School Year: 2019-2020

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date	
Jackson Academy of Math and Music Principal Patrick Buchser	43695836098263	May 7, 2019	June __, 2019	JAMM

Plan Summary:

THE STORY: Briefly describe the students and community and how the school serves them.

Jackson Academy of Math and Music:

Enrollment overview: 634 students; 10.3% English Learners; 2.6% Homeless; 2.4% migrant; 10.1% Students with Disabilities; 31% Socioeconomically disadvantaged, unduplicated 28%.

Historically at the end of the 2011—2012 school year, Jackson Elementary school was reconstituted into Jackson Academy of Math and Music K-8. The school was reconstituted as a result of PI 5 status and declining enrollment. If the school did not increase its enrollment, Jackson would have been closed and students placed in other schools across the school district. Fortunately, the school district conducted a survey to get the community's input to provide different options for the community. Consequently, the results of the survey indicated a focus on Math and Music in a K-8th grade setting. In addition to reconstituting the school, the existing administration and staff were transferred out of Jackson and new administration and staff were hired. After the publication and announcement of the school's new focus on Math and Music as well as new administration and staff, existing Jackson students were given the option to transfer out of or remain at Jackson. Additionally, across the school district, other students were given the opportunity to transfer into the school. Consequently, the enrollment increased by 250 students before the 1st day of school for a total of 560 students for the 2012- 2013 school year. The following school plan reflects the vision, guiding principles and pedagogical / instructional practices for Jackson Academy of Math and Music.

Vision: We believe that all students deserve an educational experience that allows them to truly be_**alive**_ with their learning. They are actively engaged, utilizing their thinking to solve problems, to listen to others ideas, and respect one another as individuals.

Guiding Principles: Learning is collaboration between teachers, students, and parents. All students deserve a positive, respectful learning environment. Teachers utilize multiple forms of student data to guide standards-based teaching and learning. Student engagement is evident by and directly connected to: shared goals, purposeful teaching, high expectations, valuing the learning process, teacher, student, and parent accountability, continual staff commitment to research and applying the best teaching practices with the instructional focus of analyzing the previous practice.

The school began its immediate transition from a previous plan of a variety of interventions and pullout programs to creating a culture of student thinking and building background knowledge in all the disciplines specifically in math and music. We seek to empower students with thinking skills and knowledge that will lead to their success in school and prepare them for college and careers in the 21st century. As a form of effective communication, the school will also implement the District's ELD Master Plan of Systematic ELD instruction to support effective language use and proficiency. The following instructional focuses are based on the meta research of High Achieving Schools. These include high quality instruction and the 3 factors of high achieving schools:1) Direct Explicit Instruction- Metacognition. Specific lesson plan design to model the inner voice when learning and making learning transparent to students (Gradual Release of Responsibility) Leaving tracks of ones learning while they are learning and solving problems depicting the processes of thinking and learning. 2) Multisource Curriculum– Giving students what they can and want to read at both an independent and instructional level i.e., - leveled readers, non fiction, fiction, short text, core curriculum, technology, magazines, articles, newspapers, and novels. 3) Response Principle- Multiple opportunities for students to respond and be responded to their learning. Talking about learning from teacher-student, student-teacher, student-student, use of journals, post-it notes, margin writing in text, oral and written presentations, whole class and small group discussions. In respects to music, we want to inspire students to be passionately curious about music from a wide variety of genres and cultures and to learn to use music as an outlet for their emotions and creativity. Math and music are a focus of our instructional day and we are committed to providing students a well-rounded experience in musical literacy and musical appreciation through singing, listening, movement, dance, performance, composition, research, theory, instruments, analysis, and history. In respects to math, we want students to have a true mathematical understanding of number sense and the ability to purposefully make connections to math and real life applications. We want to provide students the influence to think mathematically with real world relevancy and provide many strategies for students to make meaning of correct answers rather than just doing math. In the area of research, the school's vision and practices are based on the meta research from the leading experts in education: Robert Marzano, Richard Allington, Stephanie Harvey, Debbie Miller, Ellin Oliver Keene, Kate Kinsella, David Pearson, Susana Dutro, Doug Reeves, Mari Clay, Mike Schmoker, Phil Gonsalves, Jim Collins, Ed Lou Javius, Peter Johnston, Adrienne Gear, Marilyn Burns, Lucy Calkins, Richard Dufour, Gordon Shaw, Marcia Brechtel, and Kathy Collins. The transition into the College and Career Common Core State standards for ELA / Math are occurring respectively for the 2013-14 and 2014-15 school year. Each year thereafter, the staff undergoes training to continue instruction in best practices.

The SPSA represents our schools allocation of resources towards specific actions designed to meet established goals. The goal setting process is based on the school's Vision. Our school goals in turn help determine the relative attention and resources that will be directed toward each of the State's **eight priority**

areas. The priority areas are addressed through the actions in our **SPSA** and they are monitored throughout the year by reporting progress to our stakeholder groups, Staff, SSC, ELAC, who are consulted and provide input regarding recommendations for revisions to the plan. The overarching goal of the SPSA is constant improvement of the educational outcomes for all students

Students are served through district wide programs as described in the district's Local Control Accountability Plan (LCAP). This School Plan for Student Achievement (SPSA), represents our school's allocation of resources towards unique school level needs as determined by our review of student outcome data and stakeholder input. This needs assessment is further analysed to determine root causes which inform the actions as laid out in this plan. Actions are monitored for effectiveness through various metrics and future plans are adjusted to ensure that actions are demonstrating the desired outcome. Program and service evaluations must take into account the degree to which plans have been implemented with fidelity and ample time for expected outcomes to be demonstrable.

The SPSA continues to be organized under three goals aligned to the district's LCAP. The actions categories under each goal are also aligned to the LCAP, enabling cross referencing between various plans. The actions are structured by a Multi-Tiered System of Support to distinguish core programs from strategic or intensive support programs. As the goals and categories are broad, there is ample flexibility for a wide variety of programs and services, but also an infrastructure by which to share professional learning about program effectiveness in meeting common goals. These goals are:

1.   **College and Career Readiness**: With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students. (This goal has seven common actions including staffing, professional development, core and support educational programs, and basic services).

2.   **Parent Engagement:** All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness. (This goal has two actions including general parent engagement as well as targeted engagement and outreach for parents of underrepresented students).

3.   **Student Engagement & School Climate**: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready (This goal has two actions including general campus climate and engagement services as well as strategic and intensive supports for struggling students).

Additional School level goals and priorities include:

Reading - In alignment with the LCAP assessment calendar, students will increase their reading proficiency and show progress toward grade level standard as measured by District benchmarks and teacher created assessments by June 2020.

ELD - By June 2020, 15% of all ELL students in grade 2-8 will reclassify as Fluent Proficient meeting the district criteria for Redesignated Fluent English Proficient.

Math - In alignment with the LCAP assessment calendar, students will increase their math proficiency and show progress toward grade level standard as measured by District benchmarks and teacher created assessments by June 2020.

Professional Development- Through the implementation of Common Core Standards, all teachers will continue with ongoing training in Common Core for Reading, Math, NGSS Science, GLAD, Reading and Writing Workshop. Teachers will continue to define and implement best practices of instruction to show a rate of gain as measured by student work samples, classroom observations, and weekly collaboration. By June 2020, all teachers will continue training in Common Core ELA, ELD, NGSS, VAPA, PBIS, STEAM integration, with an emphasis on mathematics as measured by weekly PLC meetings, district and county training, and curriculum experts at the school and district level.

