School Year: 2020-2021

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Agnes J. Johnson Charter School	12 10124 6008221	January 20, 2021	December 16, 2020

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)

Agnes J. Johnson Charter School ("AJJCS") is a newly authorized Charter School by the Humboldt County Office of Education in its first year of operation. AJJCS is serving nearly 100 students in grades TK-8. The purpose of School Plan for Student Achievement ("SPSA") for AJJCS is for the Schoolwide Program. AJJCS would have included the SPSA requirements as part of the Local Control Accountability Plan ("LCAP") as allowed by law because the combined plan would be able to demonstrate that the legal requirements for each of the plans was met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019). However, due to the COVID-19 pandemic, the LCAP for the 2020-2021 school year was waived in lieu of the COVID-19 Operations Written Report and the Learning Continuity and Attendance Plan. It is for this reason, that AJJCS developed the SPSA for the schoolwide program with the input, suggestions, and approval of the stakeholders.

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.

AJJCS's plan is to effectively meet the ESSA Requirements in alignment with the SPSA, the LCAP and other federal, state and local programs. The plans included in the SPSA address these requirements compliant to include focusing on three goals: 1) Increase student achievement in core content areas overall and by significant subgroups by implementing an infrastructure for ongoing analysis of formative and summative assessment data in order to measure program efficacy; ensure maximization of physical, human and financial resources; and to provide research-based intervention programs to ensure student academic achievement; 2) Provide all students with high-quality instruction taught by appropriately assigned and qualified teachers and rigorous State Standards aligned curriculum through relevant learning experiences and enrichment; and, 3) Engage parents as partners through education, communication and collaboration to provide students with a safe, clean, welcoming and inclusive environment, with Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL) systems in place to ensure students are in class ready to learn.

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 identification of the process for evaluating and monitoring the implementation of the SPSA and the progress toward accomplishing the established goals includes discussing the actions and services with the use of supplemental funds at the school level through the AJJCS Advisory Committee ("AAC"). The stakeholders discuss academic performance, supplemental and concentration services, and areas to make improvements with Title funds as part of the Schoolwide Program as well as Learning Loss Mitigation Funds (LLMF) and CARES Act included in the SPSA. In the Spring of 2021, AJJCS will establish the AAC, and parents, students, teachers, and staff will collaborate together to accomplish goals that will enhance the Charter School for the benefit of the students' needs. The AAC will also advise the Board of Directors. The teachers, staff, students, and parents will also participate in an annual survey which provides feedback on the goals and activities. The teachers, staff, and administrator will actively participate in the decision making process throughout the year and during SPSA/LCAP workshops in the Spring. The decisions will take into account the needs of AJJCS based on student achievement data to include CAASPP, ELPAC, Renaissance STAR Assessments, cumulative assessments, attendance, and student demographic data to include the significant subgroups of White students and socioeconomically disadvantaged (SED) students. AJJCS anticipates students with disabilities (SWD) and Latinx students may be a significant subgroup in the coming year. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Resource Inequities

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

The Charter School will complete a comprehensive needs assessment of the entire school in the Spring which will include an analysis of verifiable state data and well as local performance data used to measure student outcomes as evidenced in the annual review portion of this SPSA and usually in the annual update portion of the LCAP. The needs assessment process includes meeting parents, classified staff, teachers, and administrator to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP for 2021-22 to address those areas of opportunity. The resource inequities identified based on the previous assessments before the Charter School came into existence. The following areas for improvement: 1) Increase Mathematics (math) performance as measured by CAASPP and Renaissance STAR assessments; 2) Improve English Language Arts (ELA) performance as measured by CAASPP and Renaissance STAR assessments; 3) Improve English Learner Progress as measured by ELPAC and Reclassification Rates; 3) Decrease suspension rates especially for White and SED students; 4) Decrease chronic absenteeism rates for all students and all significant subgroups to less than 10%; 5) Increase student performance through ongoing formative assessments; and, 6) Implement PBIS program and SEL curriculum to support students, school culture and climate. These areas for improvement have been added as activities in this SPSA under the three schoolwide goals.

Each goal includes strategies and activities (or actions and services) that address the needs of all students and significant subgroups which include evidence-based methods and strategies that provide opportunities for all students, with particular focus on students who are at risk of not meeting the State academic standards.

