA is to support our staff, students, and school programs by providing adequate training and resources to implement our schoolwide program and address our identification status of Additional Targeted Support and Intervention (ATSI) to ensure we make growth in the 4 priority areas of focus listed below during this school year.

A main area of focus for us this year as a district is providing a multi-tiered system of supports (MTSS) to promote the academic, social-emotional, and behavioral growth of all students. The actions and services included in this plan will support implementation of our district-wide MTSS. Another area of focus for us this year is to take a comprehensive look at the structure of our special education program to ensure we are providing the best overall level of service for our students with disabilities.

Jackson Junior High School has developed 4 Priority Areas of Focus that align with these district focuses and will continue to build our student culture, improve instruction and ensure high levels of student learning are taking place. The 4 Priority Areas Focus are:

1. Continue to build our AVID program and strengthen our instructional practices.
2. Communicate clear expectations for student behavior and implement multi-tiered systems of support with consistent consequences and restorative practices.
3. Develop a healthy and positive campus culture for students and staff.
4. Develop a co-teaching model that enriches the learning the all students.

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.

Each of Jackson Junior High School Priority Areas of Focus were specifically developed to meet the academic and social emotional needs of all students. We acknowledge and accept that students come from many backgrounds and circumstances as well as with different abilities for learning and participating in school. Our vision is to have an inclusive program in which all students, despite their barriers, can achieve academic success and meaningfully participate in their school programs.

4 identified Student Groups
**Students in poverty.** With the qualification of our school for the community eligibility program we can ensure that we are minimizing this barrier to our 42.7% of students identified as Socio-Economically Disadvantaged (CA Dashboard, 2020) by providing all students with a healthy and free breakfast and lunch during the school day. In addition we are providing social emotional learning programs and counseling to these groups and developing multi-tiered systems of support to provide a variety of corrective measures that don’t exclude students from school activities. (Priority Areas of Focus #2, #3)

**Under-Represented Students**- 18% (CA Dashboard) of our student body fall within an under-represented group. In our rural region is it critically important that we support these students both social emotionally and academically so that they are included in our school program and accepted into our student body culture. (Priority Areas of Focus #1, #2, #3)

**Students who receive special education (ATSI)**-Meeting the needs of our 18.5% special education students and closing this achievement gap is a high priority this year. This was a significant factor in our decision as a school to develop a co-teaching model that integrates most of our special education students in the general education classroom with additional teacher support to ensure these students have access to the core curriculum, instruction is being differentiated, and accommodations and modifications are being implemented. Students who struggle academically are also supported by our MTSS process and support strategies to receive appropriate supports before entering into special education programs and services. (Priority Areas of Focus #1, #4)

**EL Learners**-According to our enrollment data on the 2020 CA Dashboard, we currently have .8% EL students attending our school this year. These students are proficient English language users and we work closely with our district and ELAC coordinator to communicate with families and implement the proper ELPAC assessments to monitor EL students and English language acquisition. (Priority Areas of Focus #2 #3, #4)

---

**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**

**ACUSD District Leadership** (Summer of 2021)-School administration has worked with our district leadership to ensure that the SPSA plan aligns with the district vision outlined in the LCAP. We have worked collaboratively as a team of educational leaders to reflect on our programs and develop action plans that promote the safety, wellness, and academic achievement of all students.

**School Site Council** (September 14, 2021) The draft 2021-2022 SPSA was provided to the school site council for review and discussion. Administration was able to provide the background and justification of the plan. Site Council members were able to ask questions and share concerns. These questions and concerns were used to adjust and modify the plan as necessary.

**School Site Staff** (September 16, 2021)-Administration presented the Draft 2020-2021 SPSA to staff during minimum day professional development and collaboration time. Teachers were able to review the SPSA and provide feedback to administration for further development and revisions.

**School Site Council** (November 3rd, 2021). Submitted to School Site Council for final review and approval.

**Board of Education**
Resource Inequities

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

Title I allotment combined with our LCFF and Lottery funds will be able to provide our school adequate resources to ensure we are making growth towards our Priority Areas of Focus and meeting our objectives under the ATSI status. Additionally, because our Priority Areas of Focus and SPSA are tightly aligned with the district vision outlined in the LCAP, supplemental funding will be available to support our work specifically with developing a co-teaching model, MTSS model, and improving our student culture.

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

Identified Need

**LEA LCAP Goal #1:** All students will demonstrate growth toward meeting or exceeding standards in all academic subject areas, with accelerated learning growth for subgroups performing below standard in order to close achievement gaps, as demonstrated through local formative assessments, summative assessments (CAASPP and curriculum specific assessments), and additional local measures.

**School Goal:** Jackson Junior High School will continue to develop the AVID program and strengthen instructional practices in the classroom so that students are making academic growth and English Language Arts and Math as well as progress towards college and career readiness. (Priority Area of Focus #1)

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trained Teachers</td>
<td>30% (or 6) Teachers AVID</td>
<td>60% (or 12) of Teachers trained by Summer, 2022.</td>
</tr>
<tr>
<td>AVID Instructional Practices in the classroom-WICOR</td>
<td>WICOR strategies observed/implemented in classrooms-No baseline data available</td>
<td>WICOR strategies and lessons observed and implemented in 100% of classrooms and compiled in teacher handbooks</td>
</tr>
<tr>
<td>Tutorial Grade Checks</td>
<td>50% of Tutorials</td>
<td>90% of tutorials</td>
</tr>
</tbody>
</table>

Strategy/Activity 1

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

(Identify either All Students or one or more specific student groups)
Students in all classes are benefiting from AVID-WICOR strategies and instructional resources

**Strategy/Activity**

AVID Conferences/Training. 5 teachers. AVID trainings provide evidence based educational strategies and aligns with ESSA and the ACUSD LCAP. It is also aligned to meet the state academic content standards.

**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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4000.00</td>
<td>Title I</td>
</tr>
</tbody>
</table>

**Strategy/Activity 2**

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

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

School wide AVID information and promotional materials will be accessible to all students at Jackson Junior High School. Research shows that in AVID certified schools, consistent information regarding academic success and college and career readiness improves achievement in ELA and Math across all grade levels and student populations.

**Strategy/Activity**

AVID Posters, School wide information. Developing an AVID-focused campus.

**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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1166.00</td>
<td>Title I</td>
</tr>
</tbody>
</table>

**Strategy/Activity 3**

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

School Plan for Student Achievement| Page 4 of 4
The Accelerated Reader Subscription is an important instructional tool to improve reading across all grade levels and help meet our AVID Reading objectives. All students will have access to this instructional tool to increase student achievement in the area of reading and reading comprehension.

Strategy/Activity

Renewal of Accelerated Reader Subscription through the Renaissance Learning Inc.

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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4,000</td>
<td>Title I</td>
</tr>
</tbody>
</table>

Goal 2

Identified Need

**LEA LCAP Goal #1:** All students will demonstrate growth toward meeting or exceeding standards in all academic subject areas, with accelerated learning growth for subgroups performing below standard in order to close achievement gaps, as demonstrated through local formative assessments, summative assessments (CAASPP and curriculum specific assessments), and additional local measures.

**School Goal #1:** As our primary means to address our ATSI identification and status based on 2019 CAASPP achievement data and current iReady data, Jackson Junior High School will prioritize engaging classroom materials, equipment and technology, and learning centers to support the unfinished learning that has taken place during the Covid 19 pandemic. (Priority Areas of Focus #1, #3, #4)

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVID Instructional Materials</td>
<td>50% classrooms use AVID WICOR instructional resources and materials</td>
<td>74% classrooms use AVID WICOR instructional resources and materials</td>
</tr>
<tr>
<td>iReady Assessments</td>
<td>Math Diagnostic Assessments 44%, 2 or more grade levels behind</td>
<td>Math Diagnostic Assessments 20% 2 or more grade levels behind</td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>Baseline/Actual Outcome</td>
<td>Expected Outcome</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td>46% 1 grade level behind 10% at grade level</td>
<td>30% one grade level behind 50% at grade level</td>
</tr>
<tr>
<td></td>
<td>ELA Diagnostic Assessments 39% 2 or more grade levels behind 37% 1 grade level behind 24% at grade levels</td>
<td>ELA Diagnostic Assessments 20% 2 or more grade levels behind 30% one grade level behind 50% at grade level</td>
</tr>
</tbody>
</table>

Grade Data (reduction in F’s)

| 2021 4<sup>th</sup> Quarter Grade Data 6<sup>th</sup> grade 11 F’s 7<sup>th</sup> Grade 88 F’s 8<sup>th</sup> Grade 116 F’s | 2022 4<sup>th</sup> Quarter Data 6<sup>th</sup> Grade 5 F’s 7<sup>th</sup> Grade 50 F’s 8<sup>th</sup> Grade 75 F’s |

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students will be served by this strategy with emphasis on special education and other student groups that have identified barriers to academic achievement.

**Strategy/Activity**

AVID WICOR Instructional Materials and Resources (Whiteboards, Curriculum, Planners, Science Supplies, composition books)

**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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5000.00</td>
<td>LCFF</td>
</tr>
</tbody>
</table>

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students who access the library and cultural learning center
Strategy/Activity

Library and Cultural Learning Center Improvements to increase levels of reading engagement. Add to the library collection for Social Emotional, Conflict Resolution, Inclusivity, and Updated Biographies and the Manga/Graphic Novel selections. Improved comfort and furniture to promote a comfortable, safe reading environment.

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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>$5000.00</td>
<td>LCFF</td>
</tr>
</tbody>
</table>

Goal 3

Identified Need

LEA LCAP Goal #1: All students will demonstrate growth toward meeting or exceeding standards in all academic subject areas, with accelerated learning growth for subgroups performing below standard in order to close achievement gaps, as demonstrated through local formative assessments, summative assessments (CAASPP and curriculum specific assessments), and additional local measures.

LEA LCAP Goal #2: All students will show an increase in positive school engagement and connectedness with staff, peers, and community, including demonstrating improvement in social/emotional, physical, and mental health.

School Goal: Jackson Junior High School will continue to develop its multi-tiered systems of support framework in accordance with the district to identify students who are at risk academically, behaviorally, and social emotionally and develop appropriate support plans to improve achievement and student engagement with these targeted students.

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspension Rate</td>
<td>2021 EOY Suspension Data 17 students received 1 or more out of school suspensions for Ed code violations</td>
<td>2022 Expected EOY Suspension Data 15 students or less will receive out of school suspensions for Ed Code violations</td>
</tr>
<tr>
<td>Chronic Absenteeism Rate</td>
<td>2021 EOY Attendance Data 6th grade 91%</td>
<td>2022 Expected EOY Attendance Data</td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>Baseline/Actual Outcome</td>
<td>Expected Outcome</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>--------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>7th Grade 92%</td>
<td>6th Grade 94%</td>
<td></td>
</tr>
<tr>
<td>8th Grade 92%</td>
<td>7th Grade 95%</td>
<td></td>
</tr>
<tr>
<td>8th Grade 92%</td>
<td>8th Grade 95%</td>
<td></td>
</tr>
</tbody>
</table>

Site Behavior Referrals

<table>
<thead>
<tr>
<th>2021 EOY Referral Data</th>
<th>2022 Expected EOY Referral Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>208 Total Referrals</td>
<td>200 Total Referrals or less</td>
</tr>
<tr>
<td>42 Ed Code Violations</td>
<td></td>
</tr>
</tbody>
</table>

MTSS Data

<table>
<thead>
<tr>
<th>2021 EOY MTSS Data</th>
<th>2022 EOY MTSS Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>49 students were referred for</td>
<td>50 or more students referred for</td>
</tr>
<tr>
<td>MTSS Interventions and Supports</td>
<td>MTSS Interventions and Supports</td>
</tr>
<tr>
<td>62.5% of these students improved</td>
<td>75% of these students improve</td>
</tr>
<tr>
<td>their grades/GPA after referral</td>
<td>their grades/GPA after referral</td>
</tr>
<tr>
<td>31.2%% continued to decline</td>
<td>0% continue to decline after referral</td>
</tr>
<tr>
<td>academically after referral</td>
<td></td>
</tr>
<tr>
<td>6.25% saw no change in grades/GPA</td>
<td></td>
</tr>
<tr>
<td>after referral</td>
<td></td>
</tr>
</tbody>
</table>

**Strategy/Activity 1**

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

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

Students who are at risk academically, behaviorally, and/or social emotionally

**Strategy/Activity**

MTSS Professional Learning Materials for Teachers and Staff

**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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,000.00</td>
<td>LCFF</td>
</tr>
</tbody>
</table>

**Strategy/Activity 2**

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

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

School Plan for Student Achievement | Page 8 of 4
All students and their families will benefit from improved customer service and office/school experience

Strategy/Activity

Improve Office to Student/Family experiences and customer service and create a welcoming office environment for students and families receiving academic, behavioral, and social-emotional support

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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4,000</td>
<td>LCFF</td>
</tr>
</tbody>
</table>

Goal 4

Identified Need

**LEA LCAP Goal #2:** All students will show an increase in positive school engagement and connectedness with staff, peers, and community, including demonstrating improvement in social/emotional, physical, and mental health.

**School Goal:** Jackson Junior High School will continue to improve its facilities and provide appropriate space and learning environments to support our work to keep students engaged and safe during the Covid 19 pandemic and provide enough space for teachers to work collaboratively in safe environments.