School Climate- By June 2020 Jackson Academy will create a positive learning environment for the entire educational community as measured by sustained enrollment, positive attendance rate of at least 97%, California Healthy Kids survey results (increased school connectivity),and a reduction of recidivism rate for disciplinary actions.
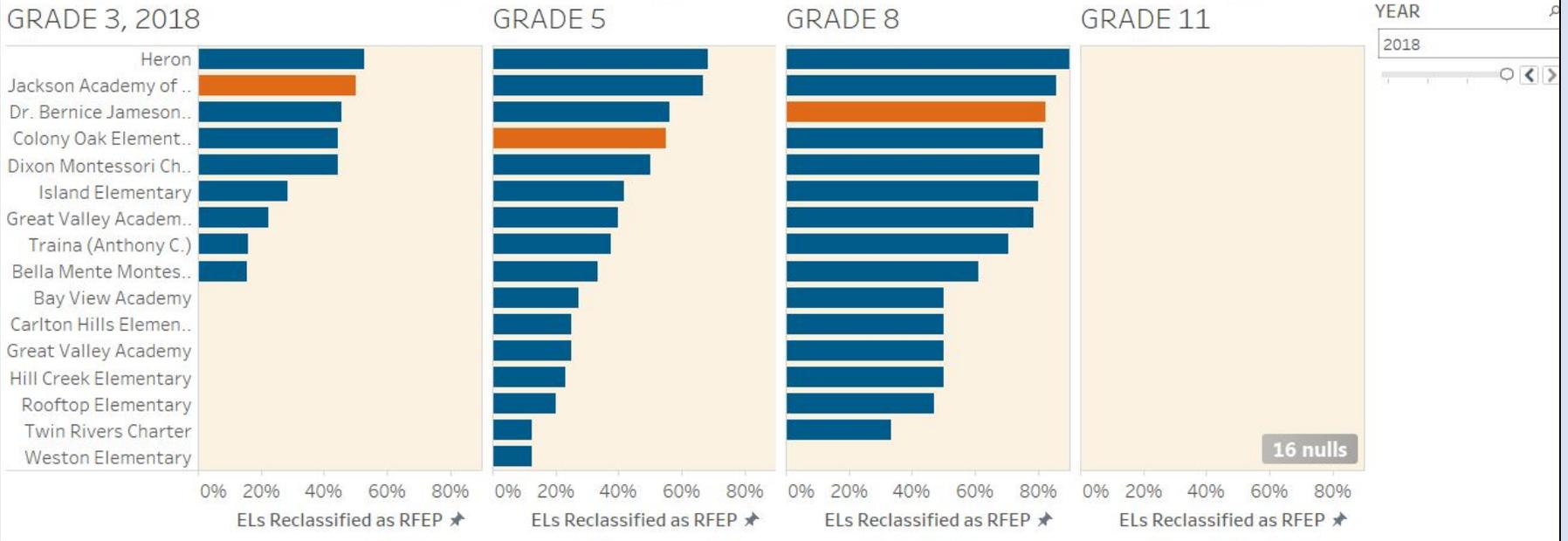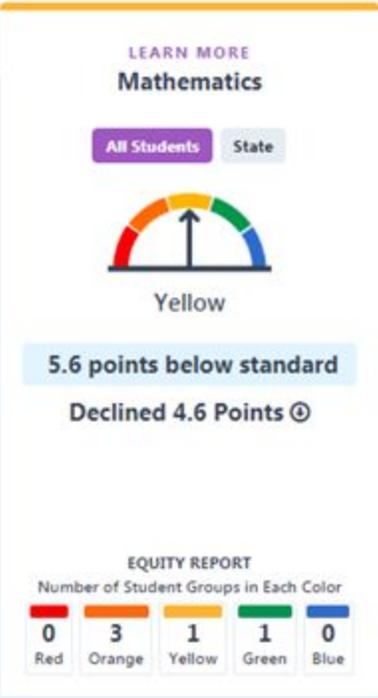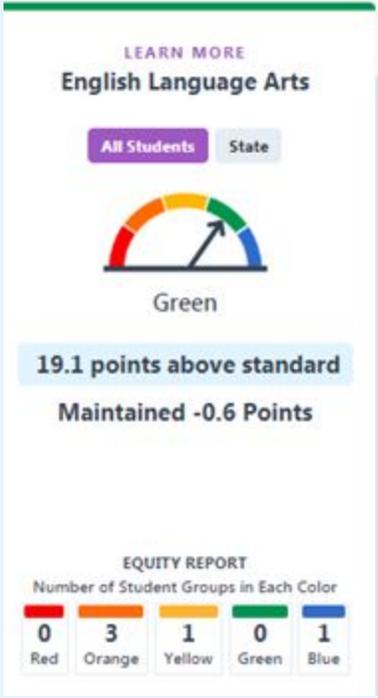
GREATEST PROGRESS: Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success?

- 100% of all students have increased in reading level as measured by Running Records in grades K-6
- All School ELA scores in grades 3-8 on CAASPP
- Annual Reclassification rate as fluent in English for English Language Learners
- Sustained and Increased Enrollment since 2012 (currently 634 students)
- Every Child in the school K-8 Plays an Instrument

The below graph shows English Learner Reclassification rate compared to similar schools as JAMM. (Source: 2019 Steve Reece, School Pres.)

By grade level, what portion of your English learners have you reclassifi..

English Language Arts

LEARN MORE

All Students | State

Green

19.1 points above standard

Maintained -0.6 Points

EQUITY REPORT
Number of Student Groups in Each Color

0	3	1	0	1
Red	Orange	Yellow	Green	Blue

Mathematics

LEARN MORE

All Students | State

Yellow

5.6 points below standard

Declined 4.6 Points ⊕

EQUITY REPORT
Number of Student Groups in Each Color

0	3	1	1	0
Red	Orange	Yellow	Green	Blue

English Learner Progress

LEARN MORE

All Students | State

English Language Proficiency Assessments for California Results

Level 4 - Well Developed
47.4%

Level 3 - Moderately Developed
35.1%

Level 2 - Somewhat Developed
14%

Level 1 - Beginning Stage
3.5%

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)

Plan Description: General support improvement

The purpose of this plan is to address areas of need as revealed by our needs assessment as follows:

Needs Assessment Findings:

California Public School Dashboard Indicator Needs:
　　Suspension = red
　　Chronic Absenteeism = red for SED, SWD

California Public School Dashboard Gaps:
　　The student sub groups with gaps of 2 or more performance levels are:　　Chronic absenteeism = red SED, SWD.

Stakeholder Identified Needs:
　　Absenteeism and the effects of differentiation to meet the needs of students needing assistance both academically and socially as well as challenging higher performing students both academically and socially.

Local Assessment Data:
　　Absenteeism directly affects student achievement and directly contributions to the achievement gap which affects students above and below grade level standard. Jackson's attendance rate is 95.43% year to date falling slightly short of our goal of 96.5%. One-percent of lost attendance for 631 students is equivalent to approximately 2000 hours lost instructional time.

				Year	2018
Attendance Rate By School				Month	8

School	Last Years Rates (AR)	Average Daily Enrollment (ADE)	Average Daily Attendance (ADA)	Current Attendance Rate (AR)	Expected Attendance Rate (AR)	Delta	Estimated Opportunity
JAMM	95.46%	631	603	95.43%	96.50%	-1.07%	$ 166,300

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.

Root cause analysis of chronic absenteeism

Our school population has little understanding of attendance expectations and the impact on the school and educational process when students are absent. The school will undertake an evidence based multi-tiered approach to addressing this issue as follows: implementing a **Tier 1** communication and education program for families that ensures constant reminder and understanding of both the financial and instructional impacts of absenteeism; developing a **Tier 2** chronic absenteeism monitoring system to inform targeted outreach and conferencing efforts regarding individual supports necessary to improve student attendance. **Tier 3** truancy intervention supports to ensure the most timely process and interventions to support the attendance of truant students.

Root cause analysis of Suspension

As students enter into k-8 school, some students have difficulty in understanding the schools expectation regarding teaching and learning expectations. As a result, JAMM has worked purposefully to establish consistent rituals, routines, and practices to provide a calibrated approach to establish consistency in behavioral expectations both in and out of the classroom. Training includes school wide assemblies to review expectations throughout the year, consistent classroom rituals and routines taught purposefully at the start of the year and throughout the year, PBIS training, Be Seen and Heard curriculum, Suicide prevention Training, and restorative justice practices. A majority of suspensions reside in the middle school grades.

