

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
Jackson Academy of Math and Music Principal Patrick Buchser	43695836098263	April 27, 2021	June __, 2021

Purpose and Description

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

Plan Description: General support improvement

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

Needs Assessment Findings:

California Public School Dashboard Indicator Needs:

<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>
Suspension = Red Chronic Absenteeism = Red for SED, SWD	Suspension = Green Chronic Absenteeism = (no Red) Orange for white subgroup	No State Data	No State Data

California Public School Dashboard Gaps:

The student sub groups with gaps of 2 or more performance levels are:

NO gaps of 2 or more performance levels. However, continued efforts to improve attendance will continue.

Stakeholder Identified Needs:

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

Local Assessment Data:

Absenteeism directly affects student achievement and directly contributions to the achievement gap which affects students above and below grade level standard. Jackson's attendance rate increased slightly from 95.43% year to date 2018-19 to 96% for the first 4 months of school and 95.27% in December 2019. Our goal is 96.5%. One-percent of lost attendance for 631 students is equivalent to approximately 2000 hours lost instructional time. Covid -19 school closure affected attendance data for school year 2019-2020 and 2020-2021.

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

Root cause analysis of chronic absenteeism

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

Root cause analysis of Suspension data

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

Below are graphs of State dashboard results for Chronic Absenteeism and Suspension for the 2017-2018 school year and 2018-2019.

2017-2018 Data

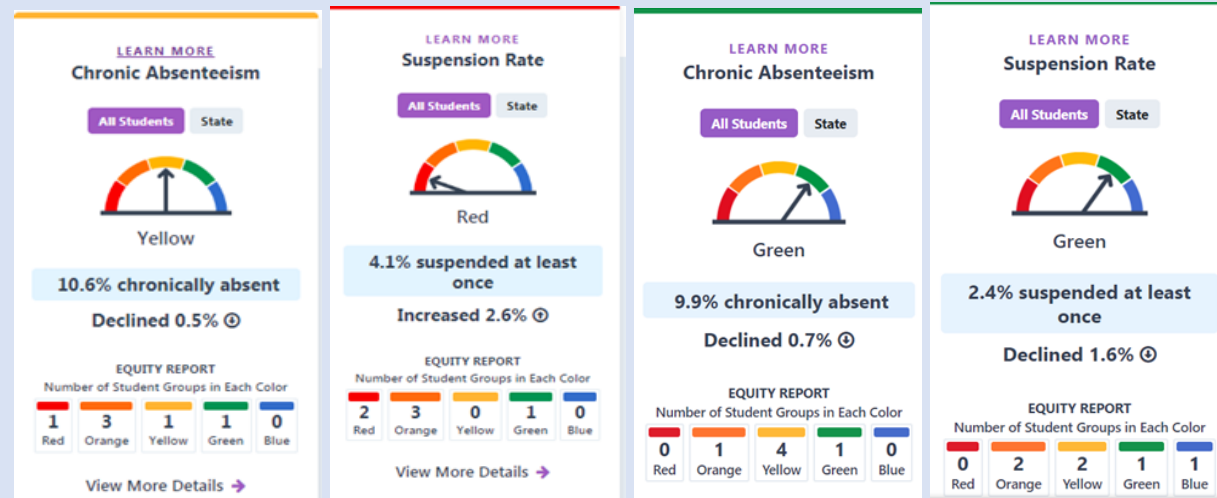
2018-2019 Data

2019-2020 Data

No State Data

2020-2021

No State Data



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.

School maintains the focus of the three factors of high achieving schools: 1. Direct explicit instruction 2. Multi source curriculum 3. Response principle. Through a multi tiered system of support (MTSS), the school maintains its effort to meet the individual needs of students both academically and behaviorally. The school maintains its effort to analyze multiple forms of assessment to guide instruction and program development.

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

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

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

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

Review of student performance on the District Benchmark Assessments,

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

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

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

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

The principal has completed all components of this training fully.