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outdoor Learning Environments</td>
<td>15 outdoor tables with umbrellas that can be used as outdoor classrooms and learning spaces</td>
<td>20 outdoor tables with umbrellas</td>
</tr>
<tr>
<td>Chromebook Distribution and accessories for all students</td>
<td>All 7th and 8th grade students have received a Chromebook with adequate chargers and accessories</td>
<td>Include 6th grade in this distribution.</td>
</tr>
<tr>
<td>Metric/Indicator</td>
<td>Baseline/Actual Outcome</td>
<td>Expected Outcome</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Improved customer service and office environment for all families, staff, students, and visitors</td>
<td>Office can improve in being welcoming supportive environment</td>
<td>New furniture arrangement, and additional training to office staff about customer service</td>
</tr>
</tbody>
</table>

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students will benefit from more outdoor seating and learning environments and spaces

Strategy/Activity

Provide more outdoor seating and tables where students can social distance during learning experiences and lunch times

**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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$15,000</td>
<td>CRSSA</td>
</tr>
</tbody>
</table>

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All students will benefit from building our Chromebook and Chromebook Accessory inventories

Strategy/Activity

Continue to upgrade and replace old Chromebooks and broken accessories so students have access to usable technology to continue 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.

School Plan for Student Achievement| Page 10 of 4
### Strategy/Activity 3

**Students to be Served by this Strategy/Activity**  
(Identify either All Students or one or more specific student groups)

All students, staff, families, and visitors will benefit from a more welcoming supportive environment in the office.

**Strategy/Activity**

Upgrade and remodel office space and provide training and other materials to help improve customer service

**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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10,000</td>
<td>CRSSA</td>
</tr>
</tbody>
</table>

**Annual Review**

**SPSA Year Reviewed: XXXX-XX**

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.
**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

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Funds Provided to the School Through the Consolidated Application</td>
<td>$9,166</td>
</tr>
<tr>
<td>Total Federal Funds Provided to the School from the LEA for CSI</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</td>
<td>$54,166</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Federal Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I</td>
<td>$9,166</td>
</tr>
<tr>
<td>Title I Parent Involvement</td>
<td>$0.00</td>
</tr>
<tr>
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<td>$53,070</td>
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<tr>
<td>[List federal program here]</td>
<td>$0.00</td>
</tr>
<tr>
<td>[List federal program here]</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

Subtotal of additional federal funds included for this school: $ [9,166.00]

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

<table>
<thead>
<tr>
<th>State or Local Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Supplemental</td>
<td>$15,227.00</td>
</tr>
<tr>
<td>LCFF Art Supplemental</td>
<td>$5,591.00</td>
</tr>
<tr>
<td>Lottery</td>
<td>$15,160</td>
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<tr>
<td>State or Local Programs</td>
<td>Allocation ($)</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>CRSSA</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

Subtotal of state or local funds included for this school: $[54,166.00]
Total of federal, state, and/or local funds for this school: $[98,213.00]
Instructions

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and School Plan for Student Achievement Instructions| Page 2 of 6
tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

**Annual Review**

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

**Analysis**

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

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

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

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

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

**Budget Summary**

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

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

**Budget Summary**

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

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

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

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

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

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

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
   b. use methods and instructional strategies that:
      i. strengthen the academic program in the school,
      ii. increase the amount and quality of learning time, and
      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State’s academic standards through activities which may include:
      i. strategies to improve students’ skills outside the academic subject areas;
      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

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

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

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” at https://www2.ed.gov/policy/elsec/leg/essa/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
School Plan for Student Achievement (SPSA) Template

School Name: North Star Academy  
County-District-School (CDS) Code: 03 73981 0330050  
Schoolsite Council (SSC) Approval Date: 11/12/2021  
Local Board Approval Date: 12/13/2021

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

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.

North Star Academy will use funds to provide supplemental services, materials, and supports for at-risk (at-hope) students, including socio-economically disadvantaged students, English Learners, homeless and foster youth, and others as needed.

A main area of focus for us this year as a district is providing a multi-tiered system of supports (MTSS) to promote the academic, social-emotional, and behavioral growth of all students. The actions and services included in this plan will support implementation of our district-wide MTSS. Another area of focus for us this year is to take a comprehensive look at the structure of our special education program to ensure we are providing the best overall level of service for our students with disabilities.

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

The staff including teachers, counselor, the Special Education teacher, the Administrative Assistant, and the Principal engage in weekly professional learning and training to build capacity for the development and ongoing assessment of North Star Academy SPSA goals. Due to full CAASPP testing not happening during 2019-2020 (no claims or targets reported) as well as a truncated version of the state tests in 2020-2021 (no comparative claims or targets reported), overall state data was briefly considered and we instead decided to keep the current data from 2018-2019 as our matrix. However, the WASC 3-year action plan was taken into account with a review of stated goals and input as to how students and staff are succeeding in those action plan areas. Then the Site Council which includes parent(s), community members, staff, and student(s) engaged in a process of reviewing the data and giving feedback regarding the validity of proposed goals and achievement gap monitoring. The result of this process also included approval of funding for listed activities and strategies designed to meet goals and increase student achievement thereby closing performance gaps.
During the initial meeting of the 2021-2022 Site Council, it was discussed that due to the CAASPP tests not being fully implemented in either 2019-2020 or 2020-2021, it has caused us to pause and consider alternative data that may actually be more relevant to our independent study program. Due to the length of the meeting and the numerous agenda items and the fact that we are consistently training new Site Council members, all parties agreed to accept the SPSA as developed but want to revisit the growth data considered for student engagement and improvement at the January meeting. This was noted in the Site Council minutes as well as the agreement and recommendation for a call-of-the --vote via email by Wednesday 11-10-21. The subsequent email call-for-the-vote was requested by Friday 11-12-21 due to members not having enough time to provide feedback as well as Thursday 11-11-21 was a school Holiday. All members replied and voted to accept the SPSA as is to allow it to move to the school board approval level. But members also requested to re-engage in the January meeting.

Resource Inequities

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

Our District serves approximately 4,400 students in transitional kindergarten through the twelfth grade and Adult Education and all of our schools receive Title I funding. While we work hard to meet state and federal accountability requirements, we are committed to more than just the academic performance of our students. We also strive to meet our students' developmental needs -- intellectual, physical, mental, and social-emotional -- through a wide variety of programs. To ensure that students across the district have equitable opportunities we are currently involved in the full development of a district-wide, elementary to secondary level Multi-Tiered System of Support (MTSS) as well as investing in and utilizing multiple measures of student success reflected in the college and career readiness continuum of preparedness. Aligning these practices will have a positive impact on any perceived or real current or future inequities. And most importantly, every student will receive the access, support, and individual assistance which he/she needs to successfully engage with 21st-century learning expectations.

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

**LEA GOALS:** LCAP Goal 1 – All students will demonstrate growth toward meeting or exceeding standards in all academic subject areas, with accelerated learning growth for subgroups performing below standard in order to close achievement gaps, as demonstrated through local formative assessments, summative assessments (CAASPP and curriculum specific assessments), and additional local measures.

**SCHOOL GOAL:** North Star students and teachers will actively engage in the Speaking and Listening standard of the 9-12 Common Core ELA standards and by August 2022 we expect that through rigor and intentionality to this targeted objective 10% of students will move from ‘not met the standard’ to ‘nearly met the standard’ and 5% of students will move from ‘nearly met the standard’ to ‘exceed/met the standard’.

Identified Need

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students not
demonstrating enough progress to meet proficiency levels on the California Common Core State Standards. As a result, it has adopted the following school goals, related actions, and the expenditures to raise the academic performance of students who are struggling to meet the 21st-century goal of identifying, summarizing, or interpreting the purpose, central idea, or key points of a presentation through the use of supporting evidence.

This data was analyzed in 2 ways: longitudinally (8th grade to 11th grade and year to year student performance).

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
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<tbody>
<tr>
<td><strong>18-19 ELA CAASPP Goal</strong></td>
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</tr>
<tr>
<td><strong>18-19-overall</strong></td>
<td>Baseline</td>
<td>Expected Outcome</td>
</tr>
<tr>
<td>Listening Claim</td>
<td>Above 14%</td>
<td>Above 19%</td>
</tr>
<tr>
<td></td>
<td>At/Near 57%</td>
<td>At/Near 62%</td>
</tr>
<tr>
<td></td>
<td>Below 29%</td>
<td>Below 19%</td>
</tr>
<tr>
<td></td>
<td>Results by claim</td>
<td>Results by claim</td>
</tr>
<tr>
<td></td>
<td>Listening</td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>at - below 88% - 13%</td>
<td>at - below 98% - 3%</td>
</tr>
<tr>
<td><strong>18-19 ELA CAASPP Results</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>18-19-overall</strong></td>
<td>Actual Outcome</td>
<td></td>
</tr>
<tr>
<td>Listening Claim</td>
<td>Above 0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>At/Near 71%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Below 29%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Results by claim</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listening</td>
<td></td>
</tr>
<tr>
<td></td>
<td>at - below 79% - 21%</td>
<td></td>
</tr>
<tr>
<td><strong>20-21 ELA CAASPP Goals</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseline = 8th gr data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expected Outcome = 11th gr data</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>18-19 11th Engagement</strong></td>
<td>65% 13/20</td>
<td>96%</td>
</tr>
<tr>
<td><strong>20-21-overall</strong></td>
<td>Baseline Data - 8th gr</td>
<td>Expected Outcome</td>
</tr>
<tr>
<td></td>
<td>Exceed/Met  53% 8/15</td>
<td>Exceed/Met  58%</td>
</tr>
<tr>
<td></td>
<td>Nearly Met  27% 4/15</td>
<td>Nearly Met  31%</td>
</tr>
<tr>
<td></td>
<td>Not Met  27% 4/15</td>
<td>Not Met  11%</td>
</tr>
<tr>
<td>Listening Claim</td>
<td>Listening Claim</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Below - Near/Above 20%</td>
<td>Listening Claim</td>
</tr>
<tr>
<td></td>
<td>- 80% 3/15-12/15</td>
<td>Below - Near/Above</td>
</tr>
<tr>
<td><strong>20-21 11th Engagement</strong></td>
<td>%</td>
<td></td>
</tr>
<tr>
<td><strong>2021 ELA CAASPP Results</strong></td>
<td>Actual Outcome</td>
<td></td>
</tr>
<tr>
<td></td>
<td>69.2 %</td>
<td></td>
</tr>
</tbody>
</table>
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 |

**Strategy/Activity**

1. Overall critical work is to identify and implement a relevant additional ELA student achievement measure.

2. Through collaboration develop and calibrate 9-12 ELA course syllabi
   a. Align and calibrate ELA work in the Domain of Speaking and Listening (SL).
   b. Utilize the following for alignment of course expectations:
      i. 9/10 & 11/12 ELA CCSS
      ii. Digital Library Resource for Listen and Interpret levels of readiness
      iii. Digital Library Resource ELA/Literacy Summative Assessment Blueprint
      iv. Digital Library Resource Cognitive Rigor Matrix/Depth of Knowledge
      v. Digital Library Resource Appendix B: Grade Level Tables for All Claims and Assessment Targets and Item Types (pgs. 64-68).

2. Assign for the first-week assignment to all students the Edgenuity Reading and Math Placement tests.
   a. If students score out 2 or more grade levels below their current grade and they still require math credits, enroll in a math skills-building course.


4. Add Virtual Study Halls to schedules for MTSS work in supporting student engagement.

5. Engage in intentional skill-building in CCSS Speaking and Listening to improve claim #3 on SBAC and set a foundation for skill building in writing (claim #2) in 2020-2021 by providing CCSS aligned, rigorous and relevant articles for students via a variety of Scholastic Magazines.
   a. Provide supplemental, CCSS aligned materials to support this work including Scholastic Magazines.
b. Utilize Edgenuity core curriculum and elective courses with guided notes (if necessary) to support listening and speaking skills development.

6. As new staff gets hired, provide one-on-one coaching and peer support around SPSA goals and activities and strategies designed to support student success including attending virtual CCIS conferences.

7. Provide collaboration opportunities to continue the alignment of SPSA goals and the WASC action plan.

8. Provide information for college and career readiness skills, understanding, and engagement opportunities to students.
   a. Support the development of and student use of counselor Google classroom, college infographic development, and counselor outreach.
   b. Parent engagement night for FAFSA and college awareness.

9. Provide new Library space in 7th/8th-grade classroom to increase connectedness to school and teacher including new furniture.

10. Provide new technology bags for increased student enrollment.

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.

<table>
<thead>
<tr>
<th>Strategy Amount(s)</th>
<th>Source(s)</th>
<th>Budgeted Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collaboration Time</td>
<td>1. CRSSAA</td>
<td>1. $ 350.00</td>
</tr>
<tr>
<td>(4 teachers - $350)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. New staff coaching sessions</td>
<td>2. CRSSAA</td>
<td>2. $ 1,000.00</td>
</tr>
<tr>
<td>($1,000)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Counselor hrs ($250)</td>
<td>3. CRSSSAA</td>
<td>3. $ 250.00</td>
</tr>
<tr>
<td>4. Novel Units</td>
<td>4. CRSSAA</td>
<td>4. $ 800.00</td>
</tr>
<tr>
<td>5. Library Furniture</td>
<td>5. CRSSAA</td>
<td>5. $ 3,000.00</td>
</tr>
<tr>
<td>6. Technology Bags</td>
<td>6. CRSSAA</td>
<td>6. $ 600.00</td>
</tr>
<tr>
<td>7. Scholastic Magazines</td>
<td>7. CRSSAA</td>
<td>7. $ 650.00</td>
</tr>
<tr>
<td>8. CCIS Conference</td>
<td>8. CRSSAA</td>
<td>8. $ 325.00</td>
</tr>
</tbody>
</table>

Goal 2

LEA GOALS: LCAP Goal 1– All students will demonstrate growth toward meeting or exceeding standards in all academic subject areas, with accelerated learning growth for subgroups performing below standard in order to close achievement gaps, as demonstrated through local formative assessments, summative assessments (CAASPP and curriculum specific assessments), and additional local measures.
SCHOOL GOAL: North Star Academy School students and teachers will actively engage in the Concepts and Procedures standard of the 9-12 Common Core Math standards and by June 2022 we expect that through rigor and intentionality to this targeted objective 10% of students will move from ‘not met the standard’ to ‘nearly met the standard’ and 5% of students will move from ‘nearly met the standard’ to ‘exceed/met the standard’.