Below are graphs of State dashboard results for Chronic Absenteeism and Suspension for the 2017-2018 school year.
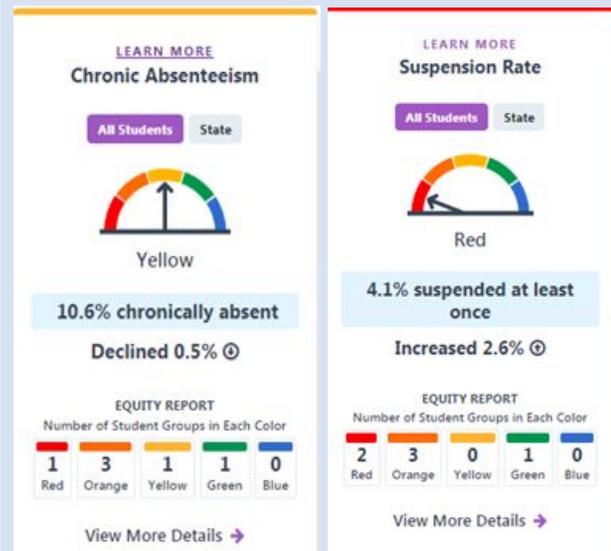
Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

The school leadership team, School Site Council, English Learner Advisory Council, and Home and School Club all participated in the development of this SPSA. Our school's philosophy of shared leadership embodies all stakeholders, and all had input regarding the development of this plan.   The school site council approves the recommendation to the board of education. Each stakeholder group mentioned conduct monthly meetings. We review the progress and adjust as needed according to student's data and needs. Below are examples of our schools regular communication

School Calendar

City/ District/ School Calendar

Home and School Club Weekly Update

Home and School Club Weekly newsletter

Revisions to the School Plan

Revisions To SPSA

School maintains the focus of the three factors of high achieving schools:1.Direct explicit instruction 2. Multi source curriculum 3. Response principle.

Through a multi tiered system of support (MTSS), the school maintains its effort to meet the individual needs of students both academically and behaviorally. The school maintains its effort to analyze multiple forms of assessment to guide instruction and program development.

Use of state and local assessments to modify instruction and improve student achievement (ESEA):

The Morgan Hill Unified School District uses a variety of assessment tools to assist teachers in modifying and improving individual student achievement. Results of the CAASSP Smarter Balance Assessments for English Language Arts (ELA) and Mathematics for grades 3-8 and Science for Grade 5 and 8, student work samples, journals, formative and summative assessments are analyzed to determine gaps and necessary program adjustments to improve instructional delivery. Fountas and Pinnell assessments, NWEA Map Assessments, curriculum embedded assessments for our district adopted texts, teacher made tests, ELPAC, benchmark tests are analyzed by teachers and used to modify instruction to improve student achievement.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC):

Analysis of Summative data from the individual Smarter Balance Assessments and the ELPAC reports

Review of student performance on the District Benchmark Assessments,

Consideration of the Running Record Reading assessment, benchmark tests, student work samples, journals, discussions, curriculum embedded assessments, and teacher created interim assessments.

Status of meeting requirements for highly qualified staff (ESEA):

This has been verified by the Human Resources Division of the MHUSD.

Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

The principal has completed all components of this training fully.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC):

District provides a comprehensive calendar with professional development opportunities that reinforce the effective delivery of core curriculum, GLAD strategies, analysis of data and the use of data for instructional planning and GATE support. All staff are currently going through Systematic ELD Training and Common Core Training

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA):

All staff are currently going through Systematic ELD Training, and Common Core Training, and Math Common Core Training.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC):

All teachers benefited from ongoing support from GLAD Coaches . All staff are currently going through Systematic ELD Training, and Common Core Training, and Math Common Core Training

Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

Teacher meet each Wednesday for a weekly PLC (Professional Learning Community)Collaboration meeting with their colleagues to review common Formative assessments, share teaching practices, analyze data, plan for re teaching and enriching, determine next instructional steps. Teachers also share the effective use of GLAD strategies, analyze benchmark data, read professional articles, ELD planning and adjusting groups as data dictates, discuss effective use of supplemental supports i.e. afterschool programs, and calibrate on common pedagogy for common teaching language.

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA):

The district-adopted mathematics, language arts, science, social studies and English Language Development texts are aligned with the state content standards. These programs, along with supplemental materials, are used consistently across the grade levels and as instruction transitions into Common Core, a multi source curriculum will continue to support Common Core standards. Staff continues to research and implement best practice strategies of instruction to support student learning.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

The school adheres to the required minutes for ELA, math, ELD, and PE instructional minutes. Moreover, a multidisciplinary and thematic approach are taken to include social studies and science into the core subjects of reading, writing, and ELD to increase students background knowledge.

Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

Through the Cycle of Inquiry process, teachers define target students and through student data. Results are analyzed and in class interventions develop. Target students have instruction modified to their learning ability based on data, receive direct explicit instruction more, frequent small group in class instruction, and Checking for understanding frequently- i.e., double guided reading, multiple small group instructions throughout the day from the classroom teacher, frequent monitoring of student work samples, and regular home school communication. Progress reports are sent home in between reporting periods and students are also selected for after school support programs focusing on reading math, and academic language.

Availability of standards-based instructional materials appropriate to all student groups (ESEA):

Standards-based instructional materials have been acquired for all students. There is a need for more supplemental materials to meet the special needs of our ELL (English Language Learner), GATE students, and students with disabilities. Both Fiction and Nonfiction leveled books are needed.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC):

N/A

Resource Inequities

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

Although chronic absenteeism has a detrimental effect on student achievement, those effects are largest on underperforming students as demonstrated by extreme absenteeism rates as well as our lowest achievement scores. Despite this correlation, attendance monitoring and intervention resources are currently applied and processed the same for all students. Equitable allocation of resources will be made to provide tiered supports based on student need including additional monitoring (Goal 1 action 2); parent education and awareness campaign (Goal 2 action 2); home visits and individual referrals for school linked services or truancy intervention based on individual student needs (Goal 3 action 2).

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

College and Career Readiness: With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students

Identified Need

ELA

Orange =ELL, Hispanic, SWD

Math

Orange = ELL,Hispanic, SWD

Annual Measurable Outcomes

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES/ K-8 schools

Goal 1: College and Career Readiness:				Link to metric instructions
Metric	**Data collected in 2017-18**	**Data collected in 2018-19**	**Data collected in 2019-20**	**Data collected in 2020-21**

CAASPP (Dashboard)
ELA status/change
--All student
  Grade 3
  Grade 4
  Grade 5
  Grade 6
	CAASPP (Dashboard)
	ELA status/change
	--All student:19.7pts above/ +2.9
	  Grade 3: 2429
	  Grade 4: 2486
	  Grade 5: 2514
	  Grade 6: 2557
		CAASPP (Dashboard)
		ELA status/change
		--All student: 19.1 pts above/-0.6
		  Grade 3: 2451
		  Grade 4: 2485
		  Grade 5: 2532
		  Grade 6: 2536
			Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.

Grade 7	Grade 7: 2573	Grade 7: 2582		
Grade 8	Grade 8: 2610	Grade 8: 2577		
--Low SES	--Low SES: 28.7pts below/ -2.6	--Low SES:16.7 pts below/+12		
Grade 3	Grade 3: 2380	Grade 3: 2419		
Grade 4	Grade 4: 2438	Grade 4: 2451		
Grade 5	Grade 5: 2456	Grade 5: 2499		
Grade 6	Grade 6: 2482	Grade 6: 2482		
Grade 7	Grade 7: 2547	Grade 7: 2530		
Grade 8	Grade 8: 2555	Grade 8: 2530		
--SWD	--SWD: 54.6pts below/ +11.8	--SWD: 60.5 pts below/-6		
Grade 3	Grade 3: No Score small n	Grade 3: No Score small n		
Grade 4	Grade 4	Grade 4		
Grade 5	Grade 5	Grade 5		
Grade 6	Grade 6	Grade 6		
Grade 7	Grade 7	Grade 7		
Grade 8	Grade 8	Grade 8		
--EL	--EL: 33.8pts below/ -3.5	--EL: 37.3 pts below/ -3.5		
Grade 3	Grade 3: 2352	Grade 3: 2411		
Grade 4	Grade 4: 2441	Grade 4: 2436		
Grade 5	Grade 5: 2456	Grade 5: 2501		
Grade 6	Grade 6: 2525	Grade 6: 2455		
Grade 7	Grade 7: 2520	Grade 7: 2531		
Grade 8	Grade 8: 2591	Grade 8: 2533		
Math status/change	**Math** status/change	**Math** status/change		
--All student	--All student: 1pts below /+7.4	--All student: 5.6 pts below / -4.6		
Grade 3	Grade 3: 2433	Grade 3: 2468		
Grade 4	Grade 4: 2499	Grade 4: 2484		
Grade 5	Grade 5: 2519	Grade 5: 2525		
Grade 6	Grade 6: 2554:	Grade 6: 2534		
Grade 7	Grade 7: 2547	Grade 7: 2576		
Grade 8	Grade 8: 2582	Grade 8: 2527		
--Low SES	--Low SES:46.5pts below /+10.7	--Low SES 41.5 :pts below /+4.9		
Grade 3	Grade 3: 2398	Grade 3: 2442		
Grade 4	Grade 4: 2456	Grade 4: 2456		
Grade 5	Grade 5: 2469	Grade 5: 2502		
Grade 6	Grade 6: 2482	Grade 6: 2479		
Grade 7	Grade 7: 2520	Grade 7: 2528		
Grade 8	Grade 8: 2531	Grade 8: 2500		
--SWD	--SWD: 78.9 pts below /+10.7	--SWD: 84 pts below /-5.2		
Grade 3	Grade 3 no score small n	Grade 3		
Grade 4	Grade 4	Grade 4:		
Grade 5	Grade 5	Grade 5		
Grade 6	Grade 6	Grade 6		
Grade 7	Grade 7	Grade 7		