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

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

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

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

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

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

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

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

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

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

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

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

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

Through the Cycle of Inquiry process, teachers define target students and through student data. Results are analyzed and in class interventions develop. Target students have instruction modified to their learning ability based on data, receive direct explicit instruction more, frequent small group in class instruction, and Checking for understanding frequently- i.e., double guided reading, multiple small group instructions throughout the day from the

classroom teacher, frequent monitoring of student work samples, and regular home school communication. Progress reports are sent home in between reporting periods and students are also selected for after school support programs focusing on reading math, and academic language.

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

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

[School Calendar](#) [District Calendar](#) [JAMM Weekly Update](#) [SSC 2020-2021](#) [ELAC 2020-2021](#)

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

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

Identified Need

ELA

Orange = ELL, Hispanic, SWD (2017-2018)

Orange = SED, SWD (2018-2019)

_____ = Covid-19 (2019-2020)

_____ = Covid -19 (2020-2021)

Math

Orange = ELL, Hispanic, SWD (2017-2018)

Orange = Hispanic , SED (2018-2019)

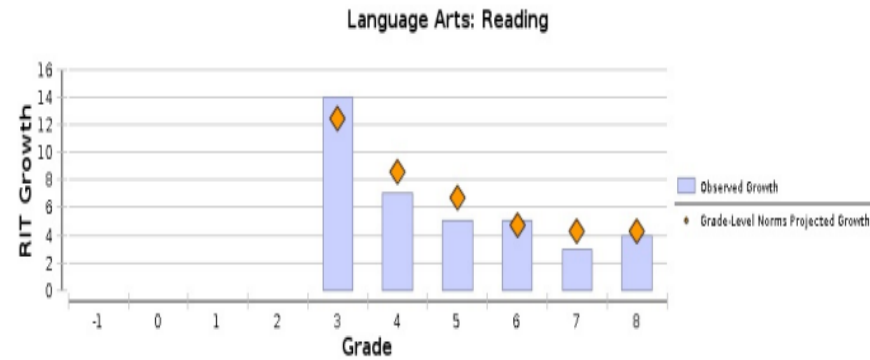
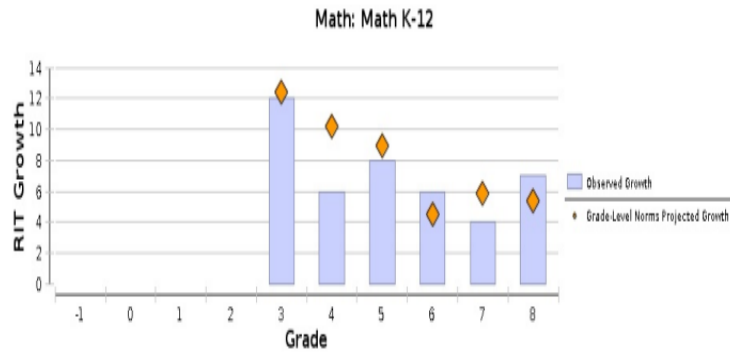
_____ = Covid-19 (2019-2020)

_____ = Covid -19 (2020-2021)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fountas & Pinnell by grade	Avg K Fall: N/A --Avg K Mar: 0.79 --At level Mar: 58% --Avg 1 Fall: 1.1 --Avg 1 Mar: 1.75 --At level Mar: 67% --Avg 2 Fall: 2.01 --Avg 2 Mar: 2.57 --At level Mar: 70%	Close gap to 100% of students increases in reading levels.