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

Increase student achievement in core content areas overall and by significant subgroups by implementing an infrastructure for ongoing analysis of formative and summative assessment data in

order to measure program efficacy; ensure maximization of physical, human and financial resources; and to provide research-based intervention programs to ensure student academic achievement.

Identified Need

Based on student academic achievement on state and school-based formative and summative assessment data, students need to increase achievement. The Charter School needs to maximize physical, human and financial resources and to provide research-based intervention programs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/CA School Dashboard	2019 **2019-Dashboard-ELA** <table><tr><td>Overall</td><td>Orange</td><td>44.68%</td></tr><tr><td>White</td><td>Orange</td><td>51.51%</td></tr><tr><td>SED</td><td></td><td>41.94%</td></tr></table> **2019-Dashboard-MA** <table><tr><td>Overall</td><td>Yellow</td><td>27.66%</td></tr><tr><td>White</td><td>Yellow</td><td>30.30%</td></tr><tr><td>SED</td><td></td><td>22.58%</td></tr></table>	2021 See a 2% growth from 2019 overall and by significant subgroup in ELA and MA
Renaissance STAR (Grades TK-8)	2020-2021 will establish baseline in fall	See a 1% growth from baseline in fall by winter, and 1% growth from winter to spring
ELPAC	2019 – EL Progress – No data due to privacy, fewer than 11 students.	2021 - EL Progress – 100% of all ELs make one year of growth

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)

Students with Disabilities

Strategy/Activity

SPECIAL EDUCATION

Provide PD and support for regular and special education teachers:

•   Crisis Prevention and De-escalation training

- Accommodations, modifications and grading
- Implementing grade level State Standards
- Best Practices for SWD
- Other topics as identified by staff

Incorporate training and discussion on pre-referral strategies in weekly staff meetings for SST

Incorporate use of these strategies to supervision and teacher evaluations

Monitor the academic growth of SWD and provide targeted interventions to SWD

Participate in SELPA meetings and discuss LCAP special education priorities to ensure alignment

Implement SPED PD plan in consultation with SELPA to addresses prevention and intervention strategies

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)
$1,500	4000-4999 Books and Supplies SPED AB602

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students targeted for significant subgroups: White Students and SED Students; Anticipate Latinx Students and SWD.

Strategy/Activity

RESEARCH-BASED INTERVENTIONS

- Align interventions skills required for core instruction.
- Implementation and monitoring of effectiveness of strategies from PD that meet the needs of foster, homeless, SED, EL students and SWD.
- Conduct professional development regarding instructional strategies.
- Provide classroom academic intervention/support.
- Provide interventions and small group instruction.
- Staff discussions held at least once per quarter to evaluate effectiveness of interventions.

- Triangulate data points to ensure that academic and engagement efforts are targeted appropriately to increase student achievement, reduce suspension, and reduce chronic absenteeism.
- Identify foster and homeless youth and individually track the provision services to ensure adequate support and interventions have been applied.

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	ESSA Title II 5000-5999 Services & Other
$20,000	ESSA Title I Part A 2100-2199 Classified Salaries
$3,000	ESSA Title I Part A 3100-3999 Benefits

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

ACADEMIC ASSESSMENTS

Implement multiple types of assessments, in order to monitor each student's academic progress to include, but not limited to:

- Renaissance STAR
- ELPAC: Initial & Summative for EL
- CAASPP: ELA & Math – Grades 2-8
- CA Science Test: Grade 5, 8
- Physical Fitness Test: Grade 5, 7
- Summative Assessments
- Other – Online Platforms

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)
$12,000	LCFF State Funding 4000-4999 Books and Supplies

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

<u>**TECHNOLOGY**</u> • Provide 1:1 student to device (Chromebook) ratio • Provide 1:1 student to access (Wi-Fi, hotspot) ratio • Utilize Google Apps for Education (GAFE). • Conduct technology needs assessment prior to 2020 school opening. • Purchase and repair devices, software, and connectivity. • Computers for staff • Technology infrastructure: firewall, e-rate provider, • Student Information System: SchoolWise • Printers/copiers • Telephones and Internet • Website management • Other technology support, warranties, repairs, upgrades

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)
$14,829	Lottery Funding 4000-4999 Books and Supplies

Amount(s)	Source(s)
$35,000	LCFF Funding 4000-4999 Books and Supplies
$25,000	LCFF S & C grant funding— 5000-5999 Services & Other

Annual Review

LCAP Year Reviewed: 2019-2020

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.

No Annual Review. This is the LEA's First Year of Operation.