Grade 8
--EL
  Grade 3
  Grade 4
  Grade 5
  Grade 6
  Grade 7
  Grade 8
 	
Science status/change
--All student
  Grade 5
  Grade 8
--Low SES
  Grade 5
  Grade 8
--SWD
  Grade 5
  Grade 8
--EL
  Grade 5
  Grade 8
	Grade 8
	--EL: 52.8 bpts below /+9.9
	  Grade 3: 2358
	  Grade 4: 2459
	  Grade 5: 2470
	  Grade 6: 2521
	  Grade 7: 2497
	  Grade 8: 2569
	
	Science status/change
	--All student no score pilot yr.
	  Grade 5
	  Grade 8
	--Low SES
	  Grade 5
	  Grade 8
	--SWD
	  Grade 5
	  Grade 8
	--EL
	  Grade 5
	  Grade 8
		Grade 8
		--EL: 54.1 bpts below /-1.3
		  Grade 3: 2438
		  Grade 4: 2443
		  Grade 5: 2499
		  Grade 6: 2467
		  Grade 7: 2543
		  Grade 8: 2460
		
		Science status/change
		--All student no scores from pilot
		  Grade 5
		  Grade 8
		--Low SES
		  Grade 5
		  Grade 8
		--SWD
		  Grade 5
		  Grade 8
		--EL
		  Grade 5
		  Grade 8		

Dashboard Academic Indicator Groups in Red/Orange:	**Dashboard Academic Indicator** ELA Red = none Orange = SED, ELL, Hispanic Math Red = none Orange = SWD	**Dashboard Academic Indicator** ELA Red = none Orange =ELL, Hispanic, SWD Yellow = SED Math Red = none Orange = ELL, ,Hispanic, SWD	Decrease number of student groups in Red/Orange with no groups 2 or more levels below All Student Group	Decrease number of student groups in Red/Orange with no groups 2 or more levels below All Student Group
Literacy Measure: F&P --Avg K reading level Fall --Avg K reading level Mar. --% at grade level Mar. --Avg 1 reading level Fall --Avg 1 reading level Mar --% at grade level Mar.	**Fountas & Pinnell by grade** --Avg K Fall: --Avg K Mar: 0.5 --At level Mar: 92% --Avg 1 Fall: --Avg 1 Mar: 1.3 --At level Mar: 78%	**Fountas & Pinnell by grade** --Avg K Fall: --Avg K Mar: 0.7 --At level Mar: 76% --Avg 1 Fall: 1.1 --Avg 1 Mar: 1.5 --At level Mar: 47%	Maintain positive growth in comparison to national norms. Demonstrate increasing trend of students at grade level as students age	Maintain positive growth in comparison to national norms. Demonstrate increasing trend of students at grade level as students age

--Avg 2 reading level Fall --Avg 2 reading level Mar --% at grade level Mar.	--Avg 2 Fall: --Avg 2 Mar: 2.6 --At level Mar: 57%	--Avg 2 Fall: 1.7 --Avg 2 Mar: 2.4 --At level Mar: 59%		
--Avg 3 reading level Fall --Avg 3 reading level Mar --% at grade level Mar.	--Avg 3 Fall: --Avg 3 Mar: 3.1 --At level Mar: 73%	--Avg 3 Fall: 2.3 --Avg 3 Mar: 3.1 --At level Mar: 42%		
--Avg 4 reading level Fal --Avg 4 reading level Marl --% at grade level Mar.	--Avg 4 Fall: --Avg 4 Mar: 4.5 --At level Mar: 69%	--Avg 4 Fall: 3.6 --Avg 4 Mar: 4.3 --At level Mar: 60%		
--Avg 5 reading level Fall --Avg 5 reading level Mar --% at grade level Mar.	--Avg 5 Fall: --Avg 5 Mar: 5.2 --At level Mar: 55%	--Avg 5 Fall: 4.9 --Avg 5 Mar: 5.3 --At level Mar: 57%		

NWEA MAP
Fall to Winter Growth:
Compared to Nat. Growth
ELA
--Grade 2
--Grade 3
--Grade 4
--Grade 5
--Grade 6
--Grade 7
--Grade 8
Math
--Grade 2
--Grade 3
--Grade 4
--Grade 5
--Grade 6
--Grade 7
--Grade 8
Science- optional
--Grade K
--Grade 1
--Grade 2
--Grade 3
--Grade 4
--Grade 5
--Grade 6
--Grade 7
--Grade 8

NWEA MAP
Fall to Winter School Growth:
Compared to National Growth

ELA	School	National
--Grade 2	did not test	
--Grade 3	10.7	5.2
--Grade 4	2.8	3.8
--Grade 5	5.6	2.9
--Grade 6	2.3	2.3
--Grade 7	2.4	1.8
--Grade 8	0.8	1.3
Math		
--Grade 2	did not test	
--Grade 3	11.1	5.6
--Grade 4	3.0	4.9
--Grade 5	5.3	4.3
--Grade 6	3.2	3.2
--Grade 7	2.4	2.7
--Grade 8	2.6	1.9
Science	no scores	
--Grade K		
--Grade 1		
--Grade 2		
--Grade 3		
--Grade 4		
--Grade 5		
--Grade 6		
--Grade 7		
--Grade 8		

NWEA MAP
Fall to Winter School Growth:
Compared to National Growth

ELA	School	National
--Grade 2	11.3	9.5
--Grade 3	10.5	7.4
--Grade 4	5.6	5.4
--Grade 5	5.7	4.1
--Grade 6	4.6	3.2
--Grade 7	4.9	2.5
--Grade 8	2.4	1.7
Math		
--Grade 2	11.5	9.5
--Grade 3	9.0	7.7
--Grade 4	4.5	6.7
--Grade 5	5.3	5.8
--Grade 6	4.5	4.4
--Grade 7	2.8	3.5
--Grade 8	3.2	3.1
Science	no scores	
--Grade K		
--Grade 1		
--Grade 2		
--Grade 3		
--Grade 4		
--Grade 5		
--Grade 6		
--Grade 7		
--Grade 8		

Goal: Meet or exceed the national normed growth rates at each grade measured Fall to March

Goal: Meet or exceed the national normed growth rates at each grade measured Fall to March

PSAT Exam (Grade 8) --Participation --Met ERW benchmark --Met Math benchmark --Met both benchmarks	**PSAT Exam** --Participation : 100% --Met ERW benchmark: 45% --Met Math benchmark: 30% --Met both benchmarks: 22%	**PSAT Exam** --Participation : 98% --Met ERW benchmark: 57% --Met Math benchmark: 55% --Met both benchmarks: 45%	Increase CCR score 3 %	Increase CCR score 3 %
Biliteracy **--**EL Progress --EL status & change --EL Reclass Rate	**Biliteracy** **--**EL Progress: **Yellow** --status & change: **High 80% / -6.9%** --Reclass Rate: = **28.4%**	**Biliteracy** With the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure.. --Reclass Rate: = 6.3**%**	Maintain high status or positive growth in all categories	Maintain high status or positive growth in all categories
Implementation Status: *By Staff Survey Rubric* --Mathematics --English (ELA/ELD) --History --Science --MTSS Academic --MTSS Social emotional --PLC	**Implementation Status:** *Scores on 5 point rubric survey* --Mathematics: 3.7 --ELA/ELD: 3.2 --History: 1.29 --Science: 1.88 --MTSS Academic: 3.1 --MTSS SEL : 2.8 --PLC: 3.2	**Implementation Status:** *Scores on 5 point rubric survey* --Mathematics: 4.2 --ELA/ELD: 3.7 --History: 2.7 --Science: 2.4 --MTSS Academic: 3.4 --MTSS SEL : 3.2 --PLC: 3.9 —PBIS 3.5	Grow from previous year rubric scores in all core area implementations on staff survey	Grow from previous year rubric scores in all core area implementations on staff survey

MTSS Support Usage
--Ext. day participants
--Accessing Read 180
--Accessing System 44
--Accessing LLI
--Accessing Lexia
--Accessing Study Island
	Usage Monitoring
	--Extended Day: +250 students
	--Read 180:
	--System 44:
	--LLI: 40 students
	       100% Growth rate
	       95% + Multiple levels
	--Lexia::24% use; 54% at /above
	--Study Island:
	  ELA = 2,659 sessions
	  Math = 903 sessions
		Usage Monitoring
		--Extended Day: +250 students
		--Read 180:
		--System 44:
		--LLI: 62 students
		       100% Growth rate
		       95% + Multiple levels
		--Lexia:: 24% use; 62% at /above
		--Study Island: 0 sessions, 0 question at 0% correct
			Increase usage by ⅓ compared to overall need during each year of 3 year plan.	Increase usage by ⅓ compared to overall need during each year of 3 year plan.