	<div>--Avg 3 Fall: 2.52 --Avg 3 Mar: 2.94 --At level Mar: 51% --Avg 4 Fall: 3.87 --Avg 4 Mar: 4.17 --At level Mar: 60% --Avg 5 Fall: 5.02 --Avg 5 Mar: 5.53 --At level Mar: 67%</div>																																																
LLI	52 students participated 100% increased 1 level 96% increased to grade level (multi levels)	close gap to 100% increase reading levels																																															
MAP- Reading	<table><tr><td></td><td>Winter 2020</td><td>Winter 2021</td><td>School Growth</td></tr><tr><td>ELA</td><td>Mean Rit</td><td>Mean Rit</td><td></td></tr><tr><td>--Grade 3</td><td>183.5</td><td>197.2</td><td>14</td></tr><tr><td>--Grade 4</td><td>195.1</td><td>202.1</td><td>7</td></tr><tr><td>--Grade 5</td><td>205.6</td><td>210.8</td><td>5</td></tr><tr><td>--Grade 6</td><td>211.4</td><td>216.6</td><td>5</td></tr><tr><td>--Grade 7</td><td>218.4</td><td>220.9</td><td>3</td></tr><tr><td>--Grade 8</td><td>221.7</td><td>225.9</td><td>4</td></tr></table>		Winter 2020	Winter 2021	School Growth	ELA	Mean Rit	Mean Rit		--Grade 3	183.5	197.2	14	--Grade 4	195.1	202.1	7	--Grade 5	205.6	210.8	5	--Grade 6	211.4	216.6	5	--Grade 7	218.4	220.9	3	--Grade 8	221.7	225.9	4	<table><tr><td>Winter to Winter:</td></tr><tr><td>Math</td><td>Projected Growth</td></tr><tr><td>--Grade 3</td><td>12.4</td></tr><tr><td>--Grade 4</td><td>8.6</td></tr><tr><td>--Grade 5</td><td>6.7</td></tr><tr><td>--Grade 6</td><td>4.7</td></tr><tr><td>--Grade 7</td><td>4.3</td></tr><tr><td>--Grade 8</td><td>4.3</td></tr></table>	Winter to Winter:	Math	Projected Growth	--Grade 3	12.4	--Grade 4	8.6	--Grade 5	6.7	--Grade 6	4.7	--Grade 7	4.3	--Grade 8	4.3
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Core Area Grades	<div>(grades 6-8.) Avg GPA % F's --English 2.87 11.55 --Math 2.81 11.48 --Science 2.76 13.66 --History 2.68 15.13</div>																																																



2021 - 8th grade Music Assessment

Performing and identifying Rhythms (clapping)
(Quarter, Eighth, Sixteenth note combinations)

- 90% Performing
- 85% Identifying

Instrumental Overviews - 85%

Song Form / Listening Journals

- Identifying Musical Sections - 90%

PSAT - Not given

RFEP Rate - 6.5%

Special Education non SLP

--# Referrals: 14
 --# Assessed: 14
 --# Qualified: 14
 --#DNQ: 0
 --# Exited: 7
 (RSP = 1) (SDC = 0) (SLP = 6)
 --# Non EL qualified = 6
 --# EL: qualified = 8
 --# of total full assessments: = 33
 (initial, annual, triannual)

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

Goal 1 Action 1: Tier 1 Staff

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

- 1. Hiring general education teachers
- 2. Providing new teacher induction mentors
- 3. Providing site administrative, classified, and support staff

Programs and services funded in this School Plan include:

- 1. Provide 0.5 FTE music teacher
- 2. Music Instruments

Proposed Expenditures for this Strategy/Activity

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

Goal 1 Action 1 Strategy/Activity	Amount(s)	Source(s)
Salary for personnel	1. LCFF (\$23,282) 2. Unrestricted Lottery (\$25,358) Total = \$48,640	LCFF, Unrestricted Lottery

Goal 1 Action 2: Tier 2-3 Staff**Students to be Served by this Strategy/Activity**

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

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

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

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

Programs and services funded in this School Plan include:

1. LLI Personnel and ongoing training and materials.
2. Lead Teacher / Student Study Team stipend

Proposed Expenditures for this Strategy/Activity

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

Goal 1 Action 2 Strategy/Activity	Amount(s)	Source(s)
1. Reading intervention/ online materials/ books and reference materials for MTSS Tier #2. 2. Lead Teacher / SST Coordinator	1. LCFF (\$1,787) Unrestricted Lottery (\$ 2,300) 2. Unrestricted Lottery (\$3,300) Total = (\$7,387)	1. LCFF 2. Unrestricted LOTtery

Goal 1 Action 3: Professional Development

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

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

Programs and services funded in this School Plan include:

1. Leadership Team meets monthly to discuss and plan Professional Development for the site.
2. Hours and sub time expenses for k-8 grade level planning days, guest PD presenter expenses, consultants.