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

No Annual Review. This is the LEA's First Year of Operation.

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.

No Annual Review. This is the LEA's First Year of Operation.

Goal 2

Provide all students with high-quality instruction taught by appropriately assigned and qualified teachers and rigorous State Standards aligned curriculum through relevant learning experiences and enrichment.

Identified Need

Since the majority of the students attending AJJCS are socioeconomically disadvantaged, they need highly qualified teachers, rigorous State Standards based curriculum, and relevant learning experiences and enrichment to close the achievement gap.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
100% of teachers will be credentialed and appropriately assigned	2020 100%	2021 100%
100% of students will have access to State Standards aligned curriculum	2020 100%	2021 100%
100% of teachers will attend Professional Development of State Standards approved curriculum	2020 60%	2021 100%
100% of EL will have access to ELD Curriculum and Designated ELD instruction	2020 0%	2021 100%

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

STAFFING

Employ the following staff:

Staffing for General Education Program:

- 4 FTE classroom teachers all of whom who are appropriately credentialed and assigned.
- 1 Executive Director

Classified staff

- 1 FTE Office Manager
- 1 FTE Interventionist
- 1 FTE Paraprofessional
- 1 FTE Custodian
- 1 FTE Cafeteria Manager

Contracted Services:

- Student Data Services Provider
- Back office services provider

Staffing for Special Education Program:

- 1 Special Education Coordinator/Teacher
- 2 Paraprofessionals
- Hourly Psychologist (contracted as needed)
- Hourly Speech Pathologist (contracted as needed)
- Hourly Occupational Therapist (contracted as needed)
- Hourly DIS Counselor (contract as needed)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$274,027	1100-1999 Certificated Salaries LCFF Base
$39,000	1100-1999 Certificated Salaries SPED AB602
$25,000	2400-2499 Classified Salaries LCFF Base
$26,612	2200-2299 Classified Salaries LCFF Base
$9,000	5800-5899 SPED Services contracted
$60,000	5800-5899 5800-5899 Contracted Services

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

- **CURRICULUM:**
- Core Curriculum
- Intervention Curriculum
- Adjust the master schedule to ensure students receive ELA, Math, ELD courses daily
- Monitor academic progress

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)
$6,800	LCFF Base 4000-4999 Books and Supplies

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

PROFESSIONAL DEVELOPMENT

Required training:

- Mandated Trainings
- SELPA
- Legal

Focused training:

- Increasing Attendance, Engagement and Participation
- Reducing suspension through Alternatives to Suspension
- Instructional strategies to promote academic engagement
- Homeless and foster student supports
- ELA/ELD Curriculum and Framework
- English, History, Math, and Science implementation
- Positive Schoolwide Climate and Culture

- Social Emotional Learning
- Preparation for Performance Tasks
- Multi-Tiered System of Supports ("MTSS") and Interventions
- Instructional Strategies to Maximize Engagement in a virtual setting
- Best Practices for Literacy, Writing, Math, PBL
- Formative Assessments through Renaissance STAR in ELA and Math
- Utilizing Formative Assessments to develop Individualized Learning Plans
- Project-Based Learning using Agriculture
- Mindfulness
- Instructional Strategies for EL, SWD and High-Performing Students
- Professional Learning Community
- Data Analysis and Common Curriculum
- Differentiation for all learners
- Writing Strategies Across the Disciplines
- Data Analysis and Common Curriculum

Annual Board training including Brown Act, Conflict of Interest, and Fiduciary Duty

Conferences

Professional development for all teachers take place during the academic year, as follows:
- Summer PD: 5 days for entire teaching staff; 2 days after school year
- 3 Non-instructional Days: Focus-Data Days
- Weekly Monday PD: during the academic school year

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)
$15,000	5000-5999 Contracted Services LCFF S&C

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

- **STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE RELEVANT LEARNING EXPERIENCES AND ENRICHMENT**
- Maintain Community Garden
- Conduct field trips

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	LCFF Base 5000-5999 Contracted services

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

ELD PROGRAM

Administer ELPAC Initial and Summative Assessments as prescribed

Conduct the following professional development activities and materials needed to fully implement:

- ELA/ELD Standards and Integration
- SDAIE Strategies

EL Monitoring: Reclassification, RFEP Monitoring to include completion of documents with parent input, reported corrected through CALPADS, and stored in each student's cumulative file.