Special Education --# of New Referrals: --# Qualified: --# Exited: --% Non English Learner: --% English Learner:	**Special Education** non SLP --# Referrals: 22 --# Assessed: 8 --# Qualified: 6 --#DNQ: 2 --# Exited: 1 --% Non EL: --% EL:	**Special Education** non SLP --# Referrals: 21 --# Assessed: 14 --# Qualified: 9 --#DNQ: 5 --# Exited: 1 (RSP = 1) (SDC =1)(SLP =14) --# Non EL qualified = 10 --# EL: qualified = 4	Minimize gaps in referral rates and reduce overall rate by inclusion	Minimize gaps in referral rates and reduce overall rate by inclusion

Core Area Grades (Average GPA, % F's)
--English
--Math
--Science
--History
	Core Area Grades (grades 6-8.)
	            Avg GPA % F's
	--English 2.65 10%
	--Math 2.53 7%
	--Science 3.00 6%
	--History 2.82 10%
		Core Area Grades (grades 6-8.)
		            Avg GPA % F's
		--English 2.97 4 %
		--Math 2.72 7 %
		--Science 2.98 2 %
		--History 3.05 3%.
			Reduce disparities among core areas to within 0.3 GPA points and 3% failure rate by balancing support system according to need.	Reduce disparities among core areas to within 0.3 GPA points and 3% failure rate by balancing support system according to need.

Other Site Specific metrics: *ie: awards, focus academy related, site specific interventions or enrichment programs etc.Honor roll, science fair, history day etc.*	**8th grade Music Assessment** Performing and identifying 4 Major Scales 50 % performing 80 % identifying Performing and identifying A Chromatic Scale in one octave 75 % performing 80 % identifying % of 8th grade entering Integrated Math #2.	**8th grade Music Assessment** Performing and identifying 4 Major Scales 85% performing 90% identifying Performing and identifying A Chromatic Scale in one octave 90 % performing 90 % identifying 9% of 8th grade entering Integrated Math #2.		

Goal 1 Action 1:   Tier 1 Staff

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:
1. Hiring general education teachers
2. Providing new teacher induction mentors
3. Providing site administrative, classified, and support staff

Programs and services funded in this School Plan include:

1. Provide 0.5 FTE music teacher

2. Music Instruments

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.

Goal 1 Action 1 Strategy/Activity	Amount(s)	Source(s)
Salary for personnel	1. **LCFF ($22,339)** 2. **Unrestricted Lottery ($22,250)** **Total = $44,589**	LCFF, Unrestricted Lottery

Goal 1 Action 2:   Tier 2-3 Staff

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:
1. CARE staff to monitor and link students based on unique needs to community based services
2. Teachers on special assignment to provide coaching for equitable instruction
3. Secondary equity staffing to provide additional supports within the school day
4. Elementary Reading Specialists and MTSS paraprofessionals to assist underperforming readers.
5. Special Education instructional staff and paraprofessionals (Base Funded)
6. Positive Behavior Intervention and Support Coach
7. School Resource Officer
8. School Linked services coordinator
9. Migrant Program Liaison and clerical support

Programs and services funded in this School Plan include:

1. LLI Personnel and ongoing training and materials.

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.

Goal 1 Action 2 Strategy/Activity	Amount(s)	Source(s)
1. Hire a reading intervention teacher to provide LLI instruction to support MTSS Tier #2.	1. LCFF ($ 1,800) 2. Unrestricted Lottery ($ 8,200) Total = $10,000	1. LCFF, Unrestricted Lottery

Goal 1 Action 3:   Professional Development

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:
1. Provide support mentors to assist veteran and intern teachers
2. Provide professional development (PD) opportunities for administrators
3. Provide PD opportunities for classified employees.
4. Provide a new teacher induction program
5. Provide PD to support the core instructional program
6. Provide stipends to support staff implementation leaders at each site
7. Provide PD for the unique needs of English Learners.
8. Provide PD to support College and Career Readiness for underrepresented students
9. Provide PD to support the implementation of social emotional support and safety programs.
10. Provide PD to meet the unique needs of Students with Disabilities.
11. Provide PD to support the implementation of a Multi-Tiered System of Support.

Programs and services funded in this School Plan include:

1. Leadership Team meets monthly to discuss and plan Professional Development for the site.

 2. Hours and sub time expenses for k-8 grade level planning days, guest PD presenter expenses, consultants.

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.

Goal 1 Action 3 Strategy/Activity	Amount(s)	Source(s)
1. Provide site level professional development, subs for k-8 planning days, sub costs and classified hourly costs.	1. LCFF ($ 1,800) 2. Unrestricted Lottery ($ 8,200) Total = $10,000	1. LCFF, Unrestricted Lottery

Goal 1 Action 4:   Tier 1 Instructional Program

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:
1. Provide core instructional materials
2. Provide tier 1 digital instructional curriculum for alternative programs.
3. Provide Career Technical Education curriculum, supplies, and equipment.
4. Provide curriculum development support for Visual and Performing Arts Plan.
5. Provide stipends for enrichment coordinators.
6. Provide chromebooks for digital access to the curriculum.
7. Provide centralized student information system

Programs and services funded in this School Plan include:

1. Purchase and maintain instruments, NGSS materials, Math related materials and resources, Library resources, chromebooks

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.

Goal 1 Action 4 Strategy/Activity	Amount(s)	Source(s)
Maintenance of effort for purchase and maintenance of instruments, STEAM related materials, NGSS materials, Math materials and resources, library resources and chromebooks.	1. LCFF ($ 1,800) 2. Unrestricted Lottery ($ 10,611) Total = $12,411	1. LCFF, Unrestricted Lottery

Goal 1 Action 5: Tier 2 and 3 Strategic/Intensive Academic Supports

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:
1. Provide a district assessment plan and common assessments.
2. Provide strategic supplemental digital content (Lexia, LLI, Read 180, Study Island)
3. Provide credit recovery digital curriculum for high schools.
4. Provide supplementary instructional materials deployed district wide.
5. Contract with Equal Opportunity Schools to increase underrepresented student access to AP.
6. Contract with Cal-SOAP to assist underrepresented students with path to college
7. Provide Extended day program opportunities for underperforming students.
8. Provide support for the implementation of the English Learner Master Plan
9. Provide Pre-School for eligible students
10. Provide extended school year learning opportunities to migrant students and English Learners.
11. Provide extended school year learning opportunities for students with disabilities.

Programs and services funded in this School Plan include:

1. Purchase leveled reading books and supplemental math intervention materials.

2. SST, IEP, 504, and Targeted Student meeting sub costs, subs for kindergarten assessment.

3. Junior High Supplemental materials for reading and math

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.

Goal 1 Action 5 Strategy/Activity	Amount(s)	Source(s)
1. Purchased level books, math resources, and continually assess student / material needs.	1. LCFF ($400) 2. Unrestricted Lottery ($5,600) Total = $6,000	1. LCFF, Unrestricted Lottery
2. Subs for meetings SST, IEP, 504, Target student Meetings, subs for kindergarten assessment.	1. LCFF ($400) 2. Unrestricted Lottery ($5,600) Total = 6,000	1. LCFF, Unrestricted Lottery
3. Supplemental materials for Junior high	1. LCFF ($400) 2. Unrestricted Lottery ($5,600) Total = 6,000	1. LCFF, Unrestricted Lottery

Goal 1 Action 6: Development of the School Plan

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized links available in the District Level LCAP for reference include:
1. Links to all school accountability report cards.
2. Links to all school safety plans
3. Links to all school plans for student achievement
4. Links to all school California Public School Dashboards.

