

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John Adams Middle School	19-64980-6058531		

Purpose and Description

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

Schoolwide Program
We receive Title 1 funding.

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

The John Adams Middle School (JAMS) instructional program takes a two-tiered approach addressing both the social-emotional and academic needs of our students. Our social-emotional curriculum specifically directly supports LCAP Goal #3 (creating a welcoming and safe school community), while also indirectly supporting Goal #1 (college and career readiness and Goal #2 (supporting English Learners). We address the social-emotional learning (SEL) through mindfulness; class meetings; Restorative Justice; and, trauma-informed theory. We also intentionally build opportunities for connection and empathy building for all students.

Our academic curriculum is aligned to the California Common Core State Standards. Through these Standards we build a strong foundation for college and career readiness. Specifically, we focus on high leverage standards that support learning for all students. Over the past three years, we have concentrated on Close and Analytical Reading, Academic Language and Vocabulary Development. All teachers support these efforts across the content areas. This year we will continue this work and focus on increasing our Depth of Knowledge in lesson design, assessments and questioning strategies. We provide English language development (ELD) by addressing language acquisition in the context of the State Standards. Students receive ELD support in their English Language Arts classes so they gain full access to the Standards. ELL's also receive additional support during our Advisory Intervention.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Our school community has participated in the Hanover Staff Climate Survey, California Healthy Kids Survey, District English Learner Parent Survey, District Learning Survey and the Student Engagement Survey. Please see Goal 3 (page 23) for disaggregated results.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Throughout the year, administrators and coaches conduct informal observations. Based on these class visits, we have observed some coherent strengths and areas for growth. Areas of strength include close reading strategies across the curriculum; differentiation through blended learning; common academic language in Humanities and ELA; coherence across Humanities and ELA teachers in writing instruction and structured opportunities for student talk.

We also have observed some opportunities for growth. While we have gained consistency on vocabulary instruction and Close Reading strategies, we have observed inconsistency in Depth of Knowledge questioning practices and lesson design. Consequently, we will shift our SLT focus to Depth of Knowledge this year.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

JAMS participates in local District assessments (IAB's). The goal of the IAB's is to build an system of assessment that is predictive of CAASPP outcomes. Since 2016 the school has experienced an upward trend in both Math and ELA as demonstrated by the CAASPP. In ELA, we have improved 6% in terms of students proficient and above standard during this period. In Mathematics, we have increased 4% in student proficiency during this period. We have also shown improvement in all of our subgroups, with the exception of our English Learners. This group experienced a decrease in proficiency in both Mathematics (-8%) and ELA (-11%) during this time. Additionally, while our Hispanic, SED and African American subgroups have shown an upward trend in proficiency in both Mathematics and ELA, the increases have mirrored schoolwide improvement and not revealed a closing of achievement/opportunity gap.

In addition to the aforementioned assessments, JAMS participated in Spring Assessments in Math and English Language Arts. The STAR Renaissance tests, showed no significant learning loss. Some trends included an increase in proficiency rates in 7th grade math. Our Math Department attributed this to the use of a backward flow map to identify gaps in learning. We are utilizing this tool across all grade levels to address reteaching of high leverage standards.

These trends have informed our SLT plan, inclusive of professional development, instructional foci and instructional best practices. These data also have guided our Advisory interventions.

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

We will continue to build to develop a system of vocabulary instruction in the Humanities and English Departments and then add academic vocabulary in mathematics. We will also deepen our Independent Reading Program in some Humanities and English classrooms. As a next step, we will study best practices in increasing and creating opportunities with varying Depth of Knowledge (DOK) levels. We will begin by studying questioning strategies through SLT.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at JAMS are highly qualified and have met CLAD requirements.

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

All teachers have access to instructional materials and have received training on their implementation.

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

Staff development during the 2021-2022 school year is focused on alignment with the CA state standards, our SLT Plan and district initiatives that support student achievement. An overarching goal is to build Collective Teacher Efficacy using the Cycle of Inquiry and a collaborative structure called Lesson Link. Supporting these iterative strategies will be one strand of staff development. Within these structures, we will support staff to provide a range of DOK assessment and instructional opportunities.

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

Our PD is planned and delivered by our SLT with the support and guidance of our two Instructional Coaches.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers plan in course alike PLC's three (3) times per month. Each session is held on Friday afternoons for 90 minutes.

Teaching and Learning

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

Curriculum is aligned to the California content standards. We use CDE adopted textbooks and supplemental materials to meet the needs of all learners.

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

John Adams Middle School exceeds the minimum number of instructional minutes required by the State of California.

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

The master schedule provides sufficient flexibility to support periods for intervention and teachers provide support during nutrition, lunch and after school. During Advisory, a core group of teachers, paraprofessionals and instructional aids are intervening with students who have not mastered critical high leverage skills in ELA and Math. Also during this time, a cohort of teachers is providing additional ELD focused on the California ELA/ELD Framework. In addition to our Advisory Interventions, we provide designated ELD in a push-in model within our ELA courses. Next year we will expand from two (2) to four (4) Collaborative Reading Improvement Classes (SPED and General Education students).

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

All grades and subject materials are standards-based and JAMS is William's compliant.

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

NA

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All English Learners will receive integrated ELD support across their core classes. Students will receive daily designated ELD support during their English Language Arts classes. This provides a more contextualized approach to EL support and while expanding EL access to core curriculum and electives. We have also funded additional bilingual instructional assistant time to better support our ELs.

