

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
Ione Junior High School	03 73981 0000000	10/27/21	TBD

Purpose and Description

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

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

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The lone Junior High Site Leadership Team meets regularly to discuss the site instructional focus, student achievement objectives, instructional strategies, and professional development. Meetings are held bi-monthly throughout the school year.

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

LEA GOALS: LCAP Goal 1 – By 2022, all students will advance along multiple academic measures toward meeting/exceeding standards in order to close achievement gaps and accelerate progress, including increasing the number of students successfully completing college preparatory and career technical education (vocational) courses by 100%.

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

Identified Need

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students not demonstrating enough progress to meet proficiency levels on the California Common Core State

Standards. As a result, it has adopted the following school goals, related actions, and the expenditures to raise the academic performance of students who are struggling. Lone Junior High School has identified 6th – 8th grade Math and ELA CAASPP achievement levels as a critical area of focus for the school program. Further, ensuring that the needs of all students are met, including unduplicated pupils, historically under-represented students, and GATE qualified students is an guiding factor in the development of the SPSA. It is essential to address the needs of all students by expanding intervention options and electives to support student progress in these areas. The school has developed a math department team with the objective of addressing low achievement levels for state testing. Administration has identified the need for targeted Professional Development in the area of instructional practice and is working with the Site Leadership team to develop, implement, and evaluate an effective professional development plan to meet these needs. The School has identified the need for targeted student academic support that prepares students for college and career readiness and is in the 5th year of implementing the AVID program which is designed to close the achievement gaps and prepare a rigorous program of instruction in academic skills that will prepare them for college and careers. It is critical that the school continues to communicate and implement specific expectations for standards-based instructional practices in all academic classes and support the development of effective pedagogy across all core curricula. In addition, it is critical to provide a multi-tiered system of support and interventions to ensure student growth and achievement at grade level standards.

Annual Measurable Outcomes

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

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

Annual Review

SPSA Year Reviewed: 2021-2022

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

ANALYSIS

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

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

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

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

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

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

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

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

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

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue school-wide AVID implementation through on-site professional development in WICOR and use of technology for student collaboration. Formal AVID training for 6 teachers and 1 administrator. Training for teachers and administrator will be funded through the Low-Performing District Block Grant, awarded to the school district in 2019. The strategy includes \$2000 of Title I funding for sub release, instructional coaching, and other needed resources for implementing both AVID and data-based inquiry cycles.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$2000

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$5000

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

AVID Elective Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$1300

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$5,000

CRRSAA

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

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

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

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

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$2000

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

6th – 8th grade math teachers will receive professional development in the co-teaching model (2 teams), the math frameworks, and a new 8th grade intervention curriculum (Inspiration and Ideas) designed by CPM.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$3000

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$5000

CRRSAA

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$4000

CRRSAA

Goal 2

LEA GOALS: LCAP GOAL 2 –By 2021, through multiple measures, all students will show an increase in positive school engagement and connectedness with staff, peers, and community, including demonstrating improvement in social/emotional and physical health.

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

Identified Need

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

as academically will perform better in their classes, show growth through assessment processes, and attend school regularly.

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

Annual Measurable Outcomes

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

Annual Review

SPSA Year Reviewed: 2020-2021

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

ANALYSIS

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

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

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

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

Strategy 4 was partially implemented and 3 after-school clubs met regularly, including transportation for students to ensure equitable participation.

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

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

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

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Implement a Positive Behavior Intervention Support model using a collaboratively developed, culture-defining document, The Colt Way.

The strategy includes funding for posters, supplies for ongoing lessons during homeroom, and teacher release for observation, revision, and 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)

Source(s)

\$3000

CRRSAA

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$5000

LCFF - Art

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity

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)

\$3000

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$2500

LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue to expand implementation of rallies and school-wide events that build culture and have a positive impact on the student experience at Lone Junior High.

The strategy includes \$7000 for equipment to host events in the gym, multi-purpose room, and in outside locations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$7000

CRRSAA

Goal 3

LEA GOALS: LCAP Goal 2 – By 2021, through multiple measures, all students will show an increase in positive school engagement and connectedness with staff, peers, and community, including demonstrating improvement in social/emotional and physical health.

Action 2 - Increase home/school communication, outreach and parent/guardian engagement and education for/with parents of low income students, foster youth, English learners, and students with special needs.

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

Identified Need

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

process. This will significantly help provide targeted support and intervention for students in need and engage parents in the process.

Annual Measurable Outcomes

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

ANALYSIS

SPSA Year Reviewed: 2020-21

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

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

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

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

N/A

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

At-risk, ELL, and special education students.

Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$500

LCFF

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$1000

LCFF

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

\$8,942

Total Federal Funds Provided to the School from the LEA for CSI

\$ [Enter amount here]

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$49,800

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$8,942
CRRSAA	\$53,360
[List federal program here]	[\$[Enter amount here]
[List federal program here]	[\$[Enter amount here]
[List federal program here]	[\$[Enter amount here]

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

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

State or Local Programs	Allocation (\$)
LCFF Supplemental	\$14,955
State Lottery	\$15,760
LCFF Art Supplemental	\$5,491
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

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

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

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

[Stakeholder Involvement](#)

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

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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/>

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