Programs and services funded in this School Plan include:
Additional actions related to the development, refinement and implementation of the SPSA include:
1. Training and materials supporting the School Site Council
2. Development of local metrics for monitoring the SPSA
3. DATA Talks and links to data sources ie. state dashboard
4. School presentations, communications and PR related to school achievement
5. Instructional Rounds protocols, and using data to inform planning, teaching, and learning through the lens of equity.

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.

Goal 1 Action 6 Strategy/Activity	Amount(s)	Source(s)
Expenses related to data analysis, instructional rounds, ssc school tour, Materials and sub costs.	1. LCFF ($400) 2. Unrestricted Lottery ($4,600) total = $5,000	1. LCFF, Unrestricted Lottery

Goal 1 Action 7:   Basic Services and Supplies

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding for basic services provided through the District Level LCAP for reference include:
  1. Facility maintenance and improvement projects
  2. Transportation
  3. Food Service
  4. Maintenance and custodial costs
  5. Furniture and Fixtures
  6. Technology equipment

Programs and services funded in this School Plan include:

  1. Duplicating materials, paper, playground equipment, additional transportation to science camp or field trips, specialized technology, Maintenance Contracts for office equipment, communication, and translation.

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.

Goal 1 Action 7 Strategy/Activity	Amount(s)	Source(s)
Materials, transportation, contracts, communication.	1. LCFF ($400) 2. Unrestricted Lottery ($4,600) Total = $5,000	1. LCFF, Unrestricted Lottery

Goal 1: Annual Review

SPSA Year Reviewed: 2018-19 to inform the 2019-20 school plan

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.

Professional development

With more data comes more questions.   Purposefully, our site engaged in strategic professional development in Guided Language Acquisition by a specific design, true number sense mathematical thinking through number talks and making mathematical visual, next generations science standards , writing across the curriculum, snd science technology engineering arts and mathematical thinking focusing on problem solving. As we purposefully scaffolded Academic Conversations across all of the aforementioned disciplines, and through the lense through the lense our Instructional Rounds protocol, we were able to see our purposeful actions as teachers to elicit language and metacognition in students thinking. As a K-8 School, we measured success and next steps using multiple forms of data. We implemented with consistency all along reviewing our professional practices and student data during our Professional Learning Community protocol, collaboration, classroom visits / observations, and peer to peer learning circles.   We are directly observing a strong overall effectiveness on students ability to display the 4c's of common core through the aforementioned.

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

JAMM did not exceed or underspend allocations provided to goal #1. What is allocated and budgeted remains cost neutral for the following year.

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.

Based on what we have learned through our analysis, moving forward, we will continue to focus on academic conversations as this area of focus is relevant in all disciplines. Moreover, we will provide more intervention and differentiation in the area of math to support all learners while also providing support to kindergarten in the form of small group assistance for assessment and parent communication. Goal #1.3 and #1.5

Goal 2

Parent Engagement All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.

Identified Need

There is a need to continue to engage parents as partners in the education of students. We specifically need to increase the rate of parents monitoring their students as well as successful email / communication completion rate.

Annual Measurable Outcomes

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 2: Family Engagement:				Link to metric instructions
Metric	**Data collected in 2017-18**	**Data collected in 2018-19**	**Data collected in 2019-20**	**Data collected in 2020-21**
SSC Agenda and Minutes	SSC 17-18 Agendas & Min	SSC 2018-19 Agendas & Minutes	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
ELAC Agenda and minutes	Links to agendas and minutes documenting all required topics	ELAC 2018-19 Agendas & Minutes	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
Home and School Club Agenda and Minutes	Links to agendas and minutes documenting all required topics	H&SC 2018-19 Agendas & Minutes	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
Parent Volunteers cleared through HR.	**Parent Volunteers** # cleared through HR: **120**	**Parent Volunteers** # cleared through HR: **162 (+42)**	Maintain consistent annual trend	Maintain consistent annual trend
Fundraising Total from Parent Organizations	**Fundraising** Total Raised/allocated: **$150K**	**Fundraising** Total Raised/allocated: **$150K**	Maintain consistent annual trend	Maintain consistent annual trend
Mass Phone completion rates (Blackboard)	**Mass Phone** completion rate: **87%**	**Mass Phone** completion rate: **88%**	Close gap to 100%	Close gap to 100%
Mass email completion **rates**	**Mass email**	**Mass email**	Close gap to 100%	Close gap to 100%

	completion rate: 73%	completion rate: 84%		
Parent monitoring percent (Aeries)	**Parent monitoring** Aeries Portal: **64.9% logging in**	**Parent monitoring** Aeries Portal: **74.7% Hits: 42**	Close gap to 100%	Close gap to 100%
Parent Education program completers	**Parent Education** program completers Project Cornerstone Art Program Room Parent	**Parent Education** program completers Project Cornerstone =15 Art Program = 25 Room Parent = 25	Monitor in conjunction with parent needs.Maintain consistent service	Monitor in conjunction with parent needs.Maintain consistent service.
Parent Survey Results: English and Spanish	**5 point rubric scores on key questions from parent surveys**			
Our school encourages parent participation in decision making:	**4.13**	**4.23**	Improve score on parent rubric	Improve score on parent rubric
Our school encourages parent volunteers in a variety of roles:	**4.22**	**4.77**	Improve score on parent rubric	Improve score on parent rubric
Our school makes parents feel like valued partners in education	**4.35**	**4.23**	Improve score on parent rubric	Improve score on parent rubric
Parents are satisfied with level of 2-way communication	**4.13**	**4.08**	Improve score on parent rubric	Improve score on parent rubric
Our school provides adequate monitoring info for grades & attendance	**4.3**	**4.17**	Improve score on parent rubric	Improve score on parent rubric
Our school is physically safe:	**3.61**	**4.31**	Improve score on parent rubric	Improve score on parent rubric
Ours school meets social emotional needs:	**3.7**	**3.85**	Improve score on parent rubric	Improve score on parent rubric
Our school values diversity:	**3.96**	**3.92**	Improve score on parent rubric	Improve score on parent rubric
Parents satisfied with learning environment	**3.74**	**3.92**	Improve score on parent rubric	Improve score on parent rubric

Our school has a challenging curriculum	3.35	3.85	Improve score on parent rubric	Improve score on parent rubric
Parents encourage after school participation	4.09	4.23	Improve score on parent rubric	Improve score on parent rubric
Parents have a high knowledge of support and extended programs	3.43	3.69	Improve score on parent rubric	Improve score on parent rubric
Our school has a high variety of extended programs available.	2.78	3.31	Improve score on parent rubric	Improve score on parent rubric
My child likes school:	4.36	4.31	Improve score on parent rubric	Improve score on parent rubric
My child feels safe at school:	4.17	4.23	Improve score on parent rubric	Improve score on parent rubric
Additional site specific ie: open house attendance, registration night, principal's coffee, Family Activity events, project cornerstone, lost dichos, families referred to SLS (food/clothing support) etc.	Kinder Boo Hoo Breakfast Back To School Night Ice Cream Socials Family math Night Parent Conferences Jr High Parent info Night Leaning celebrations Parent Tours Project Corner Parent lead Art Program Fall Fun Run Auction NIght Parent Student Lunch days	Kinder Boo Hoo Breakfast Back To School Night Ice Cream Socials Family math Night STEAM NIGHT Parent Conferences Jr High Parent info Night Leaning celebrations Parent Tours Project Corner Parent lead Art Program Fall Fun Run Auction NIght Parent Student Lunch days		

Goal 2 Action 1:   Tier 1 Parent Engagement Strategies

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding for Tier 1 parent engagement provided through the District Level LCAP include:
  1. Support a parent volunteer clearing service
  2. Maintain district level advisory and support groups (DELAC, MPAC, translation and child care).
  3. Provide parent LCAP consulting and advising opportunities
  4. Implement district wide provisions of the Family Engagement Plan
  5. Conduct Parent Engagement Survey
  6. Coordinate parent engagement nights for College and Career Readiness through Cal-SOAP
  7. Maintain a Special Education Advisory Committee

Programs and services funded in this School Plan include:

  1.Parent trainings and volunteer opportunities.

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.