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)

$0.00	Cost associated with Goal 2 above

Annual Review

LCAP Year Reviewed: 2019-2020

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.

No Annual Review. This is the LEA's First Year of Operation.

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

No Annual Review. This is the LEA's First Year of Operation.

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.

No Annual Review. This is the LEA's First Year of Operation.

Goal 3

Engage parents as partners through education, communication and collaboration to provide students with a safe, clean, welcoming and inclusive environment, with Mindfulness strategies to ensure students are in class ready to learn (PBIS and SEL).

Identified Need

Parent involvement is critical to ensure students achieve. The school environment needs to be safe, clean, welcoming and inclusive. Mindfulness is an integral strategy to ensure students are in class ready to learn.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	2018 91.13%	2021 >96%
Chronic Absenteeism Rate	2019 21.4%	2021 <10%
Suspension Rate	2019 11.4%	2021 <5%
Expulsion Rate	2019 0%	2021 <1%
Students will demonstrate school connectedness and safe at school as measured by survey	2020 XXX	2021 100%
Parents will demonstrate satisfaction with the Charter School as measured by survey	2020 XXX	2021 100%
Parents will be involved in activities supported by the Charter School	2020 XXX	2021 >60%
Parent Meetings will be held 6 times per year to provide education, information, and input	2019 <3	2021 >/=6
The Charter School will hold 4 AAC Meetings per year	2019 <3	2021 >/=4

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

- **PARENT INVOLVEMENT**
- Facilitate the following:
- Opportunities to volunteer
- Schoolwide events: Culture building activities
- Parent/student orientation

- Host workshops for parents on relevant issues to support their child academic, social-emotional, and/or behavioral needs
- Provide training on safety, home discipline, student behavioral and physical developmental stages.
- Disseminate information and updates via newsletter, emails, and social media
- Provide information about Uniform Complaint Procedures in the Parent Handbook and General Complaint Procedures on the website.
- AJJCS Advisory Committee (AAC)
- Administer annual parent survey
- Parent recognition activities
- Track data on home school communications.
- Address truancy issues (absences, tardies/truancy, SARB).
- Intensify home school communications and where appropriate, financially support referrals to counseling that can link families to appropriate social services 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)
$500	LCFF Base 4300-4399 Materials & Supplies

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

- **IMPLEMENT MINDFULNESS**
- Practice Mindfulness
- Train teachers and staff on Mindfulness (PBIS and SEL)
- Utilize Alternatives to Suspension
- Student training on core values.

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)
$0.00	Cost associated with Goal 2

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

FACILITIES
Continue to provide:
• Complete timely repairs as noted on weekly inspection reports
• Complete major maintenance and repairs
• Ensure facility is clean and welcoming
• Conduct annual FIT report
• Provide Personal Protective Equipment to all entering the facilities.
• Provide for handwashing, hand sanitizers, and social distancing (Barriers)
• Provide for sanitizing of surfaces, classrooms, restrooms, office, cafeteria, etc.

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)
$9000	LCFF Base 5800-5999 Contracted Services

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

ENVIRONMENT/CLIMATE

• Review and revise the Comprehensive School Safety Plan.

• Conduct School Safety Plan training and monthly drills.

• Supervision schedule

• Workshops/assemblies on the following issues (and other relevant issues): Bullying, cyber bullying, social media, Internet safety, etc.

• Administer student staff surveys to measure satisfaction with school connectedness and safety to gain feedback to make improvements.

• Parent Workshops on Mindfulness

• Implement Mindfulness (PBIS and SEL) and conduct professional development.

• Develop and implement Tiered Re-Engagement Strategies for chronically absent students.

Implement attendance procedures, rewards and opportunities to improve.

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	No cost associated

Annual Review

LCAP Year Reviewed: 2019-2020

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.

No Annual Review. This is the LEA's First Year of Operation.

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

No Annual Review. This is the LEA's First Year of Operation.

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.

No Annual Review. This is the LEA's First Year of Operation.

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	$ 21,000
Total Federal Funds Provided to the School from the LEA for CSI	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$582,300

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 ($)
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]
[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: $ [Enter federal funds subtotal here]

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 ($)
AB602	$60,563
Lottery Funding	$14,826
LCFF Funding	$888,486
[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: $75, 189

Total of federal, state, and/or local funds for this school: $963,875]

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and

tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

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

[When completing this section for CSI, the LEA shall describe the process used to develop, in partnership with stakeholders, the CSI plan.]

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **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, in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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