Identified Need

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students not demonstrating enough progress to meet proficiency levels on the California Common Core State Standards. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students who are struggling to meet the 21st-century goal of being able to explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.

This data was analyzed in 2 ways: longitudinally (8th grade to 11th grade and year to year student performance).

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MATH CAASPP-Goal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19 Overall</td>
<td>Baseline At/Above 0% Near 4% Below 96%</td>
<td>Expected Outcome At/Above 5% Near 9% Below 86%</td>
</tr>
<tr>
<td><strong>MATH CAASPP-Results</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19 Overall</td>
<td>Actual Outcome At/Above 11% Near 22% Below 67%</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Notes:**
- Baseline = 8th gr data
- Expected Outcome = 11th gr data

20-21 Overall
- Baseline-8 gr data Exceed/Met 13% 2/15 Nearly Met 27% 4/15 Not Met 60% 9/15
- Expected Outcome Exceed/Met 18% Nearly Met 32% Not Met 60%
MATH CAASPP-Results

<table>
<thead>
<tr>
<th>Actual Outcome</th>
<th>20-21 Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceed/Met</td>
<td>11%</td>
</tr>
<tr>
<td>Nearly Met</td>
<td>22%</td>
</tr>
<tr>
<td>Not Met</td>
<td>66%</td>
</tr>
</tbody>
</table>

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 will be served by this goal.

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.

<table>
<thead>
<tr>
<th>Strategy Amount(s)</th>
<th>Source(s)</th>
<th>Budgeted Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PD Time to build Course of Study for all math courses (4 teachers - $350)</td>
<td>1. CRRSAA</td>
<td>1. $ 600.00</td>
</tr>
<tr>
<td>2. Direct instruction and virtual lab equipment for teachers</td>
<td>2. CRRSAA</td>
<td>2. $ 2,000.00</td>
</tr>
</tbody>
</table>

**Goal 3**

**LEA GOALS**: LCAP GOAL 2 – All students will show an increase in positive school engagement and connectedness with staff, peers, and community, including demonstrating improvement in social/emotional, physical, and mental health.

**SCHOOL GOAL**: To collect data beyond anecdotal and in-house surveys to further understand the need to personalize instruction for students and their varied and numerous individualized academic and social-emotional needs.

**Identified Need**

Surveys conducted in 2019 by staff via Google forms reflect that when students were asked to identify one or more motives about why they elected to attend North Star Academy as their school of choice nearly 48% reported that medical/stress/sick, 50% reported that focus and concentration in their high school were too difficult, 31% stated grades and 26% described bullying for the reason they are attending North Star as an educational option.

Additionally, when students were asked to respond with one or more aspects they appreciated about completing school in an educational options settings they responded as such: 78% work at my own pace, 61% one-on-one interaction with my teacher, 57% I don’t come every day and 42% I can graduate early.

As a staff, we are interested in how we can address the motives of students to attend North Star with a more focused view. We believe data from the California Healthy Kids Survey will assist us with this understanding and thereby support our professional learning and ultimately our work with students. One of our goals is to have 100% of 9th and 11th graders engage in the survey so that we can have adequate data to analyze. As it stands two areas we will focus on this year are: 1) understanding how to better serve students with mental health situations causing 50% of 11th graders to report having seriously considered suicide in the past 12 months and 2) how to continue to build rigor, relevancy and student choice into the curriculum which we believe will address student concerns about meaningful participation at school.

Additionally, attendance continues to be a focus for North Star. We know that students who attend, engage, and complete are more successful than those that lack adequate attendance and work production. The implementation of the Academic & Attendance Intervention Protocols along with using quarterly credit completion data has (and will) continued to improve student attendance, engagement, on time, and/or accelerated grade level completion and graduation rates.
We are also implementing policies and practices which will increase student and family engagement and thereby increase student success and progress. These policies include providing families with a pre-school orientation, developing a registration packet with relevant information and policies, implementation of a school website, the Academic & Attendance Intervention Protocols, guest student inclusion policies adopted by all secondary schools in the district to increase access to ALL students in all courses and student 4-year plans. To accomplish these goals designed to increase student and family engagement, North Star Academy will need to purchase printer/copier/scanners for teachers at each site to be able to communicate with families, the administration, and students in an efficient manner; folders with relevant registration information including policies and pathways to success while attending North Star and materials/curriculum to increase elective course options for students. Finally, utilizing professional development for teachers regarding the Aeries Student Information System will increase parent and student involvement, connectedness, and achievement.

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHKS Goal 18-19</strong></td>
<td>None to report</td>
<td>To give the CHKS in 18-19</td>
</tr>
<tr>
<td><strong>CHKS Results 18-19</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9th Engagement</td>
<td>Actual Outcome</td>
<td></td>
</tr>
<tr>
<td>83%</td>
<td>5/6</td>
<td></td>
</tr>
<tr>
<td>70%</td>
<td>14/20</td>
<td>NA</td>
</tr>
<tr>
<td>11th Engagement</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CHKS Goal 20-21</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Engagement</td>
<td>Baseline</td>
<td>Expected Outcome</td>
</tr>
<tr>
<td>9th</td>
<td>83%</td>
<td>96%</td>
</tr>
<tr>
<td>11th</td>
<td>70%</td>
<td>96%</td>
</tr>
<tr>
<td>2. Meaningful Part. in School (*new)</td>
<td>Not Available</td>
<td>Expected Outcome</td>
</tr>
<tr>
<td>“pretty much true” or “very much true”</td>
<td></td>
<td>50%</td>
</tr>
<tr>
<td>9th</td>
<td>17%</td>
<td>50%</td>
</tr>
<tr>
<td>11th</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attendance Goal 19-120</strong></td>
<td>Baseline approximately 90%</td>
<td>Expected Outcome</td>
</tr>
<tr>
<td><strong>Attendance Results 18-19</strong></td>
<td></td>
<td>92%</td>
</tr>
<tr>
<td>Attendance Goal 19-20</td>
<td>Actual Outcome 88.65%</td>
<td>NA</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------</td>
<td>----</td>
</tr>
<tr>
<td>Attendance Goal 20-21</td>
<td>Actual Outcome 89%</td>
<td>N/A</td>
</tr>
<tr>
<td>Baseline</td>
<td>Expected Outcome</td>
<td></td>
</tr>
<tr>
<td>Discipline</td>
<td>None to report</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attendance Goal 20-21</th>
<th>Actual Outcome NA</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Goal 21-22</td>
<td>Baseline NA</td>
<td>Expected Outcome 95%</td>
</tr>
<tr>
<td>Discipline</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Strategy/Activity

1. Implement a Continuous Improvement Cycle of data review and analysis to understand the social-emotional needs of North Star Students.
2. Professional learning to implement the new Health Curriculum.
3. Provide students the opportunity to take courses or modules for wellness from Edgenuity for credit via the Alternative Elective.
4. Teachers can participate in the Mental Health First Aid Professional Learning Seminar.
5. Continue to collect anecdotal data via parent and student surveys to drive discussion and problem solving about student success.
6. Administer the CHKS in the Spring of 2022.
7. Explore a variety of ways to increase attendance (visit other Academy schools and the CCIS conference).
8. Participate in a WASC study for Academy schools with intentionality towards investigating alternative means to meet the social-emotional needs of students (Cathy Snyder).
9. Develop and implement a sustainable social media presence via the school website and social media accounts.
10. Purchase a variety of current elective courses which are CCSS aligned and engaging for students. (Great Courses, Edgenuity, Artistic Pursuits, etc)
11. Purchase resources to support student success on the California High School Proficiency Exam.
12. Purchase registration materials, technology, and equipment to improve student/family connectedness to North Star. (CB, CB bags, Hotspots, etc).
13. Provide Aeries Training for staff.
14. Fully develop and implement the Academic & Attendance Intervention Protocol in alignment with Education Code regarding students not thriving in the independent study environment.
15. Develop a new school name and logo to give students a real sense of belonging.
17. Provide student connectedness opportunities via orientation (with dinner) and school photos.
18. Provide funds for Edgenuity courses for 22-23 SY.
19. Provide The Walking Classroom curriculum to engage 7th & 8th-grade students in the state-required minutes of PE.

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 then identify the Title and Part, as applicable), Other State, and/or Local.

<table>
<thead>
<tr>
<th>Strategy Amount(s)</th>
<th>Source(s)</th>
<th>Budgeted Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional Learning (conference costs - $1500)</td>
<td>1. CRRSAA</td>
<td>1. $ 1,500.00</td>
</tr>
<tr>
<td>2. Website development, logo development, Social Media presence, and school signage</td>
<td>2. Lottery &amp; LCFF Supplemental CRRSAA</td>
<td>2. $ 1,800.00 $ 1,000.00</td>
</tr>
<tr>
<td>3. Purchase new 7-8 Artistic Pursuits and 9-12 additional kits</td>
<td>3. LCFF Art Fund CRRSAA</td>
<td>3. $ 2,721.00 $ 4,200.00</td>
</tr>
<tr>
<td>4. Purchase Edgenuity Electives</td>
<td>4. CRRSAA</td>
<td>4. $ 1,000.00</td>
</tr>
<tr>
<td>5. Curriculum development of Mobile Science Labs (summer 2022).</td>
<td>5. CRRSAA</td>
<td>5. $ 2,500.00</td>
</tr>
<tr>
<td>6. Orientation Dinner</td>
<td>6. Lottery</td>
<td>6. $ 300.00</td>
</tr>
<tr>
<td>7. School Photos</td>
<td>7. CRRSAA</td>
<td>7. $ 3,000.00</td>
</tr>
<tr>
<td>8. Walking Classroom</td>
<td>8. Title 1 Funds</td>
<td>8. $ 1,565.00</td>
</tr>
<tr>
<td>9. Provide equipment and supplies necessary to operate NSA.</td>
<td>9. Lottery Supplemental</td>
<td>9. $ 1,628.00</td>
</tr>
<tr>
<td>10. Edgenuity 22-23</td>
<td>10. CRRSAA</td>
<td>10. $ 8,057.95</td>
</tr>
</tbody>
</table>

**Annual Review**

**SPSA Year Reviewed: 2020-2021**

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.

Significant growth with the 3 listed 20-21 SPSA goals was difficult to measure due to COVID-19 and the pivot to distance learning in the Spring of 2020 and remaining on distance learning in some form during the 20-21 school year. Additionally, the state physical fitness was not administered, CAASPP was shortened with no claim or target data reported, and NSA did not participate in CHKS.
However, we were able to fully execute the continuous improvement cycle in ELA and completed all work in most 9-12 grade courses of study. Instructional labs were also available once a week and students took full advantage of these additional learning opportunities.

Edgenuity was fully realized as the North Star student access to an A-G pathway for graduation and college readiness. Edgenuity was also used to significantly expand the offerings for electives as well as Artistic Pursuits for Art and Great Courses in a variety of areas. An Academic & Attendance Intervention Protocol was established and implemented. Data related to credits earned by grade level per quarter and attendance apportionments were areas in which we could not complete a deep dive due to ‘Hold Harmless State Policies’ and AB 104. However, in the future, we will reinstate these data points as measures to improve our understanding of student engagement.

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

Most activities/strategies were at least initialized, but not fully implemented due to the COVID-19 pandemic. Pre-pandemic we were able to train on and implement the iReady assessments for ELA. However, we found that the reporting of student achievement data without the accompanying curriculum pieces to support the student learning gaps was not as useful to our teachers and students as we thought it would be. Instead, we have fully implemented a first-week assignment protocol for all students which includes the Edgenuity (3-11th grade) ELA Reading and Mathematics Placements tests and a writing assessment. If students are 2-grade levels or more behind in Reading or Math and they have remaining courses to take for graduation requirements one of their elective courses becomes the corresponding REading and/or math placement tests courses.

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.

Changes to the adopted 2021-2022 SPSA will be ongoing as we continue the work on alignment to the WASC action plan and as the data drives the instructional focus of learning. The implementation of Edgenuity MyPath interventions will greatly increase our ability to develop student learning plans which reflect their individual achievement gaps. Further, as a continuous cycle of improvement is implemented throughout the system we will revisit the SPSA as needed. Finally, minor changes were made to the wording of goals, actual and expected outcomes so that they more closely match the CAASPP reporting.

Although not identified as a need in the previous SPSA, NSA fully pivoted to virtual teaching, assignments, and student meetings. We call this ‘Thank You COVID’ as we will never return to an in-person-only school platform.