Goal 2 Action 1 Strategy/Activity	Amount(s)	Source(s)
1. Volunteer opportunities 2. extra hourly classified / certificated , Parent trainings	**1.unrestricted lottery ($ 300)** **2. LCFF ($ 400)** **Total = $ 700**	1. unrestricted lottery, LCFF

Goal 2 Action 2: Tier 2 Parent Engagement Strategies

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding for Tier 2-3 parent engagement provided through the District Level LCAP include:
  1. Maintain bilingual community liaisons at all sites.
  2. Conduct targeted outreach for parent volunteers of underrepresented students.
  3. Provide translation for district publications.
  4. Provide information for parents of immigrant students for educational services.
  5. Provide parent education opportunities such as Project to Inspire.
  6. Provide PD to staff for working with diverse students and families
  7. Conduct targeted outreach for underrepresented parents to consult and confer on the LCAP
  8. Provide parent education opportunities: Parent Project, Substance Abuse, Child Abuse, etc.
  9. Conduct targeted outreach to connect families with school linked services based on need.

Programs and services funded in this School Plan include:

  1.   Continual support to families with school related topics i.e., email, aries, gradebook, Naviance, conferences, google classroom, attendance, room parent training, parent lead art class training, project cornerstone training, 504, IEP, SST, high school transition parent meetings, nutrition, study skills, homework strategies, positive parenting home / school support connections.

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.

Goal 2 Action 2 Strategy/Activity	Amount(s)	Source(s)
Classes to support families with school related topics ie. email, AERIES, gradebook conferences, google classroom, positive parenting, Naviance, and attendance, extra hours for classified and certificated	1. Unrestricted Lottery ($ 639) 2. LCFF ($ 188) Total = ($ 827)	Unrestricted Lottery, LCFF

Goal 2: Annual Review

SPSA Year Reviewed: 2018-19 to inform the 2019-20 school plan

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.

JAMM has purposeful parent engagement opportunities which include kindergarten to 8th grade availability. Consistently, parents sign up at the beginning of the year for volunteer opportunities that can contribute at home as well as at the school level. Activities range from in class support, filing, technology, committees, field trips, parent participation classroom lessons, sports programs, dances, chaperoning, communications, hospitality, fundraising, and general school / classroom operational support. JAMM has an amazing parent participation program. As these are annual consistent traditions, our strong parent participation representation which directly contributes to the positive culture and support of JAMM's K-8 program.

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

We did not exceed or underspend allocations provided to goal #2. Many parent meetings occur during the day and thus require creative scheduling as well as the need for sub release time for teachers to attend required IEP/ 504 meetings.   What is allocated and budgeted remains cost neutral for the following year however flexibility for budget transfer to cover sub costs for required meetings does fluctuate.

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.

It is important to maintain the high level of parent participation with consistent traditions annually and communicate the impact of parent engagement both at school and at home. While we want to maintain the school level parent support, not all parent engagement needs to occur at school. For the working parents it is important to recognize that home support of consistent homework, grades, nutrition, attendance, and behavior need to be purposefully highlighted as contributing factors to student success and raise the level of awareness to these purposeful contributions as parent engagement. We plan to make these purposeful connection in our parent classes, and communications as noted in goal #2.2

Goal 3:

Student Engagement & School Climate: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready

Identified Need

Chronic Absenteeism Rates: 10.6%

Annual Measurable Outcomes

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 3: Student Engagement & School Climate:				Link to metric instructions
Metric	**Data collected in 2017-18**	**Data collected in 2018-19**	**Data collected in 2019-20**	**Data collected in 2020-21**
Attendance Rate:	Month 11 : 95.43%	Month 8: 95.43%	Increase by >0.2 per year	Increase by >0.2 per year
Chronic Absenteeism Rates: Overall: SWD SED Foster Homeless EL White Latino	**Chronic Absenteeism: 10.9%** (**Dashboard**) Overall: 10.9% SWD 16.4% SED 14.5 Foster N/A Homeless 30% EL 15.1% White: 8.6% Latino: 13.4%	**Chronic Absenteeism: 10.6%** (**Dashboard**) Overall: 10.6% SWD 19.4% SED 21.3% Foster N/A Homeless N/A EL 13.4% White: 6.1% Latino: 14.5%	Reduce gap to State average level by one-third per year	Reduce gap to State average level by one-third per year
SARB Compliance: --# First SARB Notice --# Second SARB Notice --# Third SARB Notice --# Parent Conferences --#SARB Hearings	**SARB Compliance:** --# First Notice: 73 --# Second Notice: 30 --# Third Notice: --# Conferences: 40 --# Hearings: 0	**SARB Compliance:** --# First Notice: 120 --# Second Notice: 50 --# Third Notice: --# Conferences: 40 --# Hearings: 0	Maintain attendance notice practices in compliance with attendance laws	Maintain attendance notice practices in compliance with attendance laws

Suspension Rates:	Suspension Rates Dashboard	Suspension Rates Dashboard		
Overall: SWD SED Foster Homeless EL White Latino	Overall: 1.5% SWD: 4.1% SED : 2.9% Foster : *** Homeless: *** EL: 2.3% White: 1.7% Latino: 1.3%	Overall: 4.1 SWD: 5.5 % SED : 6.4% Foster : *** Homeless: *** EL: 1.4% White: 3.2% Latino: 5.1%	Reduce suspension rates to very low and reduce student group gaps by one third	Reduce suspension rates to very low and reduce student group gaps by one third
Suspension Offenses: Controlled Substance Violence Weapons Behavior/Bullying	Offenses (DataQuest): Controlled Substance: N/A Violence: (Injury = 0) (No injury=8) Weapons: N/A Behavior/Bullying: 2	Offenses (DataQuest): Controlled Substance: N/A Violence: (Injury = 5) (No injury=20) Weapons: N/A Behavior/Bullying: 0	Use offense categories to inform intervention programs.	Use offense categories to inform intervention programs.
Student Expulsion Rate (DataQuest):	Expulsion Rate: 0%	Expulsion Rate: 0%	Maintain low rate	Maintain low rate
Drop Out Rate (DataQuest):	Drop Out Rate: 0%	Drop Out Rate: 0%	Maintain below state rate	Maintain below state rate
Local Student Survey	Student surveys: Local survey is rated on a 4 point scale, with 1 being not at all, and 4 being very, all grades combined			
I feel safe at school	3.1	3.1		
I feel safe at home	3.7	3.8		
I have a safe staff connection to talk to.	3.1	3.1		
I participate in school activities	2.6	2.6		
I am happy at school	2.8	2.7		
I am proud of my school	2.8	3.1		
My school is an outstanding school	2.6	2.8		
CA Healthy Kids Survey	Student surveys: CHKS survey is scored as percent of students responding favorably (Grade 7)			
School has very high expectations	54%	Survey given every other year		

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Students have very high motivation	**51%**	Survey given every other year		
Been under influence at school	**0%**	Survey given every other year		
High level of school connectedness	**26%**	Survey given every other year		
High level of caring staff	**36%**	Survey given every other year		
Feeling very safe at school	**60%**	Survey given every other year		
NWEA SEL survey (K-8)	**Student surveys: NWEA Social Emotional Learning is scored on a 5 point scale, 1 is low and 5 is highly favorable (Grades K-8)**			
Teacher-student caring relationship	**4.04**	Survey pilot discontinued by NWEA		
Peer support for learning	**3.98**	Survey pilot discontinued by NWEA		
Family Support for learning	**4.42**	Survey pilot discontinued by NWEA		
Sense of self control	**4.02**	Survey pilot discontinued by NWEA		
Positive future outlook	**4.49**	Survey pilot discontinued by NWEA		
Intrinsic Motivation	**4.13**	Survey pilot discontinued by NWEA		
Students attending Extended Day:	# Attending Ext. Day: **250**	# Attending Ext. Day: **280**	Increase participation by 10% for underperforming students	Increase participation by 10% for underperforming students
Students participating Extracurricular sports:	**Female: 45 Male: 93**	**Female: 50 Male: 95**	Maintain consistent program	Maintain consistent program
Staff Survey PBIS Implementation:	next year is first year of implementation	survey score = **3.5**	Close ⅓ gap to survey score of 5	Close ⅓ gap to survey score of 5
Support Referrals --To CBO counseling --To SLS (food/clothing) --Small Group Programs	#Discovery counseling referrals: **70**	#Discovery counseling referrals: **35**		
Additional site specific: *Positive Behavior awards, positive attendance programs, participation in clubs,, sports participation and awards etc.*	After school program = 70 students After school Sports = 150 students After school Jazz Band = 15 students	After school program = 70 students After school Sports = 150 students After school Jazz Band = 15 students Afterschool enrichment/homwrk= 60		

Goal 3 Action 1: Tier 1 Student Engagement and Campus Climate

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding for Tier 1 student engagement provided through the District Level LCAP include:
1. Develop and implement a K-12 service learning program
2. Support implementation of Positive Behavior Intervention and Support at all sites.
3. Provide liaison with School Resource Office
4. Partner with YMCA and Project Cornerstone.
5. Develop and implement strategies to increase student attendance.
6. Support the development and renewal of school safety plans.
7. Implement program for suicide awareness and prevention and Child Abuse Prevention
8. Provide large group social emotional learning opportunities to support healthy life choices.
9. Conduct standardized campus climate surveys at all schools.
10. Support the development of Restorative Practices district wide.