Evidence-based educational practices to raise student achievement

JAMS' teachers utilize a number of research-based practices, which are shared through our use of PLCs to meet the needs of all students and close the achievement gaps. Professional development is aligned with SMMUSD initiatives, which are based on current educational research and in consultation with professional experts outside of SMMUSD.

Based on our annual data analysis, we are also focusing on a system of vocabulary instruction. This includes a broadly implemented program of academic language and tier 3 vocabulary instruction. This work is supported through our PD on Early Release Fridays. These sessions will be facilitated by our Instructional Coaches and SLT members. We have also enhanced our Tier 2 intervention opportunities. Based on STAR assessments, we have created targeted interventions in reading comprehension, evidence-based writing, phonics and grade level specific power standards in mathematics.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

We offer multiple parent education opportunities through our PTSA and ELAC. These topics will include, resilience; technology and social media; LGBTQ awareness; suicidal ideation, anxiety and depression; College and Career Readiness; Restorative Justice; back to school anxiety; and, how to raise happy children.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Members of the SSC participate in the decision making process for the use of LCFF, Title I and Stretch Grant funding for professional development as part of the SPSA process. We also present and seek feedback from our ELAC and Latinx Parent Group on EL support.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Parents will have opportunities for Restorative Justice; Diversity, Equity and Inclusion; and a variety of parenting topics facilitated by UCLA's Friends of Semel Institute.

Fiscal support (EPC)

The District provides ongoing support for fiscal management

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA was presented for an annual review to the following groups:

English Language Advisory Council (ELAC) 5/26/22
School Leadership Team (SLT) 5/24/22
School Site Council (SSC) 6/2/22

The SPSA goals, actions and strategies were co-created in the School Site Council meetings. This was an iterative process over the past year. The School Leadership Team provided feedback and direction on a common school area of focus (Depth of Knowledge). This goal was based on an identified misalignment of questioning strategies and assessments with summative and IRB assessments. The plan was also presented to ELAC. Some key feedback from ELAC included both reading and writing intervention. The Council also strongly suggested we continue the push model for designated ELD.

Resource Inequities

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

While our school exceeds County and State measures for academic achievement as measured by the CAASPP and local measures, we have continued to struggle in meeting the needs of the following subgroups: English Learners, Socio-Economically Disadvantaged, African American, Hispanic and Students with Disabilities. These needs are driving our resource allocations and intervention efforts.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	0.12%	0		1
African American	7.26%	8.5%	10.11%	73	80	86
Asian	3.08%	2.6%	3.64%	31	25	31
Filipino	0.1%	0.4%	0.71%	1	4	6
Hispanic/Latino	50%	49.3%	48.77%	503	466	415
Pacific Islander	0.3%	0.2%	0.24%	3	2	2
White	30.52%	30.0%	30.08%	307	284	256
Multiple/No Response	8.05%	8.1%	6.35%	81	77	54
	Total Enrollment			1,006	946	851

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	324	285	278
Grade 7	335	328	266
Grade 8	347	333	307
Total Enrollment	1,006	946	851

Conclusions based on this data:

- Demographic enrollment data shows a steady decline in over all enrollment. In 2020-2021, the school enrollment fell under 1,000 for the first time.
- We have experienced a downward trend in our African American (AA) population over the past three years. In 20-21 and 21-22 we have seen a rise in the AA population, approaching 9%.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	84	70		8.3%	7.4%	
Fluent English Proficient (FEP)	229	221		22.8%	23.4%	
Reclassified Fluent English Proficient (RFEP)	17	26		18.3%	31.0%	

Conclusions based on this data:

1. The English Learner (EL) subgroup has been on a steady decline over the past 4 years.
2. A majority of our EL's are Hispanic. This population has maintained around 50% over time.
3. Reclassification rates have significantly increased over the past three years, nearly doubling from 16.8% in 18-19 to 35% in 21-22.

School and Student Performance Data

Local Assessment Data English Language Arts

Local Assessment Name	Students Enrolled	Students Tested	Percent of Students At/Above Grade Level	Percent of Students Not Tested
	21-22	21-22	21-22	21-22
Winter Diagnostic Data	856	778	22%	9%

Local Assessment Data Mathematics

Local Assessment Name	Students Enrolled	Students Tested	Percent of Students At/Above Grade Level	Percent of Students Not Tested
	21-22	21-22	21-22	21-22
Winter Diagnostic Data	856	305	33%	64%

Conclusions based on this data:

1. Inconsistent participation rates have impacted our ability to fully maximize data analysis opportunities. We did show strong CAASPP participation rates in 2021-22. We will continue this trend for all State and Local Assessments in 2022-2023.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	334	271		327	0		326	0		97.9	0.0	
Grade 7	349	323		344	0		343	0		98.6	0.0	
Grade 8	345	330		342	0		341	0		99.1	0.0	
All Grades	1028	924		1013	0		1010	0		98.5	0.0	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2568.			33.44			34.36			17.48			14.72		
Grade 7	2586.			31.20			35.28			19.83			13.70		
Grade 8	2571.			23.75			30.79			21.41			24.05		
All Grades	N/A	N/A	N/A	29.41			33.47			19.60			17.52		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	42.77			38.46			18.77		
Grade 7	36.44			44.02			19.53		
Grade 8	29.12			41.76			29.12		
All Grades	36.01			41.47			22.52		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	32.62			49.54			17.85		
Grade 7	42.23			45.16			12.61		
Grade 8	32.74			43.36			23.89		
All Grades	35.92			45.97			18.11		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	25.85			64.92			9.23		
Grade 7	23.91			62.97			13.12		
Grade 8	20.88			59.41			19.71		
All Grades	23.51			62.40			14.09		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	42.46			44.31			13.23		
Grade 7	42.57			42.27			15.16		
Grade 8	30.59			42.94			26.47		
All Grades	38.49			43.15			18.35		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. No new CAASPP data available. 2021-2022 data are pending.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	334	271		327	0		327	0		97.9	0.0	
Grade 7	349	323		344	0		344	0		98.6	0.0	
Grade 8	345	330		342	0		341	0		99.1	0.0	
All Grades	1028	924		1013	0		1012	0		98.5	0.0	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	2525.			24.46			21.10			25.69			28.75		
Grade 7	2547.			25.87			19.77			25.00			29.36		
Grade 8	2550.			20.23			17.89			26.98			34.90		
All Grades	N/A	N/A	N/A	23.52			19.57			25.89			31.03		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	31.29			31.90			36.81		
Grade 7	32.56			30.81			36.63		
Grade 8	25.22			32.84			41.94		
All Grades	29.67			31.85			38.48		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	22.94			46.18			30.89		
Grade 7	25.87			43.60			30.52		
Grade 8	25.22			40.76			34.02		
All Grades	24.70			43.48			31.82		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 6	24.77			46.48			28.75		
Grade 7	25.87			50.87			23.26		
Grade 8	21.11			51.61			27.27		
All Grades	23.91			49.70			26.38		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. No new CAASPP data available.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	1563.2	1604.1		1588.0	1646.3		1537.8	1561.2		21	26	
7	1563.3	1586.5		1572.2	1623.4		1553.6	1549.1		28	23	
8	1595.7	1602.8		1616.5	1631.4		1574.3	1573.7		29	18	
All Grades										78	67	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	42.86	76.92		33.33	19.23		23.81	3.85		0.00	0.00		21	26	
7	39.29	60.87		46.43	13.04		14.29	26.09		0.00	0.00		28	23	
8	51.72	55.56		27.59	27.78		20.69	16.67		0.00	0.00		29	18	
All Grades	44.87	65.67		35.90	19.40		19.23	14.93		0.00	0.00		78	67	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	66.67	88.46		33.33	11.54		0.00	0.00		0.00	0.00		21	26	
7	67.86	69.57		28.57	26.09		3.57	4.35		0.00	0.00		28	23	
8	75.86	77.78		10.34	22.22		13.79	0.00		0.00	0.00		29	18	
All Grades	70.51	79.10		23.08	19.40		6.41	1.49		0.00	0.00		78	67	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	9.52	26.92		23.81	30.77		47.62	34.62		19.05	7.69		21	26	
7	14.29	8.70		25.00	43.48		50.00	26.09		10.71	21.74		28	23	
8	27.59	16.67		27.59	38.89		34.48	33.33		10.34	11.11		29	18	
All Grades	17.95	17.91		25.64	37.31		43.59	31.34		12.82	13.43		78	67	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	28.57	53.85		57.14	42.31		14.29	3.85		21	26	
7	10.71	39.13		71.43	56.52		17.86	4.35		28	23	
8	24.14	44.44		62.07	50.00		13.79	5.56		29	18	
All Grades	20.51	46.27		64.10	49.25		15.38	4.48		78	67	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	95.24	100.00		4.76	0.00		0.00	0.00		21	26	
7	100.00	91.30		0.00	8.70		0.00	0.00		28	23	
8	100.00	100.00		0.00	0.00		0.00	0.00		29	18	
All Grades	98.72	97.01		1.28	2.99		0.00	0.00		78	67	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	9.52	26.92		52.38	50.00		38.10	23.08		21	26	
7	14.29	26.09		50.00	39.13		35.71	34.78		28	23	
8	37.93	22.22		37.93	66.67		24.14	11.11		29	18	
All Grades	21.79	25.37		46.15	50.75		32.05	23.88		78	67	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
6	19.05	38.46		80.95	57.69		0.00	3.85		21	26	
7	10.71	4.35		89.29	91.30		0.00	4.35		28	23	
8	3.45	5.56		96.55	94.44		0.00	0.00		29	18	
All Grades	10.26	17.91		89.74	79.10		0.00	2.99		78	67	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. ELPAC performance data showed an increase in average scores at all grade levels from 2017-18 and 2018-2019.
2. Average reclassification rates have hovered around 19% annually.
3. This year we reclassified over 35% of our English Learners or Multi-Lingual Students.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
946	34.5	7.4	0.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	70	7.4
Foster Youth	5	0.5
Homeless	3	0.3
Socioeconomically Disadvantaged	326	34.5
Students with Disabilities	145	15.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	80	8.5
American Indian or Alaska Native		
Asian	25	2.6
Filipino	4	0.4
Hispanic	466	49.3
Two or More Races	77	8.1
Native Hawaiian or Pacific Islander	2	0.2
White	284	30.0

Conclusions based on this data:

1. These data show a decrease in the African American and English Learner populations.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699">English Language Arts</p>  <p data-bbox="295 749 371 777">Green</p>	<p data-bbox="672 667 946 699">Chronic Absenteeism</p>  <p data-bbox="774 749 850 777">Green</p>	<p data-bbox="1179 667 1395 699">Suspension Rate</p>  <p data-bbox="1243 749 1333 777">Orange</p>
<p data-bbox="251 867 415 898">Mathematics</p>  <p data-bbox="289 949 378 976">Orange</p>		