**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

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Funds Provided to the School Through the Consolidated Application</td>
<td>$1,565.00</td>
</tr>
<tr>
<td>Total Federal Funds Provided to the School from the LEA for CSI</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</td>
<td>$39,204.00</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Federal Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title 1</td>
<td>$1,565.00</td>
</tr>
<tr>
<td>CRRSAAA Funds (see additional budget sheets)</td>
<td>$28,000.00</td>
</tr>
</tbody>
</table>

Subtotal of additional federal funds included for this school: $0

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

<table>
<thead>
<tr>
<th>State or Local Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF- Supplemental</td>
<td>$2,628.00</td>
</tr>
<tr>
<td>LCFF- Art</td>
<td>$2,721.00</td>
</tr>
<tr>
<td>Lottery</td>
<td>$4,290.00</td>
</tr>
</tbody>
</table>

Subtotal of state or local funds included for this school: $9,639.00

Total of federal, state, and/or local funds for this school: $39,204.00
School Plan for Student Achievement (SPSA) Template

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

<table>
<thead>
<tr>
<th>School Name</th>
<th>County-District-School (CDS) Code</th>
<th>School Site Council (SSC) Approval Date</th>
<th>Local Board Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pine Grove Elementary STEM School</td>
<td>03-73981-6002844</td>
<td>11/16/2021 12/14/2021</td>
<td>12/13/2021</td>
</tr>
</tbody>
</table>

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)

At Pine Grove Elementary STEM School, our vision of our schoolwide program is that of a school in which all students have every opportunity to realize their fullest potential as competent, confident, and caring human beings. Combining our efforts with parents and community members, we will offer a well-rounded curriculum in a positive atmosphere that encourages both disciplined and creative thinking. Future success is based on mastery of California state standards in all subject areas. Our academic focus is complemented by our efforts to develop the confidence and pride that are instrumental in developing responsible, concerned citizens. The community of students is diverse, representing a broad range of cultural backgrounds. The largest ethnic group among our school population is white students, of which there are 71%. 17% of our population is Hispanic, 6% Two or More Race, 3% American Indian, 1% African-American, 1% Asian and 1% Filipino. 42% of the students qualify for free or reduced lunches. A regular day for kindergarten through sixth grades begins at 8:00 and ends at 2:00, including 300 minutes of instruction for Kindergarten through 3rd grade and 306 minutes of instruction for 4th through 6th grade. An articulated program for computer instruction has been established for all students in grades 2-6, including keyboard skills, word processing, creating and saving documents, and using the Internet. A main area of focus for us this year as a district is providing a multi-tiered system of supports (MTSS) to promote the academic, social-emotional, and behavioral growth for all students. The actions and services included in this plan will support implementation of our district-wide MTSS. Another area of focus this year is to take a comprehensive look at the structure of our special education program to ensure we are providing the best overall level of service for our students with disabilities. Traditional values still mean a great deal at Pine Grove Elementary STEM School, and the entire school community stresses the importance of hard work, integrity, and individual responsibility. What strikes the visitor most is the friendly but purposeful atmosphere that one senses immediately upon stepping foot on campus. It is evident in every classroom, in the office, and on the playground that people enjoy being here; that the students, teachers and parents care about each other, and that we all share a common vision of creating classrooms of competent, confident, caring citizens who are preparing to meet the challenges of their futures.

Every Pine Grove Elementary STEM School student will:
- Develop English literacy sufficient to read at grade level by the end of third grade, and increase proficiency in grades 4-6.
- Master computational and applied mathematics skills that will enable him/her to succeed in the subsequent course of instruction.
- Progress continuously, mastering the skills and knowledge that will allow him/her to meet all high school graduation requirements.
- Become technologically literate students who can use a variety of resources to identify a need or problem; seek applicable resources; gather information; analyze data; interpret and synthesize information; communicate information.

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.

This SPSA was developed with significant stakeholder input, including members of the School Site Council, other staff and community members all providing suggestions and/or feedback on plan elements. The Plan focuses on three primary areas: academic achievement, social-emotional learning environments, and parent participation. To address those areas, the school will:

1. Provide all students with excellent first instruction, academic supports, and supports for regular attendance.
2. Teachers will be trained in effective first teaching strategies.
3. Students “at-risk” academically will receive intervention supports.

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

- Annual review and update of goals, student growth, staffing, data, and budget as it relates to Pine Grove Elementary STEM School. Discussion about academic performance (district assessment, IABs and CAASPP).
- Additional review and discussion of attendance, SART, SARB, discipline and suspension rates as well as review of the California Healthy Kids Survey student and family results.

The above mentioned topics and goal setting decisions took place with the following stakeholders at the below-mentioned meetings:
Pine Grove Staff/Teachers - 10/19/2021
Pine Grove Parent-Teacher Organization (PAWS - Parent Association Working for Students) - 11/16/2021
Pine Grove Site Council - 11/16/2021

Resource Inequities

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

There are no noteworthy inequities at this time.

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

LEA GOALS: LCAP Goal 1 – All students will demonstrate growth toward meeting or exceeding standards in all academic subject areas, with accelerated learning growth for subgroups performing below standard in order to close achievement gaps, as demonstrated through local formative assessments, summative assessments (CAASPP and curriculum specific assessments), and additional local measures.

SCHOOL GOAL: In the areas of Language Arts and Math, students who meet or exceed the standard for overall scores will increase by 3% as measured by the CAASPP.

- Overall Language Arts will increase from 45% to 48% (meeting or exceeding standards).
- Overall Math will increase from 36% to 39% (meeting or exceeding standards).

Identified Need

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students not demonstrating enough progress to meet proficiency levels on the California Common Core State Standards. As a result, it has adopted the following school goals, related actions, and the expenditures to raise the academic performance of all students in the areas of ELA and Math.

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fastbridge</td>
<td>No current baseline data</td>
<td>21/22 - 80% of students TK-6 will show progress on their scores during trimester assessments.</td>
</tr>
</tbody>
</table>

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
Strategy/Activity

Students will have multiple opportunities daily utilize academic technology across the content areas in preparation for the digital testing format.

- Activities:
  1. Tech replacement and upgrades
  2. Purchase of engaging academic technological programs including, but not limited to Starfall and Mystery Science.

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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Tech replacement &amp; Upgrade: $1,000</td>
<td>1 – LCFF: Materials</td>
</tr>
<tr>
<td>2 - Tech programs &amp; software: $300</td>
<td>2 – LCFF: Materials</td>
</tr>
</tbody>
</table>

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will be provided opportunities to develop professionally in the areas of multiple assessment data collection, data analysis, and data based planning in ELA and Math.

Activities:

1. Purchase supplemental practice & assessment programs in the areas of ELA and Math such as C-STEM, Freckle and iXL Math.
2. Provide release time for staff training in the area of data collection and analysis of the multiple measures and a focus on our Tier II & III students. Provide ½ day substitute per teacher per grade level for 2nd and 3rd trimesters.
3. Opportunities for staff to attend STEM (or STEAM), Math and/or Reading conferences, book studies and support the “Teachers Training Teachers Model” for mini-PD at staff meetings or data analysis release days mentioned above.

4. Opportunities for staff to have time to collaborate to support English Learners, students with disabilities, low-income students, and other struggling students in ELA, Math and STEM.

5. Replace outdated and/or damaged technology and desks to support students in the classroom and help with social distancing.

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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Supplemental Practice &amp; Assessment: $2,000</td>
<td>1 – LCFF: Materials</td>
</tr>
<tr>
<td>2 - Subs for Release Time: $2,400</td>
<td>2 – LCFF: Materials</td>
</tr>
<tr>
<td>3 - Conferences: $3,000</td>
<td>3 – Title I</td>
</tr>
<tr>
<td>4 – Teacher Collaboration: $1,500</td>
<td>4 – Title I</td>
</tr>
<tr>
<td>5 - Technology Equipment/Desk Replacement:</td>
<td>5 - LCFF/CRRSAA</td>
</tr>
<tr>
<td>$38,760</td>
<td></td>
</tr>
</tbody>
</table>

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Pine Grove Elementary STEM School will continue to provide student academic remediation and enrichment support.

- Activities:
  1. After school clinics will be offered by credentialed teachers in order to increase student’s understanding of Math and ELA subject areas. This will be done through remediation and/or
enrichment activities using the supplemental materials for additional resources to increase student engagement and understanding of the curriculum and instruction given during the school day.

2. Support Nature Bowl coaching stipend for any staff coaches as well as supplies.

3. Support Odyssey of the Mind coaching stipend for any staff coaches as well as supplies.

4. Continue to refill and replenish Project Lead the Way unit kits, robotics and 6th grade PLTW.

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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Salaries: $8,000 (6 Classes per week for 28 weeks)</td>
<td>1 – District</td>
</tr>
<tr>
<td>2 - Nature Bowl: $1,000</td>
<td>2 – LCFF: Materials</td>
</tr>
<tr>
<td>3 - Odyssey of the Mind: $1,000</td>
<td>3 – LCFF: Materials</td>
</tr>
<tr>
<td>4 - PLTW Supplies: $1,000</td>
<td>4 – LCFF: Materials</td>
</tr>
</tbody>
</table>

Annual Review

SPSA Year Reviewed: 2019-20

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.

The technology purchased did not have a great impact on increasing the CAASPP results. The goals listed from last year were hindered due to students being on distance learning or hybrid for most of the 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.

The technology purchased last year mostly replaced or repaired technology that had become unusable. Most students spent most of last year learning through distance learning or a hybrid configuration. Due to these factors, it was difficult to gauge the success of the programs and instruction toward the student’s results.
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.

The major difference for the 2019-20 and the 2021-22 school year will be having in-person instruction for the whole school year and the full implementation of the additional technology programs and in-person programs. This will allow for an increase in student engagement and bolster student’s understanding of the skills in the areas these programs specialize in and help to increase our test scores across all content areas.

Goal 2

LEA GOALS: LCAP GOAL 2 – All students will show an increase in positive school engagement and connectedness with staff, peers, and community, including demonstrating improvement in social/emotional, physical, and mental health.

SCHOOL GOAL: Students will have increased exposure to Social Emotional Learning and Behavioral supports by means of increased counselor support and Nexus Advocates. As a result, the percentage of students who feel they have caring adult relationships at school as evidenced by the California Healthy Kids Survey will increase from 86% to 91%.

Identified Need

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students not demonstrating enough progress to meet proficiency levels on the California Common Core State Standards. As a result, it has adopted the following school goals, related actions, and the expenditures to raise the academic performance of all students in the areas of ELA and Math, as well as the social emotional well-being of all students.

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHKS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17/18 - School Connectedness 45% (high)</td>
<td>17/18 - Caring Adult Relationships 52%</td>
<td>20/21 - School Connectedness 84% (high)</td>
</tr>
<tr>
<td>18/19 - School Connectedness 74% (high)</td>
<td>18/19 - Caring Adult Relationships 64%</td>
<td>20/21 - Caring Adult Relationships 86%</td>
</tr>
<tr>
<td>21/22 - Caring Adult Relationships 91%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

**Strategy/Activity**

Strategy: Promote a positive school culture in a positive school environment by providing a variety of opportunities for all students to positively engage with each other and staff will create a healthy and encouraging school climate. Continue to expand our Positive Behavior Intervention Support plan school-wide.

- Activities:
  1. Assemblies to promote health, well-being and motivate our students to achieve in school and life.
  2. Curriculum and lessons to educate students - SEL Curriculum, Too Good for Drugs & Life Skills
  3. Provide opportunity for our students to positively engage with those who serve and protect them outside of school - Show public safety appreciation & encourage increased involvement at school
  4. Utilize counselor and/or administrator while using Restorative Justice to creatively discipline and educate students about their behaviors.
  5. ROAR Store student incentives to support PBIS Rewards
  6. Opportunities for staff to attend PBIS or Restorative Justice conferences and support the “Teachers Training Teachers Model” for mini-PD at staff meetings or data analysis release days mentioned above.

**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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Assemblies: $1,000</td>
<td>1 – LCFF</td>
</tr>
<tr>
<td>2 - Curriculum: $500</td>
<td>2 – LCFF</td>
</tr>
<tr>
<td></td>
<td>Public Safety Appreciation &amp; involvement: $300</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>Creative discipline &amp; behavioral education: No Cost</td>
</tr>
<tr>
<td>5</td>
<td>ROAR Store: $1,250</td>
</tr>
<tr>
<td>6</td>
<td>PBIS Conference/Substitute: $1,100</td>
</tr>
</tbody>
</table>

### Strategy/Activity 2

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

- All Students

**Strategy/Activity**

Strategy: Promote a healthy and positive school and classroom environment so that all students feel welcomed, supported, connected and safe while at Pine Grove STEM School.

**Activities:**
1. Create a positive and uplifting, and clean school environment - Paint bathrooms, classrooms, include inspirational quotes, a “buddy bench”, kindness activities, playground paint etc.
2. Continue to create updated, positive, uplifting, and collaborative classrooms - update furniture to promote collaborative learning, gather spaces and a student-centered and organized environment in each room.
3. Purchase fidgets, earphones, sensory games and activities for students who need sensory support throughout their day.

**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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Campus Environment Makeover/Paint: $500</td>
<td>1 – LCFF</td>
</tr>
<tr>
<td>2 - Classroom Updates: $200</td>
<td>2 – LCFF</td>
</tr>
<tr>
<td>3 - Sensory supports: $200</td>
<td>3 – LCFF</td>
</tr>
</tbody>
</table>

### Annual Review

SPSA Year Reviewed: 2019-20
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.

Many of these goals were started last year but due to changes in staffing the impacts have been difficult to monitor.

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

Many of these goals were started last year but due to changes in staffing the impacts have been difficult to monitor.

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.

Many of these goals were started last year but due to changes in staffing the impacts have been difficult to monitor.

**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

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Funds Provided to the School Through the Consolidated Application</td>
<td>$ 6,204</td>
</tr>
<tr>
<td>Total Federal Funds Provided to the School from the LEA for CSI</td>
<td>$ 0</td>
</tr>
<tr>
<td>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</td>
<td>$ 29,346</td>
</tr>
</tbody>
</table>

**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.
<table>
<thead>
<tr>
<th>Federal Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title 1</td>
<td>$6,204</td>
</tr>
<tr>
<td>CRRSAA</td>
<td>$36,410</td>
</tr>
<tr>
<td>[List federal program here]</td>
<td>$0</td>
</tr>
</tbody>
</table>

Subtotal of additional federal funds included for this school: **$42,614**

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

<table>
<thead>
<tr>
<th>State or Local Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF</td>
<td>$10,423</td>
</tr>
<tr>
<td>LCFF (Art Supplemental)</td>
<td>$3,827</td>
</tr>
<tr>
<td>Lottery</td>
<td>$8,892</td>
</tr>
</tbody>
</table>

Subtotal of state or local funds included for this school: **$23,142**

Total of federal, state, and/or local funds for this school: **$65,756**
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.