Proposed Expenditures for this Strategy/Activity

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

Goal 1 Action 3 Strategy/Activity	Amount(s)	Source(s)
1. Provide site level professional development, subs for k-8 planning days, sub costs and classified hourly costs.	1. LCFF (\$ 6,000) 2. Unrestricted Lottery (\$ 4.960) Total = \$10,960	1. LCFF, Unrestricted Lottery

Goal 1 Action 4: Tier 1 Instructional Program

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. Provide core instructional materials
2. Provide tier 1 digital instructional curriculum for alternative programs.
3. Provide Career Technical Education curriculum, supplies, and equipment.
4. Provide curriculum development support for Visual and Performing Arts Plan.
5. Provide stipends for enrichment coordinators.
6. Provide chromebooks for digital access to the curriculum.
7. Provide centralized student information system

Programs and services funded in this School Plan include:

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

Proposed Expenditures for this Strategy/Activity

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

Goal 1 Action 4 Strategy/Activity	Amount(s)	Source(s)
1. Maintenance of effort for purchase and maintenance of instruments, STEAM related materials, NGSS materials, Math materials and resources, library and office supplies. 1. chromebooks.	1. Unrestricted Lottery (\$ 7,000) LCFF (\$1,799) 2. Unrestricted Lottery(\$4,992) LCFF (\$1,312) Total = \$15,103	1. Unrestricted Lottery, LCFF

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

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

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

Programs and services funded in this School Plan include:

1. Purchase leveled reading books and supplemental math intervention materials.
2. SST, IEP, 504, and Targeted Student meeting sub costs, subs for kindergarten assessment.
3. Junior High Supplemental materials for reading and math

Proposed Expenditures for this Strategy/Activity

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

Goal 1 Action 5 Strategy/Activity	Amount(s)	Source(s)
1. Purchased level books, math resources, and continually assess student / material needs, supplemental Materials for Jr. High	1. Unrestricted Lottery (\$7,644) Total = \$7,644	1. Unrestricted Lottery
2. Subs for meetings SST, IEP, 504, Target student Meetings, subs for kindergarten assessment.	1. Unrestricted Lottery (\$4,960) Total = \$4,960	1. Unrestricted Lottery

Goal 1 Action 6: Development of the School Plan

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized links available in the District Level LCAP for reference include:

1. Links to all school accountability report cards.
2. Links to all school safety plans
3. Links to all school plans for student achievement
4. Links to all school California Public School Dashboards.

Programs and services funded in this School Plan include:

1. Training and materials supporting the School Site Council
2. Development of local metrics for monitoring the SPSA
3. DATA Talks and links to data sources ie. state dashboard
4. School presentations, communications and PR related to school achievement
5. Instructional Rounds protocols, and using data to inform planning, teaching, and learning through the lens of equity.

Proposed Expenditures for this Strategy/Activity

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

Goal 1 Action 6 Strategy/Activity

Amount(s)

Source(s)

Expenses related to data analysis, instructional rounds, ssc school tour, Blackboard connect.	1. Unrestricted Lottery \$1,500 total = \$1,500	1. Unrestricted Lottery

Goal 1 Action 7: Basic Services and Supplies

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding for basic services provided through the District Level LCAP for reference include:

- 1. Facility maintenance and improvement projects
- 2. Transportation
- 3. Food Service
- 4. Maintenance and custodial costs
- 5. Furniture and Fixtures
- 6. Technology equipment

Programs and services funded in this School Plan include:

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

Proposed Expenditures for this Strategy/Activity

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

Goal 1 Action 7 Strategy/Activity	Amount(s)	Source(s)
Materials, transportation, contracts, communication.	1. Unrestricted Lottery \$2,618 Total = \$2,618	1. Unrestricted Lottery