Conclusions based on this data:

1. No new data are available.

School and Student Performance Data

Academic Performance English Language Arts

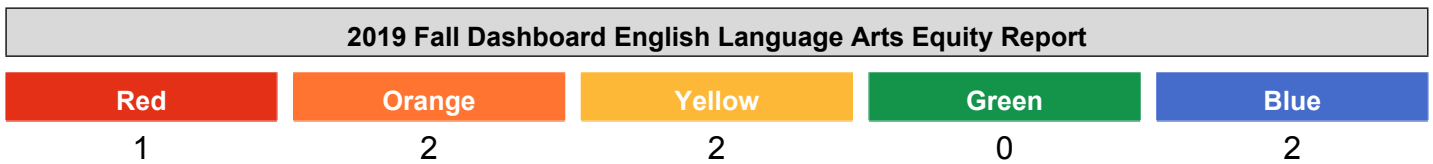
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Green 25.7 points above standard Increased ++3.4 points 995	<p>English Learners</p>  Orange 36 points below standard Declined Significantly -18 points 159	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p>Socioeconomically Disadvantaged</p>  Orange 22.1 points below standard Declined -4.4 points 450	<p>Students with Disabilities</p>  Red 81.4 points below standard Declined -8.4 points 147

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 24.7 points below standard Increased ++6.5 points 73	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 78.8 points above standard Increased ++5.9 points 21	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 3.3 points below standard Maintained ++1.6 points 514	 Blue 69.1 points above standard Increased ++11.4 points 68	 No Performance Color 0 Students	 Blue 72.2 points above standard Increased ++3.6 points 313

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
104.7 points below standard Declined Significantly -39 points 73	22.3 points above standard Declined -9.9 points 86	35.7 points above standard Increased ++6.2 points 682

Conclusions based on this data:

1. Overall, we have maintained growth in ELA.
2. We have maintained growth in some of our struggling subgroups in ELA, including SED and EL's. We need to commit resources and build teacher capacity to show an increase in these areas and demonstrate a closing of the achievement/opportunity gap.
3. We are struggling to meet the needs of our African American students in ELA. We must build teacher capacity and improve in Tier 1 instruction.

School and Student Performance Data

Academic Performance Mathematics

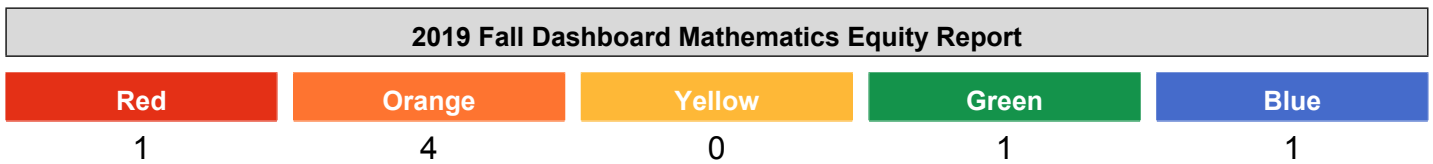
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Orange 25.4 points below standard Declined -9.6 points 992	<p>English Learners</p> Orange 90.2 points below standard Declined Significantly -27.2 points 159	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p>Socioeconomically Disadvantaged</p> Orange 76.8 points below standard Declined Significantly -19.5 points 449	<p>Students with Disabilities</p> Red 126 points below standard Declined -6.8 points 146

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 87.3 points below standard Declined -6.3 points 73	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 47.3 points above standard Declined -8.3 points 22	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 57.5 points below standard Declined -11.4 points 513	 Blue 41.2 points above standard Maintained ++0.2 points 67		 Green 23.9 points above standard Declined -9.3 points 311

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
155.1 points below standard Declined Significantly -45.3 points 73	35.2 points below standard Declined Significantly -21.5 points 86	15.3 points below standard Declined -7.3 points 681

Conclusions based on this data:

1. We have maintained growth in some of our struggling subgroups in Mathematics, including SED and EL's and SWD. We need to commit resources and build teacher capacity to show an increase in these areas and demonstrate a closing of the achievement/opportunity gap.
2. We are struggling to meet the needs of our African American students in Mathematics. We must build teacher capacity and improve in Tier 1 instruction.

School and Student Performance Data

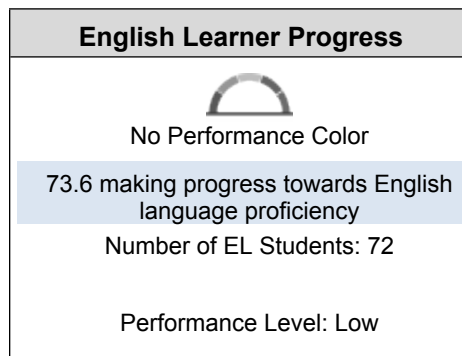
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.5	13.8	12.5	61.1

Conclusions based on this data:

1. While nearly 3/4 of students are making progress, 12.5 percent (9 students) have shown a decrease in ELPI level. Consequently, we will provide designated ELD instruction in a push in model. We will also serve EL students during Advisory Intervention.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. NA