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

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

**Purpose and Description**

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

**Purpose**

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

**Description**

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

**Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and School Plan for Student Achievement Instructions| Page 2 of 6
tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

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

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

**Resource Inequities**

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

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

**Goals, Strategies, Expenditures, & Annual Review**

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

**Goal**

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

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

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

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

**Identified Need**

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

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

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

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

**Budget Summary**

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

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

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

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

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

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

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

Requirements for the Plan

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

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
      b. use methods and instructional strategies that:
         i. strengthen the academic program in the school,
         ii. increase the amount and quality of learning time, and
         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
         i. strategies to improve students’ skills outside the academic subject areas;
         ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
         iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
         iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
         v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

School Plan for Student Achievement Appendices| Page 4 of 6
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
School Plan for Student Achievement (SPSA)

<table>
<thead>
<tr>
<th>School Name</th>
<th>County-District-School (CDS) Code</th>
<th>Schoolsite Council (SSC) Approval Date</th>
<th>Local Board Approval Date</th>
</tr>
</thead>
</table>

Purpose and Description

The purpose of this SPSA is to detail our schoolwide program that will support the students of Pioneer Elementary School so that they can grow not just academically, but also socially and emotionally during the 2021-2022 school year. This plan will provide the strategies and activities we will use to meet the needs of our most valuable stakeholders: our students. This plan will be used to set goals and explain the ways in which we will achieve them in order to best meet the needs of our students. We are especially focused on those students who are most at risk (socio-economically disadvantaged, homeless, foster youth, special education, etc.) of not meeting the rigorous standards set forth by the state of California.

A main area of focus for us this year as a district is providing a multi-tiered system of supports (MTSS) to promote the academic, social-emotional, and behavioral growth of all students. The actions and services included in this plan will support implementation of our district-wide MTSS. Another area of focus for us this year is to take a comprehensive look at the structure of our special education program to ensure we are providing the best overall level of service for our students with disabilities.

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.

Providing opportunities for professional development to our staff is one way the school's plan will effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs. This will in turn help them provide the necessary support our students need to grow. Other strategies will be implemented to support our LEA LCAP goals as outlined in the plan.

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

The School Site Council (SSC), which consists of parents and staff, met to review and update the SPSA on October 5, 2021. Previous goals were discussed and new goals were created based on the available data.
### Goal 1

**LEA LCAP Goal:** All students will demonstrate growth toward meeting or exceeding standards in all academic subject areas, with accelerated learning growth for subgroups performing below standard in order to close achievement gaps, as demonstrated through local formative assessments, summative assessments (CAASPP and curriculum specific assessments), and additional local measures.

**Site Goal:** As measured by Spring 2022 CAASPP data, overall scores in English Language Arts and Math will increase by 5%.

**Identified Need**

Spring 2021 CAASPP data showed that our students in grades 3-6 need additional support in order to meet or exceed state standards.

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAASPP Spring 2021: English Language Arts:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd grade</td>
<td>24% of students met or exceeded standards</td>
<td>29% of all 3rd grade students will meet or exceed standards based on scores from Spring 2022 CAASPP data.</td>
</tr>
<tr>
<td>4th grade</td>
<td>50% of students met or exceeded standards</td>
<td>55% of all 4th grade students will meet or exceed standards based on scores from Spring 2022 CAASPP data.</td>
</tr>
<tr>
<td>5th grade</td>
<td>39% of students met or exceeded standards</td>
<td>44% of all 5th grade students will meet or exceed standards based on scores from Spring 2022 CAASPP data.</td>
</tr>
<tr>
<td>6th grade</td>
<td>39% of students met or exceeded standards</td>
<td>44% of all 6th grade students will meet or exceed standards based on scores from Spring 2022 CAASPP data.</td>
</tr>
<tr>
<td><strong>CAASPP Spring 2021: Mathematics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd grade</td>
<td>28% of students met or exceeded standards</td>
<td>33% of all 3rd grade students will meet or exceed standards based on scores from Spring 2022 CAASPP data.</td>
</tr>
<tr>
<td>4th grade</td>
<td>42% of students met or exceeded standards</td>
<td>47% of all 4th grade students will meet or exceed standards</td>
</tr>
<tr>
<td>Grade</td>
<td>Percentage Meeting or Exceeding Standards</td>
<td>Based on Scores from Spring 2022 CAASPP Data</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>5th grade</td>
<td>11% of students met or exceeded standards</td>
<td>16% of all 5th grade students will meet or exceed standards</td>
</tr>
<tr>
<td>6th grade</td>
<td>9% of students met or exceeded standards</td>
<td>14% of all 6th grade students will meet or exceed standards</td>
</tr>
</tbody>
</table>

**Strategy/Activity 1**

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

All students will benefit from this strategy, especially those at risk of not meeting grade level standards.

**Strategy/Activity**

Professional development in mathematics will be offered to our staff by trainers from the Sacramento County Office of Education (SCOE) as well as ACUSD’s Teachers on Special Assignment (TOSA). They will focus on aligning instruction to the math framework and pedagogical strategies.

Professional development will also be provided for our teachers to help them use the new online Reflex Math program.

Professional development will be provided for our teachers to help them use the new online Accelerated Reader reading program.

**Proposed Expenditures for this Strategy/Activity**

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$5,000 for training, substitutes and/or timesheeting hours worked by teachers beyond their contracted day.</td>
<td>LCFF Some to be paid for by the district.</td>
</tr>
</tbody>
</table>
We will order supplemental materials for teachers to use with their classes. These materials will help all of our students to meet the rigorous academic standards, but especially those who are at-risk of not meeting the grade level standards. These supplemental materials include Engage New York mathematics materials and Benchmark Advance supplemental materials, as well as other research-based resources.

Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage NY $3,785</td>
<td>CRRSAA Funds</td>
</tr>
<tr>
<td>Others $1,000</td>
<td></td>
</tr>
</tbody>
</table>

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students will benefit from this strategy, especially those at risk of not meeting grade level standards.

Strategy/Activity

We will purchase educational computer programs which will be used by all students to help them meet the rigorous academic standards, but especially those who are at-risk of not meeting the grade level standards. These programs include Accelerated Reader, Starfall, and Reflex Math.

Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated Reader $5,000</td>
<td>CRRSAA Funds</td>
</tr>
<tr>
<td>Starfall $485</td>
<td></td>
</tr>
<tr>
<td>Reflex Math $3,550</td>
<td></td>
</tr>
</tbody>
</table>

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students will benefit from this strategy, especially those at risk of not meeting grade level standards.
Provide substitutes for teachers who wish to observe and/or collaborate with other teachers. Teachers will use this time to analyze data, plan lessons, meet with instructional coaches, discuss best first instructional strategies, review frameworks, and observe teachers who are masters of their trade. All students will benefit from these opportunities, especially those who are at risk of not meeting grade level standards.

**Proposed Expenditures for this Strategy/Activity**

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substitutes: 8 teachers x $150/day x 2 trimesters = $2,400</td>
<td>Title 1</td>
</tr>
</tbody>
</table>

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students will benefit from this strategy, especially those at risk of not meeting grade level standards.

**Strategy/Activity**

FastBridge and other district assessments will be used to identify students who reading below grade level and who are at risk of not meeting grade level standards. These students will work with the intervention teacher and/or her aide for English Language Arts as determined by the classroom teacher, intervention teacher, and site administrator.

**Proposed Expenditures for this Strategy/Activity**

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>District Funded (LCAP)</td>
</tr>
</tbody>
</table>

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students will benefit from this strategy, especially those at risk of not meeting grade level standards.
Because chronic absenteeism was a problem even before the pandemic, we will encourage families to send their students to school every day unless they are ill. We will use the district’s Attention 2 Attendance program to track attendance and notify families when children are absent. We will also use Parent Square, the district’s communication tool, to send messages to families regarding school events, activities, classroom information, and other important information to help them understand the importance of school attendance.

<table>
<thead>
<tr>
<th>Strategy/Activity</th>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$0</td>
<td>District Funded (LCAP)</td>
</tr>
</tbody>
</table>

**Strategy/Activity 7**

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

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

All Students will benefit from this strategy, especially those at risk of not meeting grade level standards.

**Strategy/Activity**

In order to prepare all of our students for college and career, as well as the AVID elective classes that are available in our middle and high schools, we decided to become an AVID Elementary school. This past summer our principal and five of our teachers attended the virtual AVID XP conference in order to learn what is needed to do that. We ordered tools that will help our students improve their organizational skills. These include three ring binders for all students in grades 1-6, planners for students in grades 4-6, and a set of school supplies (pencils, rulers, erasers, crayons, glue stick, etc.) for each student in grades TK-6.

<table>
<thead>
<tr>
<th>Strategy/Activity</th>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$3,000</td>
<td>Lottery</td>
</tr>
</tbody>
</table>

**Strategy/Activity 8**

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

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

All Students will benefit from this strategy, especially those at risk of not meeting grade level standards.
Because technology is used at all grade levels by all students on a daily basis, we will purchase four Chromebook carts to replace one non-working cart and to house new Chromebooks provided by the district.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4,865</td>
<td>CRRSAA Funds</td>
</tr>
</tbody>
</table>

### Strategy/Activity 9

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

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

All Students will benefit from this strategy, especially those at risk of not meeting grade level standards.

### Strategy/Activity

Our district purchased FastBridge, an assessment piece through Illuminate (our report card program) to monitor student progress in reading and mathematics. FastBridge also has a Social-Emotional Learning assessment piece called SAEBRS to identify and monitor students who are at risk. We will give all of our students these assessments at the beginning of the school year and again at the end of each trimester. We will use the data as part of our MTSS program to determine which students need reading intervention and to drive our instruction.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>District Funded (Title 1 funds)</td>
</tr>
</tbody>
</table>

### Goal 2

**LEA Goal:** All students will show an increase in positive school engagement and connectedness with staff, peers, and community, including demonstrating improvement in social/emotional, physical, and mental health.

**Site Goal:** To improve all students’ overall Social-Emotional health and help them feel connected at school.

### Identified Need

According to the 2020-2021 California Healthy Kids Survey (CHKS), 87% of our students felt connected to the school, 83% felt that they had caring adults in school, and 88% felt that they had received social emotional learning support at school. While these are fairly good percentages, we want to see these increase by 5% overall this year.
### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHKS: Spring 2021</td>
<td>87% of our students felt a connection to the school.</td>
<td>Students who feel a connection to the school will increase to at least 92%.</td>
</tr>
<tr>
<td></td>
<td>83% of our students felt they had caring adults in school.</td>
<td>Students who feel they have caring adults in school will increase to at least 88%.</td>
</tr>
<tr>
<td></td>
<td>88% of our students felt they had received social emotional learning support at school.</td>
<td>Students who feel they have received social emotional learning support at school will increase to at least 93%.</td>
</tr>
</tbody>
</table>

### Strategy/Activity 1

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

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

All Students will benefit from this strategy, especially those at risk of not meeting grade level standards.

**Strategy/Activity**

We will continue to implement Positive Behavior Interventions and Supports (PBIS) school wide with our Panther Pride recognition program. Students may either turn in a Panther Pride ticket for an Otter Pop on Fridays, put it into the classroom prize box drawing, or enter it for a school-wide monthly prize drawing.

**Proposed Expenditures for this Strategy/Activity**

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,000</td>
<td>LCFF</td>
</tr>
</tbody>
</table>

### Strategy/Activity 2

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

All Students will benefit from this strategy, especially those at risk of not meeting grade level standards.
In order to help our students understand and manage their feelings, our intervention teacher will use the Second Step program in grades 4-6 on a bi-weekly basis. We also have a district-provided counselor who will work with our students who need support.

Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>LCAP</td>
</tr>
</tbody>
</table>

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All Students will benefit from this strategy, especially those at risk of not meeting grade level standards.

Professional development in Social Emotional Learning through art integration will be provided in-person by Amy Bultena, VAPA/STEAM Coordinator for Stanislaus County, and through virtual trainings presented by the authors of the book *Building Resilience in Students Impacted by Adverse Childhood Experiences: A Whole-Staff Approach*.

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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEL Art Integration Training: $1,969</td>
<td>CRRSAA</td>
</tr>
<tr>
<td>Building Resilience Training: $1,000</td>
<td>LCFF</td>
</tr>
</tbody>
</table>

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All Students will benefit from this strategy, especially those at risk of not meeting grade level standards.
In order to improve our school’s climate and culture and to help families feel like they are an important part of our school, we will hold several family engagement nights this year. They will be planned at Pioneer Elementary to build school culture and climate.

**Proposed Expenditures for this Strategy/Activity**

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,000</td>
<td>Title 1</td>
</tr>
</tbody>
</table>

**Strategy/Activity 5**

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

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

All Students will benefit from this strategy, especially those at risk of not meeting grade level standards.

**Strategy/Activity**

Teachers each received a “Classroom Calming Corner Kit” as part of the CalHOPE SEL grant for students to use in their classrooms when they feel overwhelmed, angry, or just need a break. Teachers will use strategies they learned in the virtual Resilience trainings, mindfulness strategies, brain breaks, and other strategies to help students learn how to manage their feelings. This will improve behavior and minimize the need for more serious disciplinary actions.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>CalHOPE SEL Grant</td>
</tr>
</tbody>
</table>

**Strategy/Activity 6**

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

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

All Students will benefit from this strategy, especially those at risk of not meeting grade level standards.

**Strategy/Activity**

Art education is not only important for students’ academics, but it has a strong positive impact on students who are dealing with trauma. Local artists from the Amador County Arts Council will teach art lessons to all students in grades TK-6. Teachers will use art strategies in their classrooms that they learn from Amy Bultena, other art lessons they’ve found, or Art in the Afternoon, a new art online program.

School Plan for Student Achievement | Page 10 of 26
program that has prerecorded lessons that teachers can use with their students. We will purchase art supplies for use by students in their classrooms. These strategies will serve all students.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,000</td>
<td>LCFF</td>
</tr>
</tbody>
</table>

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students will benefit from this strategy, especially those at risk of not meeting grade level standards.

**Strategy/Activity**

Our 4th grade music and 5th/6th grade band teacher will teach music to our TK-3rd grade students for 30 minutes one a week beginning the first week of December. Like art, music can have a positive impact on all students, especially those who have experienced trauma. We will purchase supplies for her to use with our TK-3rd grade students.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$100</td>
<td>Lottery</td>
</tr>
</tbody>
</table>

**Annual Review**

**SPSA Year Reviewed: 2020–2021**

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.