Programs and services funded in this School Plan include:

1. Increase daily attendance / campus supervision and implement school wide positive reward system for behavior and attendance.

2. Maintain current sports program for grades 6-8.

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.

Goal 3 Action 1 Strategy/Activity	Amount(s)	Source(s)
1. Staff currently being trained in PBIS, supervision extra classified hours, Rewards for positive attendance and behavior.	1. Unrestricted Lottery ($2,500)	Unrestricted Lottery,
2. Continue to screen, train, and support new coaches.	Extra curricular budget # 100% ($2,860) Total = $5,360	Extra curricular budget

Goal 3 Action 2:   Tier 2 and 3 Student Engagement and Campus Climate

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding for Tier 1 student engagement provided through the District Level LCAP include:
  1. Provide after school activity bus for disadvantaged students
  2. Provide college and career awareness through Cal-SOAP and AVID.
  3. Provide Naviance at grades 6-12.
  4. Support AVID at middle grades .
  5. Provide social emotional support and services through community based organizations.
  6. Assist sites with attendance accounting compliance and intervention for chronic absenteeism.
  7. Provide ADVENT program for foster youth
  8. Provide CARE team services tof Foster, homeless and disadvantaged students.
  9. Implement Restorative Justice as an alternative to suspension.
  10. Develop a comprehensive Foster Homeless education plan
  11. Fund alternative placements for expelled students.

Programs and services funded in this School Plan include:

  1. After school programs to support students focusing on Visual and Performing Arts, Academic Intervention, Academic Enrichment, Social Emotional Opportunities,   including Materials and Required Personnel.

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.

Goal 3 Action 2 Strategy/Activity	Amount(s)	Source(s)
1. After school programs will be developed with the School Leadership Team for the 2019-2020 school year including academic support and enrichment opportunities.	1. Unrestricted Lottery ($175) 2. After School Program Fund ($35,000) Total = $35,175	1. Unrestricted Lottery 2. After School Program Fund

Goal 3: Annual Review

SPSA Year Reviewed: 2018-19 to inform the 2019-20 school plan.

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.

In an effort to continually remind our community regarding the importance of positive attendance and academic success, our school has shown a small increase in positive attendance. As habitual truancy still remains in the 10% range, new office personnel and more stricter compliance notifications are being enforced and documented. More parent communication and truancy meetings are occurring however positive attendance has only increased slightly. We will continue to notify families as well as create more positive rewards to incentivise compulsory attendance laws. Below is the State Dashboard link regarding chronic absenteeism at JAMM.

[JAMM Attendance Dashboard Report](#)
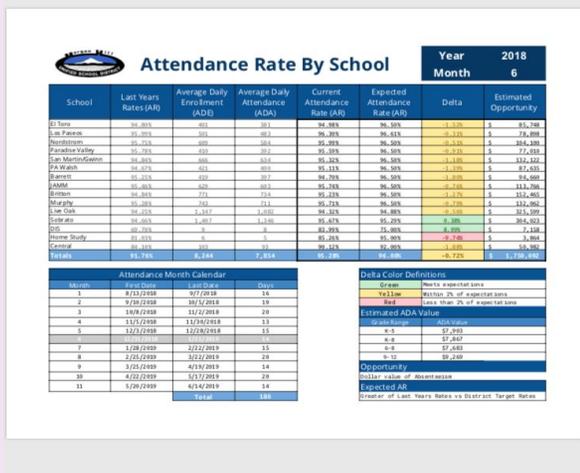
The above graph shows JAMM slightly increasing in positive attendance for month 6 of 2018-19 school year.

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

JAMM did not exceed or underspend allocations provided to goal #3. What is allocated and budgeted remains cost neutral for the following year.

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.

While we are purposefully notifying parents of truancy and chronic absenteeism, we are committed to educating our target families of the importance of attendance and student achievement. We plan to conduct more home visits and personal notification to support families while also rewarding positive attendance and on time attendance with recognition activities /awards as in goal # 3.1. Moreover, maintaining campus expectations for learning behaviors must remain consistent for fidelity of school wide expectations. Continued PBIS training and staff development will continue as well as teacher ability to track student discipline on Aries.

Budget Summary: (return to top of SPSA here)

	Unrestricted Lottery	Extra Curricular	LCFF Supplemental	Extended Daty
Allocated	$78,875	$2,860	$30,327	$35,000
Budgeted*	$78,875	$2,860	$30,327	$35,000
Spent YTD	$0	$0	$0	$0
Encumbered	$ 78,875	$ 2,860	$30,327	$0
Available	$0	$0	$0	$35,000
Action	**Unrestricted Lottery**	**Extra Curricular**	**LCFF Supplemental**	**Extended Daty**
Action 1.1	$22,250	$0	$22,339	$0
Action 1.2	$8,200	$0	$1,800	$0
Action 1.3	$8,200	$0	$1,800	$0
Action 1.4	$10,611	$0	$1,800	$0
Action 1.5	$16,800	$0	$1,200	$0
Action 1.6	$4,600	$0	$400	$0
Action 1.7	$4,600	$0	$400	$0
Action 2.1	$300	$0	$400	$0
Action 2.2	$639	$0	$188	$0
Action 3.1	$2,500	$2,860	$0	$0
Action 3.2	$175	$0	$0	$35,000

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$ 0.00
Total Federal Funds Provided to the School from the LEA for CSI	$ 0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ 147,062 (without Live Oak Grant)

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.

Federal Programs	Allocation ($)
None	$0
Subtotal of additional federal funds included for this school:	$0

State or Local Programs	Allocation ($)
Unrestricted Lottery (Unrestricted lottery plus extra curricular)	$81,735
LCFF Supplemental (LCFF Supplemental plus extended day)	$65,327
Subtotal of state or local funds included for this school:	$147,062

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1. Mike Zaborowski	Parent	zabs291@gmail.com	5-7-19
2. Brian Van Cleef	Parent	brianvancleef@hotmail.com	5-7-19
3. Mike Rodrigues	Parent	mikerodrigues@gmx.com	5-7-19
4. Cindy Wargocki	Parent	cmcm4@yahoo.com	5-7-19
5. Jennifer Gacutan-Galang	Parent	galangfamily@gmail.com	5-7-19
6. Alejandra Gomez	Parent	alejandra@alejandra.net	5-7-19
7. Heather Sill	Parent	hsill925@gmail.com	5-7-19
8. Krystal Price	Teacher	pricek@mhusd.org	5-7-19
9. Laura Mancovsky	Teacher	Mancovskyl@mhusd.org	5-7-19
10. Noreen Miles	Classified	milesn@mhusd.org	5-7-19
11. Matthew Mallory	Student		5-7-19
12. Casian Jones	Student		5-7-19
13. Patrick Buchser	Principal	buchserp@mhusd.org	5-7-19

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	2	1	7	2

Recommendations and Assurances

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

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
   Parent Stakeholder Groups
    Home and School Club
    Special Education
    Gifted and Talented
    Foster, homeless, disadvantaged
    English Language Advisory Committee
    Teachers and Classified

   Student Stakeholder Groups
    Student representatives
    ASB

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

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

6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

 Patrick Buchser_____   _____   _____
Typed name of School Principal   Signature of School Principal   Date

Brian Van Cleef_____   _____   _____
Typed name of SSC Official   Signature of SSC Official   Date

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Attested:

Patrick Buchser
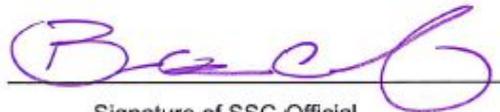Typed name of School Principal

Signature of School Principal

5/8/19
Date

Brian Van Cleef
Typed name of SSC Official

Signature of SSC Official

5/9/19
Date

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/

ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp

Available Funding: https://www.cde.ca.gov/fg/fo/af/

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