School and Student Performance Data

Academic Engagement Chronic Absenteeism

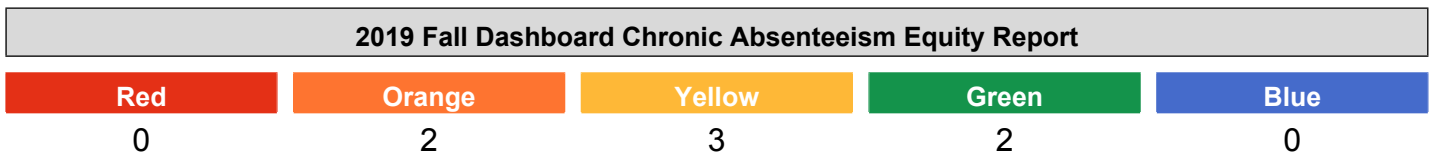
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Green 8 Declined -0.9 1043	<p>English Learners</p>  Orange 10.3 Increased +4.7 97	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p>Homeless</p>  No Performance Color 58.3 12	<p>Socioeconomically Disadvantaged</p>  Yellow 11 Declined -0.8 474	<p>Students with Disabilities</p>  Yellow 11.1 Declined -1.9 153

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 11.1 Maintained 0 81	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 4 Increased +4 25	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.9 Declined -0.7 532	 Green 6.7 Declined -9.8 75	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Yellow 7.3 Maintained +0.1 327

Conclusions based on this data:

1. We have large percentage of students with Chronic Absenteeism. African American students and students that are Two or More Races are disproportionately high.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. NA

School and Student Performance Data

Conditions & Climate Suspension Rate

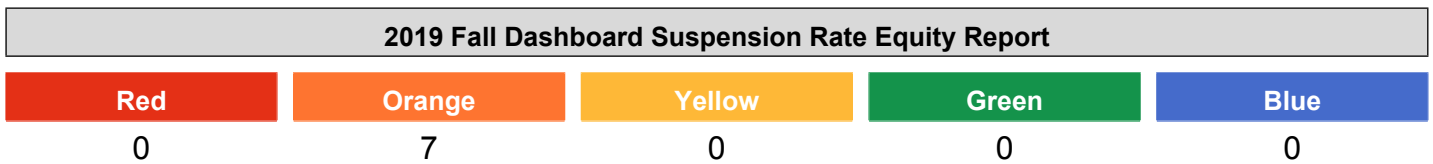
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> Orange 4.2 Increased +1.9 1048	<p>English Learners</p> Orange 7.2 Increased +4 97	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not 6
<p>Homeless</p> No Performance Color 7.1 14	<p>Socioeconomically Disadvantaged</p> Orange 7.1 Increased +3.5 477	<p>Students with Disabilities</p> Orange 6.5 Increased +0.6 154

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Orange</p> <p>6</p> <p>Increased +0.6</p> <p>83</p>	<p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>2</p>	<p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>25</p>	<p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>1</p>
Hispanic	Two or More Races	Pacific Islander	White
<p>Orange</p> <p>5.5</p> <p>Increased +2.5</p> <p>532</p>	<p>Orange</p> <p>2.6</p> <p>Increased +1.5</p> <p>76</p>	<p>0</p>	<p>Orange</p> <p>2.1</p> <p>Increased +1.2</p> <p>329</p>

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.3	4.2

Conclusions based on this data:

1. We had a slight increase in suspensions from 2018-2019. The increase was greatest in the Hispanic subgroup.

School and Student Performance Data

Local Assessment Data

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All graduates are socially just and ready for college and careers.

Goal 1

All graduates are socially just and ready for college and careers.

Identified Need

The most recent English Language Arts data, as measured by CAASPP, showed an increase in 3.4% increase in proficiency rates. In terms of subgroups, several groups experience gains or maintained a growth trajectory (African American, Hispanic, White and Two or More Races). However, Students with Disabilities, Socioeconomically Disadvantaged and English Learners all showed declines in CAASPP scores. These data show a need for improved Tier I instruction for ALL students and targeted intervention for those students with the greatest need. Title I funds will be used to address these gaps.

Math results on the 18-19 CAASPP showed a significant schoolwide decrease in proficiency rates. White and students who identify as Two or More Races, showed growth. However, Students with Disabilities, African American, Hispanic, English Learners and Socionomically Disadvantaged students all declined in this measurement. These data show a need for building capacity in differentiation, intervention and progress monitoring. Title I funds will be used to address these gaps.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Reading Assessment	School wide ELA STAR Reading Proficiency: 52% Exceeded: 25% Met: 27% Nearly Met: 25% Not Met: 23 %	Goal 1a: Reading Comprehension-90% of JAMS students will demonstrate an increase of one performance band or more in literacy of complex non-fiction texts, as measured by the STAR Reading Assessments administered in the Fall (2021) and Spring (2022). For our AA, EL, SED and SWD students performing below proficiency: 90% of targeted JAMS students will demonstrate an increase of two