While we did not meet all of our goals last year due in large part to the global pandemic, we did make some positive gains. This year’s goals will build on the momentum we began last year and will hopefully help us to support all of our students so that they can be successful at school and beyond.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
There were no major differences between the intended implementation and the budgeted expenditures for the 2020-2021 SPSA. We were unable to follow through on some of the activities we had planned because of the need to hold school virtually, social distance, etc.

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 used current data from the California Healthy Kids Survey (CHKS) and CAASPP to make changes to our goals and they can be found throughout this SPSA. We will use the resources listed to measure our students’ growth and our progress toward meeting our goals.

## 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

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Funds Provided to the School Through the Consolidated Application</td>
<td>$5,086</td>
</tr>
<tr>
<td>Total Federal Funds Provided to the School from the LEA for CSI</td>
<td>$0</td>
</tr>
<tr>
<td>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</td>
<td>$39,154</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Federal Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Funds</td>
<td>$5,086</td>
</tr>
<tr>
<td>CRRSAA Funds</td>
<td>$25,520</td>
</tr>
<tr>
<td></td>
<td>$</td>
</tr>
<tr>
<td></td>
<td>$</td>
</tr>
<tr>
<td></td>
<td>$</td>
</tr>
</tbody>
</table>

Subtotal of additional federal funds included for this school: $30,606
List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

<table>
<thead>
<tr>
<th>State or Local Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF</td>
<td>$12,268</td>
</tr>
<tr>
<td>LCFF-Art</td>
<td>$3,295</td>
</tr>
<tr>
<td>Lottery</td>
<td>$7,293</td>
</tr>
</tbody>
</table>

Subtotal of state or local funds included for this school: $22,856

Total of federal, state, and/or local funds for this school: $53,462
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.
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 School Plan for Student Achievement| Page 15 of 26
tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

(This section meets the requirements for TSI and ATSI.)

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is Specific, Measurable, Achievable, Realistic, and Time-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 funds for CSI, TSI, or ATSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
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:

School Plan for Student Achievement| Page 20 of 26
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, its LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

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

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

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

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

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.
Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019
School Plan for Student Achievement (SPSA) Template

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

<table>
<thead>
<tr>
<th>School Name</th>
<th>County-District-School (CDS) Code</th>
<th>Schoolsite Council (SSC) Approval Date</th>
<th>Local Board Approval Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plymouth Elementary School</td>
<td>03-73981-6107387</td>
<td>November 9, 2021</td>
<td>December 13, 2021</td>
</tr>
</tbody>
</table>

**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**

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.

Plymouth Elementary will use funds to serve supplemental services for at-risk students, including low-income students, English Learners, homeless and foster youth, and others as identified.

A district-wide focus for this year is providing a multi-tiered system of supports (MTSS) to promote the academic, social-emotional, and behavioral growth of all students. The actions and services included in this plan will support implementation of our district-wide MTSS.

Another area of focus for us this year is to take a comprehensive look at the structure of our special education program to ensure we are providing the best overall level of service for our students with disabilities, as identified.

**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**

On September 29, during a minimum day, PES Staff discussed proposed instructional goals. ELAC and SSC members reviewed CHKS, ELPAC, and CAASPP data and provided consultation and needs assessment at their first meetings of the school year. These committees will continue to review and revise SPSA throughout the year.
Resource Inequities

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

Generally, stakeholders found the allocation of resources to strategies to be equitable. There was no discussion of inequity. Most noticed progress in academic scores. Many were surprised by Chronic Absenteeism rates from the Dashboard.

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

**LEA LCAP Goal:** All students will demonstrate growth toward meeting or exceeding standards in all academic subject areas, with accelerated learning growth for subgroups performing below standard in order to close achievement gaps, as demonstrated through local formative assessments, summative assessments (CAASPP and curriculum specific assessments), and additional local measures.

**School Goal:** By 2022, all students will advance along multiple academic measures toward meeting/exceeding standards in order to close achievement gaps and accelerate progress.

**Identified Need**

While showing improvement and meeting goals established in 19-20 SPSA, all students need to continue to show improvement in both math and ELA. Socio-Economically Disadvantaged, English Learners, and Hispanic subgroups continue to show a gap. Specific areas of need include writing and listening, and mathematical reasoning.

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-21 overall results--ELA</td>
<td>35% met standard</td>
<td>54%</td>
</tr>
<tr>
<td>20-21 overall results--Math</td>
<td>25% met standard</td>
<td>38%</td>
</tr>
<tr>
<td>19-20 overall results</td>
<td>Because of the COVID-19 pandemic, no scores are available for any students.</td>
<td></td>
</tr>
<tr>
<td>18-19 overall results--ELA</td>
<td>54% met standard results by claim above/near-below reading writing 27%/73% 20%/80%</td>
<td>57%</td>
</tr>
<tr>
<td></td>
<td>Listening</td>
<td>16%/84%</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------</td>
<td>---------------</td>
</tr>
<tr>
<td></td>
<td>Research/Inquiry</td>
<td>25%/75%</td>
</tr>
<tr>
<td>SED-ELA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orange</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>15.9 points below standard</th>
<th>Maintained -0.4 Points</th>
<th>Number of Students: 68</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic-ELA</td>
<td>8.1 points below standard</td>
<td>Declined 10.8 Points</td>
<td>Number of Students: 41</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current English Learners-ELA</th>
<th>63.6 points below standard</th>
<th>Declined 26.5 Points</th>
<th>Number of Students: 13</th>
</tr>
</thead>
</table>

| 18-19 overall results--Math | 38% met standard             | 41%                  |
| Yellow                      | 25 points below standard     |                      |
|                             | Maintained 0.5 Points        |                      |
|                             | Number of Students: 114      |                      |

| results by claim above/near-below |
| Concepts/Procedures | 18%/82%    |
| Prob Solv/Modeling   | 16%/84%    |
| Reasoning            | 17%/83%    |

| SED-Math                | 40.2 points below standard | Maintained 1.7 Points | Number of Students: 68 |
| Orange                  |                             |                       |                        |

| Hispanic-Math           | 39.6 points below standard  | Declined 4.5 Points   | Number of Students: 41 |
| Orange                  |                             |                       |                        |

<p>| Current English Learners-Math | 67.5 points below standard | Declined 21.7 Points | Number of Students: 13 |</p>
<table>
<thead>
<tr>
<th>Year</th>
<th>Math Overall Results</th>
<th>ELA Overall Results</th>
<th>ELAPC Results</th>
<th>EL Progress Reported on Dashboard</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-18</td>
<td>52% met standard results by claim above/near-below reading 21%/79% writing 22%/78% Listening 19%/82% Research/Inquiry 22%/78%</td>
<td>34% met standard results by claim above/near-below Concepts/Procedures 17%/83% Prob Solv/Modeling 11%/89% Reasoning 18%/82%</td>
<td>55%</td>
<td>37%</td>
</tr>
<tr>
<td>20-21</td>
<td></td>
<td></td>
<td>score 4-6</td>
<td>???% making progress towards English language proficiency maintain or improve</td>
</tr>
<tr>
<td>19-20</td>
<td></td>
<td></td>
<td>score 3-13</td>
<td>Performance Level</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>score 2-11</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>score 1-6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19</td>
<td></td>
<td></td>
<td>score 4-3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>score 3-19</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>score 2-9</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>score 1-3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of EL Students:
- ELPAC 19-20: Because of the COVID-19 pandemic, no ELPAC scores are available for this school year
- ELPAC 18-19: 34 students took the ELPAC
- ELPAC 20-21: 38 students took the ELPAC

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
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. |

During the 2021-2022 school year ACUSD and PES will continue professional development to address the needs of students at-risk as measured by formative school assessments in ELA and Math.

1. Administrator’s Coaching Sessions with Superintendent & Assistant Superintendent.
2. Principal’s Coaching Sessions with Teachers.
3. District Professional Development to include Standards Based Grading and Reporting, Growth Mindset, 21st Century Learners, CCSS, DOK, Gradual Release, Technology Implementation, and the Writing Process.
4. Site Professional Development supporting SPSA Goals.
5. Send staff to conferences supporting math practices, balanced literacy, writing, supporting English Learners, and others to support SPSA goals.
6. Continue School Leadership Team.
7. Support SPSA Goal with supplies and site license software (e.g.Ed1Stop, etc.).
8. Float Subs or additional hours for parent conferences, Peer/Cohort Collaboration, Observation, IEP/SST/504 meetings, and principal coaching.
10. Targeted intervention for tier 1, 2, and 3 students.
11. Supplemental ELA/Math/ELD materials for intervention support.

In order to meet the challenging State academic content standards [Every Student Succeeds Act (ESSA) Section 1112(a)(3)(B)(i) and ESSA Section 1112(b)]; teachers use evidence-based educational strategies (ESSA Section 003[b][1][B], ESSA Section 1114[d], and ESSA Section 1115[h]) of hands-on learning, manipulatives, and collaborative gradual release of responsibility. Laminating protects and preserves teacher created and board adopted materials, anchor charts, manipulatives, graphic organizers, and other support materials used repeatedly throughout the day.

12. Provide additional Professional Development to principal, teachers and support staff on best practices to instruct socio-economically disadvantaged students, students with disabilities, and English Learners.

13. Provide Bilingual (Spanish) Instructional Aide to support family engagement, communication, and classroom integrated and designated ELD.

14. Provide electronic devices to support equitable access to technology for all students.

In order to meet the challenging state academic content standards [Every Student Succeeds Act (ESSA) Section 1112(a)(3)(B)(i) and ESSA Section 1112(b)], teachers use evidence-based educational strategies (ESSA Section 003[b][1][B], ESSA Section 1114[d], and ESSA Section 1115[h]) with board approved curriculum provided electronically on-line. Additionally, large monitors in classrooms for teachers to display information behind them during distance learning and to the whole classroom will be purchased to replace outdated and poorly working Smartboards.

15. After school math academy for targeted 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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Family Night supplies, child care, materials $1000</td>
<td>Title 1/LCFF</td>
</tr>
<tr>
<td>Subs for release time allowing teachers to collaborate:</td>
<td></td>
</tr>
<tr>
<td>1 day/trimester (3) x 7 teachers x $150/day = $3150</td>
<td>Title 1</td>
</tr>
<tr>
<td>1 day/year x 7 teachers x $150/day = $1050</td>
<td></td>
</tr>
<tr>
<td>Subs for release time allowing for IEP/SST/504 meetings:</td>
<td></td>
</tr>
<tr>
<td>2 teachers x 1day/month (10 months) x $150 = $3000</td>
<td>Title 1</td>
</tr>
<tr>
<td>3 teachers to PD for Math $275x3</td>
<td>Title 1/LCFF</td>
</tr>
<tr>
<td>4 staff/parent to CABE for ELD PD $2000</td>
<td>Title 1/LCFF</td>
</tr>
<tr>
<td>Professional Development materials/release subs for improving instruction for SED, SWD, and ELs--$4000</td>
<td>LCFF</td>
</tr>
</tbody>
</table>
### Annual Review

**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS**

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

The Administrator's Coaching Sessions with Assistant Superintendent happened monthly. The Principal's Coaching Sessions with Teachers were intermittent. Classroom coaching visits continue to be a focus.

District Professional Development included Standards Based Grading and Reporting, Growth Mindset, 21st Century Learners, Balanced Literacy, and Math Frameworks. CCSS, DOK, Gradual Release, and Technology Implementation were not integrated into District sponsored Professional Development. ELA/ELD standards and framework workshops sponsored by the District were attended by 100% of the teachers at PES.

Site Professional Development supporting SPSA Goal such as Language Functions and ELRISE were provided by site staff.

Teachers and principal attended conferences supporting math practices, balanced literacy, ELD and writing. Specifically, ELRISE elementary workshop, Stanford's YouCubed webinars, and ACSA Academy “Equity and Access for English Language Learners”.

The School Leadership Team started with 5 volunteers but fell to minimal participation after Spring Break resulting from DL due to COVID-19. Regular meetings turned into a periodic touch base and consultation on important decisions.

SPSA Goals were supported with supplies and site license software such as Ed1Stop and IXL.

Float Subs for math intervention were not engaged during DL and Hybrid learning.

Parent/Family Nights for Parent Education/Involvement occurred: Dia de los Muertos celebration in October, PEP monthly meetings, monthly Tuesday Talks with Plymouth Parents, and Title 1 parent meeting.

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

Because of the COVID-19 pandemic, learning included full distance learning, hybrid learning, and full in-person learning.
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.

Due to COVID-19 pandemic, state testing was shortened and will only be used for local analysis. PES will focus on acceleration, MTSS intervention, and research based practices.

Goal 2

LEA LCAP Goal: All students will show an increase in positive school engagement and connectedness with staff, peers, and community, including demonstrating improvement in social/emotional, physical, and mental health.

School Goal: By 2021, through multiple measures, all students will show an increase in positive school engagement and connectedness with staff, peers, and community, including demonstrating improvement in social/emotional and physical health.

Identified Need

Stakeholders agree that students’ chronic absence rate was difficult to address during COVID-19 learning. Faculty and Staff engaged with students and families showing symptoms of trauma and poor social/emotional health. 16 students were individually served (1:1) by the school counselor. She led 7 virtual and 4 direct service small groups and checked in with more than 30 students.