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>performance band or more in literacy of complex non-fiction texts, as measured by the STAR Reading Assessments administered in the Fall (2021) and Spring (2022).</p>
<p>Middle School Writing Assessment</p>	<p>Baseline data not available</p>	<p>Goal 1b: Writing-90% of JAMS students will demonstrate an increase in making evidence-based claims, as measured by the common writing assessments administered in the Fall (2021) and Spring (2022).</p> <p>For our AA, EL, SED and SWD students performing below proficiency: 90% of targeted JAMS students will demonstrate an increase of two performance band or more in literacy of complex non-fiction texts, as measured by the Common Writing Assessments administered in the Fall (2021) and Spring (2022).</p>
<p>STAR Math Assessment</p>	<p>School-wide Math STAR Proficiency: 54% Exceeded: 28% Met: 26% Nearly Met: 21% Not Met: 25 %</p>	<p>Goal 1c: Mathematics- 90% of students will demonstrate an increase of one performance band or more, as measured by the STAR Mathematics Assessments administered in the Fall (2021) and Spring (2022).</p> <p>For our AA, EL, SED and SWD students performing below proficiency: 90% of targeted JAMS students will demonstrate an increase of two performance band or more in literacy of complex non-fiction texts, as measured by the Math Assessments administered in the Fall (2021) and Spring (2022).</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Create a culture of reading-All Students

Strategy/Activity

Continue to pilot an Independent Reading (IR) program in grades 6-8. Purchase additional high interest leveled and build virtual classroom libraries.

All core teachers will participate in two rounds of Lesson Link. The Fall semester will focus on SLT Goals in course alike collaborative groups. The Spring lesson link will focus on SLT Goals in either cross-grade or interdisciplinary groups.

Teachers prioritize power standards in ELA and Math and develop common assessments to progress monitor levels of mastery.

Advisory workshop interventions in evidence-based writing; reading comprehension and fluency; phonics and math power standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3500	Site Formula Funds 1000-1999: Certificated Personnel Salaries Hourly teacher pay for IR training
8500	Lottery: Instructional Materials 4000-4999: Books And Supplies Classroom libraries
20,000	Other 1000-1999: Certificated Personnel Salaries Substitute Coverage for Lesson Link-Paid out of LCAP
2500	Site Formula Funds 2000-2999: Classified Personnel Salaries Para training for LLI Intervention

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Instructional Coaches to provide direct support and capacity building with teachers and collective teacher efficacy

Publication of Cross Currents (Student Anthology)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

100,000

Title I 2021-22 Allocation
1000-1999: Certificated Personnel Salaries
Instructional Coach

1,000

Site Formula Funds
4000-4999: Books And Supplies
Cross Currents Publication

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Critical thinking and project based learning-All students with exception of the following strategies: AVID, music clinicians and Digital Dragon (engineering students)

Strategy/Activity

Teachers will integrate Depth of Knowledge (DOK) levels three and four into their curriculum and assessment systems. This year we will focus on questioning strategies and DOK three/four assessment opportunities throughout the year.

Science Magnet Seminars

Instructional materials across all departments

AVID Tutors for academic support

Music Clinicians

Online Subscriptions Discovery Ed and TCI

Subs for collaboration and conferences

Instructional materials-Science

Teacher supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
80,000	Site Formula Funds 1000-1999: Certificated Personnel Salaries Science Seminars-Teacher hourly and benefits
33,500	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Teacher supplies-\$500 per certificated staff
12,000	Site Formula Funds 1000-1999: Certificated Personnel Salaries Teacher conferences and collaboration
5300	Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures Online subscriptions for Discovery Ed and TCI
5400	Site Formula Funds 5000-5999: Services And Other Operating Expenditures Music Clinicians
6000	Site Formula Funds 1000-1999: Certificated Personnel Salaries AVID Tutors
1200	Site Formula Funds 4000-4999: Books And Supplies General supplies
26,500	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures App Academy-Digital Dragon

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Building leadership capacity-ASB and Exploratory Leadership

Strategy/Activity

PD Collaboration Time-Additional teacher hourly to support collaboration between ASB and Exploratory Leadership Teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

Site Formula Funds
1000-1999: Certificated Personnel Salaries
ASB and Exploratory Leadership

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Provide differentiated math and ELA support through Tier 1 and Tier 2 intervention for targeted groups

Strategy/Activity

Additional Reading Improvement sections for those scoring a 1 on the STAR Reading Assessment in the Spring of 2021

Additional AVID sections

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

80,000

Source(s)

Title I 2021-22 Allocation
1000-1999: Certificated Personnel Salaries
4 additional sections for reading interventions
and one for AVID

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Implement a systemic intervention during Advisory on high leverage/enduring skills in Math and ELA-Students not achieving mastery (Based on the Fall STAR Writing Assessment and on site reading inventory) with a focus on ELs and African American students.

Strategy/Activity

Academic Work Shops- Mondays-Wednesdays

Use teacher during Advisory

Use LLI intervention materials

Use backward flow map to identify pre-requisite skills where gaps exist in mathematics

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

Title I 2020-21 Carryover
4000-4999: Books And Supplies
LLI instructional kit

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Social Justice Standards Pilot-Exploratory Leadership class

Strategy/Activity

Rock your World-Consultant-Implementing Social Justice through Film benefitting at-promise students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000

Source(s)

Stretch Grant (Ed Foundation)
5800: Professional/Consulting Services And
Operating Expenditures
Rock your World

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Support students reading below grade level-7th grade students

Strategy/Activity

Expand Reading Improvement Pilot to 7th Grade-Students reading below grade level per the Star Reading Assessment

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

20000

Source(s)

Title I 2020-21 Carryover
1000-1999: Certificated Personnel Salaries

Additional course in to provide more students reading intervention

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Immersion students

Strategy/Activity

Purchase Immersion classroom novels and nonfiction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

Lottery: Instructional Materials
4000-4999: Books And Supplies
Continue expanding classroom libraries in the Immersion Spanish Language Arts classes.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase classroom libraries

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000

Source(s)

Title I 2021-22 Allocation
4000-4999: Books And Supplies
Classroom Libraries

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Our Advisory Workshop Interventions were last implemented in 2019-2020. We re-instituted these interventions the Fall of 2021-2022 following the Pandemic. These results showed students increasing achievement in Reading, Math and Evidence Based Writing which are common site assessments. Additionally, our close reading focus supported the pilot of our Independent Reading Implementation.