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Healthy Kids Survey (CHKS): State Priority 6C School Climate (Engagement)</td>
<td>17-18 49% Feel Connected 61% Feel they have a caring adult relationship</td>
<td>18-19 55% Feel Connected 65% Feel they have a caring adult relationship.</td>
</tr>
<tr>
<td></td>
<td>18-19 76% Feel Connected 83% Feel they have a caring adult relationship. 83% Feel Safe at School</td>
<td>19-20 &gt;80% Feel Connected &gt;80% Feel they have a caring adult relationship. &gt;80% Feel Safe at School</td>
</tr>
<tr>
<td></td>
<td>19-20 64% Feel Connected 60% Feel they have a caring adult relationship. 67% Feel Safe at School</td>
<td>20-21 &gt;80% Feel Connected &gt;80% Feel they have a caring adult relationship. &gt;80% Feel Safe at School</td>
</tr>
<tr>
<td></td>
<td>20-21 81% Feel Connected</td>
<td>21-22 &gt;80% Feel Connected</td>
</tr>
<tr>
<td>Physical Fitness Test: State Priority 8 Pupil Outcomes</td>
<td>82% Feel they have a caring adult relationship. 88% Feel Safe at School</td>
<td>&gt;80% Feel they have a caring adult relationship. &gt;80% Feel Safe at School</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>17-18 results 23 students tested</td>
<td>18-19 expected results</td>
<td></td>
</tr>
<tr>
<td>% in HFZ</td>
<td>% Needs Improvement</td>
<td>% Health Risk</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>aerobic</td>
<td>43.5</td>
<td>43.5</td>
</tr>
<tr>
<td>body</td>
<td>39.1</td>
<td>17.4</td>
</tr>
<tr>
<td>abdominal</td>
<td>91.3</td>
<td>8.7</td>
</tr>
<tr>
<td>trunk</td>
<td>95.7</td>
<td>4.3</td>
</tr>
<tr>
<td>upper</td>
<td>47.8</td>
<td>52.2</td>
</tr>
<tr>
<td>flexibility</td>
<td>73.9</td>
<td>26.1</td>
</tr>
<tr>
<td>18-19 results not reported by CDE</td>
<td>[maintain/improve]</td>
<td></td>
</tr>
<tr>
<td>19-20 test suspended COVID-19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19-20 test suspended COVID-19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attendance Rate and Chronic Absenteeism Rate: State Priority 5A,B Pupil engagement</th>
<th>17-18 10.3% Chronic Absenteeism (21 Students) reported on Dashboard</th>
<th>18-19 reduce to 8%</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-18 7.5% Chronic Absenteeism</td>
<td>19-20 reduce to 7%</td>
<td></td>
</tr>
<tr>
<td>19-20 Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard</td>
<td>20-21 maintain or reduce</td>
<td></td>
</tr>
<tr>
<td>20-21 results not yet released</td>
<td>21-22 maintain or reduce</td>
<td></td>
</tr>
<tr>
<td>Suspension Rates: State Priority 6a School Climate (Engagement)</td>
<td>17-18 1.3% on Dashboard Green</td>
<td>18-19 move to blue status</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>18-19 0% Suspension Rate Blue</td>
<td>19-20 maintain blue status</td>
<td></td>
</tr>
<tr>
<td>19-20 Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard</td>
<td>20-21 maintain blue status</td>
<td></td>
</tr>
<tr>
<td>20-21 results not yet released</td>
<td>21-22 results not yet released</td>
<td>22-23 maintain blue status</td>
</tr>
<tr>
<td>Parent Engagement: State Priority 3</td>
<td>approximately 25% of Family nights were ‘well attended’</td>
<td>increase participation to result in 50% ‘well attended’</td>
</tr>
</tbody>
</table>

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--CHKS only measures 5th grade |

**Strategy/Activity**

**School Climate/Student Engagement--**
1.1. Identify and serve students with the most need through the MTSS and SST process.
1.2. Continue 7 Habits of Healthy Kids program to support 21st Century Learners
1.3. Begin to provide attendance incentives and rewards for being to school on time.
1.4. Professional Learning for principal and office staff to improve attendance and the SART/SARB process
1.5. Music, Art, Theatre, and Dance instruction and supplies to provide student engagement.

**Social/Emotional--**
2.1. Provide Classroom presentations reviewing social/emotional behaviors using Stanford Harmony curriculum for tier 1 support
2.2. Provide small group talking circles as tier 2 intervention for Social/Emotional support.

2.3. Provide 1:1 counseling for students identified in need of Tier 3 support, refer to community resources.

Behavior--

3.1. Continue PBIS practices rewarding positive social interaction: Panther Pesos, Paw Store Fridays for Tier 1 support.

3.2. Assign students to adult mentors/all staff for Tier 2 and 3 support.

3.3. Provide professional development opportunities (when available) for teachers and support staff on de-escalation, PBIS and restorative practices.

**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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Supplies--$1000</td>
<td>LCFF</td>
</tr>
<tr>
<td>Music Supplies--$2461</td>
<td>LCFF</td>
</tr>
<tr>
<td>Attendance incentives--$500</td>
<td>LCFF</td>
</tr>
<tr>
<td>Professional Learning for principal and office staff to improve attendance and the SART/SARB process</td>
<td>Title 1</td>
</tr>
<tr>
<td>PE supplies--$500</td>
<td>LCFF</td>
</tr>
<tr>
<td>Signage for PBIS--$400</td>
<td>LCFF</td>
</tr>
<tr>
<td>Professional development on PBIS and restorative practices.</td>
<td>Title 1</td>
</tr>
</tbody>
</table>

**Strategy/Activity 2**

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

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

| All students--ELL Students |

Strategy/Activity

Parent/Community Involvement:

1. Communicate and recruit families to participate in ParentSquare
2. Communicate individually through weekly Tuesday Envelopes
3. Communicate Globally with Parent Square for Schoolwide Events
4. Use District and Site resources to translate all communication.
5. Use District and Site resources to interpret anytime necessary.
6. Provide opportunities, in Spanish, for families to gather, network, and give feedback to school administration, faculty, and staff.
7. Communicate w/families through website and social media

**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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Webmaster stipend to rebuild/manage website $1000</td>
<td>LCFF</td>
</tr>
<tr>
<td>ELAC $1000</td>
<td>LCFF</td>
</tr>
</tbody>
</table>

**Annual Review**

**SPSA Year Reviewed: 2018-19**

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.

Assigning students to adult mentors was implemented as needed.
Classroom presentations reviewing social/emotional behaviors were done 9 times.
Small group talking circles happened mostly every week, 7 virtually and 4 directly.
PBIS practices rewarding positive social interaction: Updated to Panther Pesos and the Paw Store.
1:1 counseling for students identified in need of ACES support from SST happened weekly for 16 students.
NEXUS and ERMHS were provided to most needy students as determined through the MTSS, SST, and IEP process.
The 7 Habits of Healthy Kids program became part of daily announcements.
Families received individual communication through weekly Tuesday Envelopes.
Global communication with ConnectEd for Schoolwide Events happened most of the time.
Important communication was translated into Spanish. District and Site resources interpreted for all major teacher/parent meetings and conferences. Site resources were used for day to day interpretation. Opportunities, in Spanish, for families to gather, network, and give feedback to school administration, faculty, and staff increased.

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

Some programs and budgeted expenditures were not implemented due to fluctuating learning styles resulting from COVID-19 pandemic.

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.

Systematic MTSS cycles will drive tier 1, 2, and 3 interventions and services to students in need. Increased attention to ParentSquare, website and social media communication will address parents’ preferred method of communication. Translation and Interpretation services will be fully implemented.

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

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Funds Provided to the School Through the Consolidated Application</td>
<td>$ 5030</td>
</tr>
<tr>
<td>Total Federal Funds Provided to the School from the LEA for CSI</td>
<td>None</td>
</tr>
<tr>
<td>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</td>
<td>$ 25,386</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Federal Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title 1</td>
<td>$5,030</td>
</tr>
<tr>
<td>CRRSAA</td>
<td>$25,230</td>
</tr>
</tbody>
</table>

Subtotal of additional federal funds included for this school: **$30,260**

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

<table>
<thead>
<tr>
<th>State or Local Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF Supplemental</td>
<td>$9,426</td>
</tr>
<tr>
<td>LCFF Supplemental ART</td>
<td>$3,461</td>
</tr>
<tr>
<td>Lottery</td>
<td>$7,449</td>
</tr>
</tbody>
</table>

Subtotal of state or local funds included for this school: **$20,336**

Total of federal, state, and/or local funds for this school: **$50,596**
Instructions

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

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

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

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

**Instructions: Table of Contents**

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

- **Stakeholder Involvement**
- **Goals, Strategies, & Proposed Expenditures**
- **Planned Strategies/Activities**
- **Annual Review and Update**
- **Budget Summary**

**Appendix A: Plan Requirements for Title I Schoolwide Programs**

**Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements**

**Appendix C: Select State and Federal Programs**

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

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

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

**Purpose and Description**

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

**Purpose**

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

**Description**

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

**Stakeholder Involvement**

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is Specific, Measurable, Achievable, Realistic, and Time-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 proposed expenditures are listed.
expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

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

**Budget Summary**

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

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

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

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

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

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

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

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

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
      b. use methods and instructional strategies that:
         i. strengthen the academic program in the school,
         ii. increase the amount and quality of learning time, and
         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
         i. strategies to improve students’ skills outside the academic subject areas;
         ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
         iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
         iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
         v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.
Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019
Purpose and Description

The purpose of this SPSA is to create a clear plan in support of our schoolwide program to help all students at Sutter Creek Elementary grow academically, emotionally, and socially during the 2021-2022 school year. This plan provides actions, strategies, and funding sources to meet the needs of our students, staff, and school families. The plan is used to set reasonable goals and expected outcomes and to provide ways to meet these goals and outcomes that will support students, staff, and our school families. A main area of focus for us this year as a district is providing a multi-tiered system of support (MTSS) to promote the academic, social-emotional, and behavioral growth of all students. The actions and services included in this plan will support implementation of our district-wide MTSS. Another area of focus for us this year is to take a comprehensive look at the structure of our special education program to ensure we are providing the best overall level of service for our students with disabilities.

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.

The school's plan for effectively meeting the ESSA requirements in alignment with the LCAP and other federal, state, and local programs is to provide professional development for teachers that will provide the extra support needed to improve academic, emotional, and social growth for our students. In addition, various other strategies will be implemented to support our LEA LCAP goals as outlined in the plan below.

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

The school consulted with the School Site Council (SSC), which includes parents and staff, to review and update the SPSA. The SSC met on September 9, 2021 to review and discuss previous goals, growth, and new goals and expected outcomes and what plans and programs we could implement to help support the new goals and outcomes. Determining the school's highest priorities and determining what activities will be the most effective to help support the most growth for our school and students was the priority for the SSC. The SSC was determined after a ballot and voting process took place. Notifications for openings on site council were sent home to families in May and August 2021. Ballots were then sent out to elect a new Site Council on August 11, 2021.
**Goals, Strategies, Expenditures, & Annual Review**

**Goal 1**

**LEA LCAP Goal**: All students will demonstrate growth toward meeting or exceeding standards in all academic subject areas, with accelerated learning growth for subgroups performing below standard in order to close achievement gaps, as demonstrated through local formative assessments, summative assessments (CAASPP and curriculum specific assessments), and additional local measures.

**Site Goal**: In the areas of Language Arts and Mathematics, as measured by CAASPP scores, students who meet or exceed the standard for overall scores will increase. Overall scores will increase by 8% for each grade level for both ELA and math as measured by the April/May 2021-2022 CAASPP data.

**Identified Need**

3rd through 6th grade students’ performance on the Spring 2021 CAASPP English-Language Arts and Mathematics assessments were below expectations and goals that were set which indicates a need for additional support for students not meeting or exceeding the standards.

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAASPP</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>English Language Arts</strong>:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39% of 3rd grade students at SCE met or exceeded standards based on CAASPP scores from April/May 2021.</td>
<td>47% of all SCE 3rd grade students will meet or exceed standards based on scores from April/May 2022 CAASPP data.</td>
<td></td>
</tr>
<tr>
<td>37% of 4th grade students at SCE met or exceeded standards based on CAASPP scores from April/May 2021.</td>
<td>45% of all SCE 4th grade students will meet or exceed standards based on scores from April/May 2022 CAASPP data.</td>
<td></td>
</tr>
<tr>
<td>33% of 5th grade students at SCE met or exceeded standards based on CAASPP scores from April/May 2021.</td>
<td>41% of all SCE 5th grade students will meet or exceed standards based on scores from April/May 2022 CAASPP data.</td>
<td></td>
</tr>
<tr>
<td>35% of 6th grade students at SCE met or exceeded standards based on CAASPP scores from April/May 2021.</td>
<td>43% of all SCE 6th grade students will meet or exceed standards based on scores from the April/May 2022 CAASPP data.</td>
<td></td>
</tr>
</tbody>
</table>
### CAASPP

**Overall school wide ELA goal:**
36% of students at SCE met or exceeded standards based on CAASPP scores from April/May 2021.

**Mathematics:**
- 47% of 3rd grade students at SCE met or exceeded standards based on CAASPP scores from April/May 2021.
- 34% of 4th grade students at SCE met or exceeded standards based on CAASPP scores from April/May 2021.
- 19% of 5th grade students at SCE met or exceeded standards based on CAASPP scores from April/May 2021.
- 23% of 6th grade students at SCE met or exceeded standards based on CAASPP scores from April/May 2021.

**Overall:**
31% of students at SCE (3rd-6th grade) met or exceeded standards based on CAASPP scores from April/May 2021.

**Overall 44% of students at SCE (3rd-6th Grade) will meet or exceed standards based on scores from the April/May 2022 CAASPP data.**

55% of all SCE 3rd grade students will meet or exceed standards based on scores from April/May 2022 CAASPP data.

42% of all SCE 4th grade students will meet or exceed standards based on scores from April/May 2022 CAASPP data.

27% of all SCE 5th grade students will meet or exceed standards based on scores from April/May 2022 CAASPP data.

31% of all SCE 6th grade students will meet or exceed standards based on scores from April/May 2022 CAASPP data.

**Overall 39% of students at SCE (3rd-6th Grade) will meet or exceed standards based on scores from the April/May 2022 CAASPP data.**

### Strategy/Activity 1

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

All students.

**Strategy/Activity**

Site professional development through:
1. Trainers from Sacramento County Office of Education to do professional training to build mathematical understanding and pedagogical strategies to support its
development, 2. Other professional development that becomes available and will support the areas of English-Language Arts and Mathematics, or quality instructional practices.

Provide teachers and staff the opportunity to attend conferences that will support math practices, balanced literacy, writing, or supporting at risk students. Any additional Professional Development offered through the Amador County Unified School District will be attended by teachers and staff as applicable for ELA, Mathematics, or any other content area.

Provide time for teachers to do some self guided training on Engage New York as they implement the new math curriculum.

This professional development will support our teachers in helping all of our students, including at-risk students, in making growth towards meeting or exceeding the rigorous state standards.

### Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
</table>
| $ 5,000   | Title 1 Funds  
01.3010.0.5800.1110.1000.009.000 (Consultants)  
01.3010.0.1170.1110.1000.009.000 (Substitutes)  
01.3010.0.1140.1110.1000.009.000 (Extra time)  
01.3010.0.5230.1110.1000.009.000 (Mileage)  
CRRSA Funds  
Some to be paid for by the district. |

### Strategy/Activity 2

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

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

**Strategy/Activity**

Printing or ordering of supplemental materials to support our at-risk students in meeting rigorous academic standards for mathematics and English language arts. This could include Engage New York mathematics materials, Benchmark Advance supplemental materials, or Fountas and Pinnell supplemental materials. These materials will help to support all of our students in meeting rigorous academic standards.

### Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
</table>
| $14,000   | LCFF  
01.0000.0.4310.1110.1000.009.000 Materials and Supplies  
and/or  
CRRSA Funds |
Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase school-wide educational computer programs to support ELA and Mathematics in the classroom. This might include Moby Max, Accelerated Reading, Starfall, Reading A-Z, Fountas & Pinnell book leveler program, ALEKS math, iXL, and Ed1Stop. These supplemental programs will help support all students in meeting rigorous academic standards.

Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,000</td>
<td>LCFF Supplemental</td>
</tr>
<tr>
<td></td>
<td>01.0000.0.5807.1110.1000.009.095</td>
</tr>
<tr>
<td></td>
<td>CRRSAA Funds</td>
</tr>
</tbody>
</table>

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide opportunities for teacher collaboration and observations of other teachers, including district instructional coaches, with substitutes to cover classrooms. This collaboration time may include data analysis, instructional practices, vertical articulation, grade level agreements, best first instruction strategies, reviewing curriculum framework, or lesson planning. In addition, providing teachers with the opportunity to visit other high achieving schools to observe what those teachers are doing to help their students succeed. Through these practices, all students, including at-risk students, will be supported in meeting rigorous academic standards.

Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4,000</td>
<td>Title 1</td>
</tr>
<tr>
<td></td>
<td>01.3010.0.1170.1110.1000.009.095 (Substitutes)</td>
</tr>
<tr>
<td>$3,000</td>
<td>LCFF</td>
</tr>
<tr>
<td></td>
<td>01.0000.0.1170.1110.1000.009.095 (Substitutes)</td>
</tr>
</tbody>
</table>
Strategy/Activity 5

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

| At-Risk Students |

Strategy/Activity

Students who are determined to be working below grade level who are at risk of not meeting grade level standards will work with the intervention teacher for English Language Arts, Math, or both as determined by the classroom teacher, intervention teacher, and site administrator. District assessments will be used to determine which students are at-risk. Through this practice at-risk students will be supported in closing the achievement gap and meeting rigorous academic standards.

**Proposed Expenditures for this Strategy/Activity**

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>District Funded (LCAP)</td>
</tr>
</tbody>
</table>

Strategy/Activity 6

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

| All Students |

Strategy/Activity

Promote attendance through resources available from attendanceworks.org, send home flyers, information in the monthly newsletter to parents, and messaging through Parent Square. Research shows that when students miss school it has a negative impact on their academic achievement. By improving overall attendance, we should see an improvement in overall academic success for all students.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$250</td>
<td>LCFF 01.3010.0.4310.1110.1000.009.000 (Materials)</td>
</tr>
</tbody>
</table>

Strategy/Activity 7

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

School Plan for Student Achievement| Page 6 of 26
<table>
<thead>
<tr>
<th>Strategy/Activity</th>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote reading using “Mrs. Peters Readers”, where we encourage students to read books and then the student gives the book a rating to share with other students. This will support all students, including at-risk students, in meeting rigorous academic standards. The funding will be to purchase additional books for each school library ($1,200 ea.)</td>
<td>$2,400</td>
<td>LCFF 01.0000.0.4310.0000.2420.009.095 Materials and Supplies</td>
</tr>
<tr>
<td>Strategy/Activity 8</td>
<td>Students to be Served by this Strategy/Activity</td>
<td>All Students</td>
</tr>
<tr>
<td>Purchase Chromebook carts to support new Chromebook purchases. These carts are used to safely store and charge the student computers for daily use. Technology is a priority for ALL students, and supports improvement in overall academic success for all students. These carts support the technology needs for our students.</td>
<td>$5,000</td>
<td>CRSAA Funds</td>
</tr>
<tr>
<td>Strategy/Activity 9</td>
<td>Students to be Served by this Strategy/Activity</td>
<td>All Students</td>
</tr>
<tr>
<td>Purchase and use FastBridge which is an assessment program to monitor student learning in both reading and mathematics. This program will be used to assess all students regularly throughout the year, and will allow us to do more specific progress monitoring for students who are receiving</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
intervention services. We will be able to target specific areas of need to better support our students and support them with the rigorous California state standards..

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>District Funded (Title 1 funds)</td>
</tr>
</tbody>
</table>

**Goal 2**

**LEA Goal:** All students will show an increase in positive school engagement and connectedness with staff, peers, and community, including demonstrating improvement in social/emotional, physical, and mental health.

**Site Goal:** By May 2022, the percentage of students who feel a connection to school as evidenced by the California Healthy Kids Survey will increase from 89% to at least 92%, the number of students who felt they had a caring relationship at school will increase from 90% to 92%, and the percentage of students who feel they have received social and emotional learning support will increase from 78% to 83%.

**Identified Need**

The California Healthy Kids Survey (CHKS) data from 2021 showed that 89% of our students felt connected to the school. We would like to increase the number of students who feel connected to school to at least 92%. In addition students who felt they had caring relationships at school (with adults) was 90%. We would like to see this increase to at least 92% by May 2022. The 2021 CHKS also showed that 78% of students felt that they had received social emotional learning support at school. We would like to see this increase to at least 83% on the 2022 report.

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline/Actual Outcome</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHKS</td>
<td>Students who felt a connection to the school was 89% in 2021.</td>
<td>Students who feel a connection to the school in 2022 will increase to at least 92%.</td>
</tr>
<tr>
<td>CHKS</td>
<td>Students who felt they had caring relationships at school in 2021 was 90%.</td>
<td>Students who feel they have caring relationships at school in 2022 will increase to at least 92%.</td>
</tr>
<tr>
<td>CHKS</td>
<td>Students who felt they had received social emotional learning support at school in 2021 was 78%.</td>
<td>Students who feel they have received social emotional learning support at school will increase to at least 83% in 2022.</td>
</tr>
</tbody>
</table>
Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Positive Behavior Interventions and Supports (PBIS) will be used school wide. PBIS themes will be in place every week. Teachers and staff will review expectations related to those themes. (Playground, cafeteria, restrooms, hallways, etc.) “Pawsitives” will be given by teachers and staff to students who are showing positive behavior in these PBIS areas discussed each week. When students earn “Pawsitives” they will put their “Pawsitives” into a drawing and names will be drawn for prizes each Friday at the primary school and once a month at the upper campus.

Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,000</td>
<td>LCFF Supplemental</td>
</tr>
<tr>
<td></td>
<td>01.0000.0.4310.1110.1000.009.095</td>
</tr>
</tbody>
</table>

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

PBIS professional development for teachers and staff to improve our PBIS plan and implementation. This will be a voluntary training if it becomes available.

Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,500</td>
<td>LCFF Supplemental</td>
</tr>
<tr>
<td></td>
<td>01.0000.0.5200.1110.1000.009.000</td>
</tr>
</tbody>
</table>

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
School Counseling services will be provided on an as needed basis. The school counselor is available at Sutter Creek Elementary 3 days per week. The counselor will also provide classroom presentations reviewing social/emotional behaviors, anti-bullying information, etc. as needed.

### 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.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>District Funded (LCAP)</td>
</tr>
</tbody>
</table>

### Strategy/Activity 4

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

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

- All Students

### Strategy/Activity

Family engagement nights will be planned at Sutter Creek Elementary (pending the Coronavirus pandemic subsides and we can hold events) to build school culture and climate. Through the family engagement nights, the school promotes and strengthens parent and family engagement with our Title 1 program. Family engagement refers to the systematic inclusion of families in activities and programs that promote children’s development, learning, and wellness, including the planning, development, and evaluation of such activities, programs, and systems.

### Proposed Expenditures for this Strategy/Activity

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,000</td>
<td>Title 1 01.3010.0.5800.1110.1000.009.000</td>
</tr>
</tbody>
</table>

### Strategy/Activity 5

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

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

To support social/emotional and physical health for our students, trauma informed strategies will be supported and used in classrooms. This could include mindfulness, brain breaks, and other research based strategies or materials to support students and teachers. In addition, social/emotional professional development for staff may be provided if it becomes available. This may include Mindfulness training. In addition restorative justice practices will be used at Sutter Creek Elementary to help build and restore relationships and minimize suspensions.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,500</td>
<td>Title 1</td>
</tr>
<tr>
<td></td>
<td>01.3010.0.5800.1110.1000.009.000 (Prof. Services)</td>
</tr>
<tr>
<td></td>
<td>01.3010.0.1170.1110.1000.009.000 (Substitutes)</td>
</tr>
<tr>
<td></td>
<td>01.3010.0.1140.1110.1000.009.000 (Extra time)</td>
</tr>
<tr>
<td></td>
<td>01.3010.0.5230.1110.1000.009.000 (Mileage)</td>
</tr>
<tr>
<td></td>
<td>01.3010.0.4310.1110.1000.009.000 (Materials)</td>
</tr>
</tbody>
</table>

Strategy/Activity 6

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A book study using the book *Hacking School Discipline: 9 Ways to Create a Culture of Empathy and Responsibility Using Restorative Justice*, may be done with teachers/staff during the school year to help learn successful approaches to restorative justice practices. These practices will help support all of our students to meet the rigorous state standards and promote an environment where students feel safe and welcome.

An additional book study using *Culturize* may be done with teachers/staff during the school year to help support work around school culture, PBIS, social emotional wellness, and building strong relationships with our students. This supports Goal 1, 2, and 3 of this SPSA.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$500</td>
<td>LCFF</td>
</tr>
<tr>
<td></td>
<td>01.3010.0.4310.1110.1000.009.000 (Materials)</td>
</tr>
</tbody>
</table>

Strategy/Activity 7

**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

School Plan for Student Achievement| Page 11 of 26
All Students

Strategy/Activity

Empathy interviews with students will be held throughout the year on various topics to gather student feedback. These interviews will be done based on areas of need and or concern. The principal and various teachers will hold the interviews. We will use the information gathered to help improve our school.

<table>
<thead>
<tr>
<th>Amount(s)</th>
<th>Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>No Cost</td>
</tr>
</tbody>
</table>

Annual Review

SPSA Year Reviewed: 2020–2021

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 implemented all 11 strategies/activities for Goal #1, 5 of our 6 strategies/activities for Goal #2, and 1 of our 2 strategies/activities for Goal #3 of our 2020-2021 SPSA. Overall effectiveness of the strategies/activities was successful, and we have made some changes to the current SPSA goals based on what we learned from the previous year. Due to the ongoing pandemic our academic scores decreased significantly in 2020-2021 so we will continue to focus on high quality instructional practices and student engagement to increase our scores back to pre pandemic levels with the ultimate goal being significant growth for all students in academic areas.

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

There were no major differences between the intended implementation and the budgeted expenditures for the 2020-2021 SPSA. Some things that were planned could not be implemented due to the Coronavirus pandemic and the inability to have large gatherings or to mix cohorts, and the requirement for social distancing.

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.
Changes made to previous goals in the SPSA were based on the most recent data available through CAASPP scores, the California Healthy Kids Survey. This growth will be measured using the resources presented in each goal and/or activity listed above.

### 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

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Funds Provided to the School Through the Consolidated Application</td>
<td>$6,987</td>
</tr>
<tr>
<td>Total Federal Funds Provided to the School from the LEA for CSI</td>
<td>$0</td>
</tr>
<tr>
<td>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</td>
<td>$46150</td>
</tr>
</tbody>
</table>

#### 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.

<table>
<thead>
<tr>
<th>Federal Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title 1</td>
<td>$6,987</td>
</tr>
<tr>
<td>CRRSAA</td>
<td>$51,330</td>
</tr>
<tr>
<td></td>
<td>$</td>
</tr>
<tr>
<td></td>
<td>$</td>
</tr>
<tr>
<td></td>
<td>$</td>
</tr>
</tbody>
</table>

Subtotal of additional federal funds included for this school: $ 0

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

<table>
<thead>
<tr>
<th>State or Local Programs</th>
<th>Allocation ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCFF</td>
<td>$11,964</td>
</tr>
<tr>
<td>Lottery</td>
<td>$14,976</td>
</tr>
<tr>
<td>(exact expenditures not included in this SPSA, but funds used to provide materials and supplies essential to the functioning of the school such as paper, toner, pencils, crayons, etc.)</td>
<td></td>
</tr>
</tbody>
</table>
Subtotal of state or local funds included for this school: $ 31,333
Total of federal, state, and/or local funds for this school: $ 89,650

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.
Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

(This section meets the requirements for TSI and ATSI.)

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is Specific, Measurable, Achievable, Realistic, and Time-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, its LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

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

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

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.
Appendix C: Select State and Federal Programs

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

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