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We made a shift on our schoolwide focus after three years of working on close and analytical reading. We saw increases in progress monitoring data of common assessments, but did not experience the same increases in higher DOK assessments such as IABs and the CAASPP. So we will continue to enhance our intervention opportunities that contributed toward increased mastery on common assessments. And we are also moving our focus to enhancing DOK 3 and 4 opportunities in assessment and learning experiences.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum.

Goal 2

English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum.

Identified Need

Based on 2018-2019 CAASPP data, ELs declined in both ELA and Math. Only 8% of ELs showed proficiency in ELA and 3% in math. These data reveal a failure to meet the needs of ELs in terms of providing access to core content and differentiation for language acquisition needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	<p>EL Performance in ELA : 8% proficient in 2018-2019</p> <p>Overall School Performance in ELA: 63% proficient and above in 2018-2019</p> <p>EL Performance in Math : 3% proficient in 2018-2019</p> <p>Overall School Performance in Math: 43% proficient and above in 2018-2019</p>	<p>Based on the 2018-2019 CAASP data, 90% of English Learners will increase their scale score as measured by the CAASPP ELA and Mathematics results for 2021-22.for ELA and Mathematics</p>
ELPAC	<p>73.6% of English Learners increased one language acquisition level based on the ELPAC</p>	<p>Based on the 2020-2021 ELPAC data, 90% of English Learners will increase their score by one level as measured by the 2021-2022ELPAC</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Purchase classroom libraries to create a culture of literacy among ELs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

Lottery: Instructional Materials
4000-4999: Books And Supplies
High interest, low lexile books

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Professional Development on gradual inclusion of DOK levels 3 and 4 learning experiences/assessments through integrated ELD support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
ELD Program Lead will facilitate trainings in
September and January

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

ELs and other groups

Strategy/Activity

Provide professional development on Integrated ELD support in all classrooms (provided in October 2021 and January of 2022)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

None Specified
ELD Program Lead

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Provide daily designated ELD support to all EL's

Strategy/Activity

ELD teacher pushes into ELA classes to provided contextualized and designated ELD.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

20000

Title I 2021-22 Allocation
1000-1999: Certificated Personnel Salaries
Additional 6th period for a ELD Coordinator

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

Certificated teachers support students in library Monday-Thursday for one hour/day and Saturday Scholars; Recruit target students through ELAC and through ELD Program Lead

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

6600

Parent-Teacher Association (PTA)
1000-1999: Certificated Personnel Salaries
Afterschool Library support

10,000

Title I 2021-22 Allocation
1000-1999: Certificated Personnel Salaries
Saturday Scholars

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

-EL Students

Strategy/Activity

Hold transition meetings with EL's and families in the Summer (District Ed Services Coordinator, site administrator and ELD Program Lead) to support a positive transition to the middle school

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
Facilitated by EL Prgram Lead and Administrator

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Implement a systemic intervention during Advisory on high leverage/enduring skills in Math (academic language) and ELA. This will now happen during asynchronous times 3 days per week by ELD Program Lead

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2500

Source(s)

Title I 2020-21 Carryover
2000-2999: Classified Personnel Salaries
Classified hourly for training and planning

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Enhance Tier 1 instruction for our ELs.

Strategy/Activity

Provide additional Bilingual Instructional Assistant Time and EL interventions

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,000	Title I 2021-22 Allocation 2000-2999: Classified Personnel Salaries Push in EL intervention
0	None Specified EL Evidence Based Writing Interventions during Advisory-No associate costs

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We have met AMAO for our English Learners, however we continue to work on reducing our Long Term English Learner (LTELs) subgroup. Sixteen students are redesignating this fall. This significantly exceeds our total from all of last year. This demonstrates an efficacy in a push in model for designated ELD. It also speaks to the ELD interventions provided during Advisory.

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

The largest deviation from implementation was due to Distance Learning. However, due to the embedded office hours, our ELD teacher was able to provided additional designated (small group) ELD.

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 our increases in reclassification, we will continue to expand opportunities for small group designated ELD during Advisory. We attribute this strategy to an increase in reclassification rates.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning.

Goal 3

Through Mindfulness implementation, the Restorative Justice initiatives and subsequent parent outreach efforts, students, staff and parents will feel a more positive and deeper connection to the school community. This will be evidenced by increased levels of authenticity, feelings of support, student engagement and confidence in the school staff to handle issues of racism/discrimination.

We will also be launching a staff wellbeing initiative. This work is aligned to the field of positive psychology.

Identified Need

We at JAMS strive to create a kind, connected and compassionate school culture. Base on these goals, we are focusing on connection, relationships, safety, efficacy and attendance. These areas showed both relative strengths in terms of school culture, however, there is room to improve. One of the lower rankings was the feeling that students, "made a difference" at school. Due to our Distance Learning model, we will need to be proactive in this area in terms of student involvement and service. We will be focusing on all students.

We will be focusing more specifically on engaging our BIPOC students and parents. While parental engagement has been strong, achievement for both groups has declined in math and our ELs are struggling in all ELA as well.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Hanover Culture and Climate Survey-levels of "comfort in being myself"	Based on the 2021 HR, 57% of students felt "comfortable being myself"	Goal 3a: Based on the Hanover Culture and Climate Survey (HR) administered in the Spring 2022, 70% of students will agree or strongly agree that "are comfortable being myself".
Hanover Culture and Climate Survey-levels of feeling "supported by other students"	Based on the 2021 HR, 39% of students felt "they feel supported by other students".	Goal 3b: Based on the Hanover Culture and Climate Survey administered in the Spring 2022, 60% of students will agree or strongly agree that "they feel supported by other students".

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Hanover Culture and Climate Survey-levels of student engagement	Based on the 2021 HR, 49% of students felt their classes were interesting.	Goal 3c: Based on the Hanover Culture and Climate Survey administered in the Spring 2022, 60% of students will agree or strongly agree that "my classes are interesting".
Hanover Culture and Climate Survey-levels of student satisfaction in "how the school handles issues of racism or discrimination"	Based on the 2021 HR, 43% of students were "satisfied with how the school handles issues of racism or discrimination".	Goal 3d: Based on the Hanover Culture and Climate Survey administered in the Spring 2022, 70% of students will agree or strongly agree that they were "satisfied with how the school handles issues of racism or discrimination".

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, staff and parents

Strategy/Activity

Mindfulness staff training

Mindfulness curriculum

Adult mindfulness sessions

Smaller intensive circle groups in Exploratory Leadership 7 and 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.

Amount(s)

20000

Source(s)

Stretch Grant (Ed Foundation)
5800: Professional/Consulting Services And Operating Expenditures
Mindful Circles

10,000

Stretch Grant (Ed Foundation)
5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Build a strong community and create systems to facilitate problem-solving and connection

Restorative Justice Training for Staff

Restorative Justice Training with leadership classes

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3500

Source(s)

Stretch Grant (Ed Foundation)
5800: Professional/Consulting Services And Operating Expenditures
Staff Training and regular RJ practice-Building Relationships, articulating common core values and solving problems

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

All parents and students

Strategy/Activity

Family nights on effective parenting

Academic Vocabulary in Mathematics

Mindfulness, technology, LGBTQ Awareness, drug and alcohol awareness

Suicide and Depression

Back to School Anxiety

The science of Kindness

Technogy in the home

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1500

Source(s)

Parent-Teacher Association (PTA)
5800: Professional/Consulting Services And
Operating Expenditures
Workshops for ELAC and PTSA

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students who opt in or are recommended by a counselor

Strategy/Activity

Counseling groups on self advocacy and creating a positive narrative about school

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
Project LEAD and PEERS groups

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students who have experienced trauma

Strategy/Activity

Counseling Groups

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
No Associated Costs

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide the opportunity for students to reveal their gifts and connect with others (students and staff) with similar interests through Enrichment Clubs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2500

Source(s)

Parent-Teacher Association (PTA)
0000: Unrestricted
Teacher sponsored enrichment clubs

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Build positive school culture providing parent training in Restorative Justice

Strategy/Activity

Restorative Justice Training

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified
Part of District Contract with Rob Howard

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Support students with trauma

Strategy/Activity

St. Johns Providence Counseling and onsite Bilingual Mental Health Counselor

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

100,000

Source(s)

Title I 2021-22 Allocation
1000-1999: Certificated Personnel Salaries
Create bilingual social worker position

Annual Review

SPSA Year Reviewed: 2021-22

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.

These are new goal areas based on the Hanover Culture and Climate Survey. We are focusing on student authenticity and empathy. We are also focusing on student academic engagement and staff response to incidents of racism or discrimination.

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 know that the dual pandemics we face have had a significant impact on our students' and family's social emotional well being. We also know that many kids, staff and families are not doing well due to emotional and economic instability. We will be adding additional trauma support and mindfulness support. We will also be adding additional trainings for parents on depression, suicide, trauma and anxiety.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have engaged vendors in mindfulness and trauma support. Our MTSS is also focusing on building capacity in trauma informed practices. We have also added the counseling support groups listed above. Finally, our parent ed topics have been adjusted to support families with depression and trauma.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$637,000.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
	\$0.00
Lottery: Instructional Materials	\$13,500.00
Other	\$20,000.00
Parent-Teacher Association (PTA)	\$44,100.00
Site Formula Funds	\$121,900.00
Stretch Grant (Ed Foundation)	\$70,000.00
Title I 2020-21 Carryover	\$27,500.00
Title I 2021-22 Allocation	\$340,000.00

Subtotal of state or local funds included for this school: \$637,000.00

Total of federal, state, and/or local funds for this school: \$637,000.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Katherine Caulfield	Parent or Community Member
Aimee Koeplin	Parent or Community Member
Jeffrey Douglas	Parent or Community Member
Blaine Pope	Parent or Community Member
Steve Richardson	Principal
Maria Rodriguez	Classroom Teacher
Martha Chacon	Other School Staff
Tashia Buccioni	Classroom Teacher
Natara Warren	Classroom Teacher
Zakiya	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee



Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 6/2/22.

Attested:



Principal, Dr. Steven Richardson on June 2, 2022



SSC Chairperson, Katherine Newall on June 2, 2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019