Annual Review

SPSA Year Reviewed: 2020-21 to inform the 2021-22 school plan

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

Goal 1 ANALYSIS

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

Professional development

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

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

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

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

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

Goal 2

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

Identified Need

During School closure as a result of the pandemic, parent engagement has been at its highest level to support Student Success. There is a continued need to continue to Increase the rate of parents monitoring their students as well as successful email / communication completion rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Weekly Parent Packet Pick up	New task / 85- 90% *** based on weekly observational date***	Close gap to 100%
Mass Email	88% / 94%	Close gap to 100%
Mass Phone	89% / 82%	Close gap to 100%
Parent Aries Monitoring	79% / 89%	Close gap to 100%

New Survey Results:

Schools encourage decision making participation

3.82 English 388 responded in English

3.88 Spanish 16 responded in Spanish

New Survey Results:

Schools encourage parent volunteers

3.90 English

3.63 Spanish

New Survey Results:**Parents feel like valued partners**

3.68 English

3.69 Spanish

New Survey Results:**Parents are Satisfied with 2-way communication**

3.80 English

3.44 Spanish

New Survey Results:**Have access to adequate monitoring information**

3.83 English

3.56 Spanish

New Survey Results::**Our School is Safe**

3.59 English

3.00 Spanish

New Survey Results:**School values diversity**

3.84 English

3.25 Spanish

New Survey Results:**Our school meets Soc. Emot. needs of students**

3.38 English

3.13 Spanish

New Survey Results:**Our school has a Curriculum that is challenging**

3.39 English

3.29 Spanish

New Survey Results:**We are Satisfied with environment at our school**

3.44 English

3.25 Spanish

New Survey Results:**Parents encourage after school participation**

4.04 English

3.75 Spanish

New Survey Results:**Parents have high awareness of programs**

3.59 English

3.25 Spanish

New Survey Results:**Our school has a good variety of extended activities that match student interests**

3.34 English

3.00 Spanish

New Survey Results:**My child likes school**

3.78 English

3.50 Spanish

New Survey Results:**My child is safe at school**

3.80 English

3.31 Spanish

Goal 2 Action 1: Tier 1 Parent Engagement Strategies

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding for Tier 1 parent engagement provided through the District Level LCAP include:

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

Programs and services funded in this School Plan include:

1. Parent training / Fingerprinting / volunteer opportunities.

Proposed Expenditures for this Strategy/Activity

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

Goal 2 Action 1 Strategy/Activity	Amount(s)	Source(s)
Volunteer / Fingerprinting opportunities	1.unrestricted lottery (\$ 140)	1. unrestricted lottery

Goal 2 Action 2: Tier 2 Parent Engagement Strategies

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Centralized funding for Tier 2-3 parent engagement provided through the District Level LCAP include:

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

Programs and services funded in this School Plan include:

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

Proposed Expenditures for this Strategy/Activity

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

Goal 2 Action 2 Strategy/Activity	Amount(s)	Source(s)
support families with school related topics ie. email, AERIES, gradebook conferences, google classroom, positive parenting, Naviance, and attendance, Negative Meal Balance, packet pick up/ delivery.	1. Unrestricted Lottery \$3,000 Total = (\$3,000)	Unrestricted Lottery

Annual Review

SPSA Year Reviewed: 2020-21 to inform the 2021-22 school plan

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

Goal 2 ANALYSIS

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

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

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

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

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

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

Virtual Learning

During the school closure of the 2019-20 school year due to the covid-19 pandemic, our school created a distance learning plan to support students learning at home. This plan helped to support students with online learning experiences. All classes created Google classrooms, held virtual classes through Zoom meetings, and conducted continuous communication with students and parents on a daily and weekly basis. The following link details our school's Distance Learning Plan and the consistency of practices across our school.

2019-2020 [Copy of JAMM Distance Learning Plan](#)



Virtual learning continued at the beginning of the 2020-2021 school year. Reopening on April 12, 2021 plans attached.

[2020-2021 Hybrid Learning Plan](#) , [JAMM Hybrid Learning Plan Presentation](#)

Goal 3

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

Identified Need

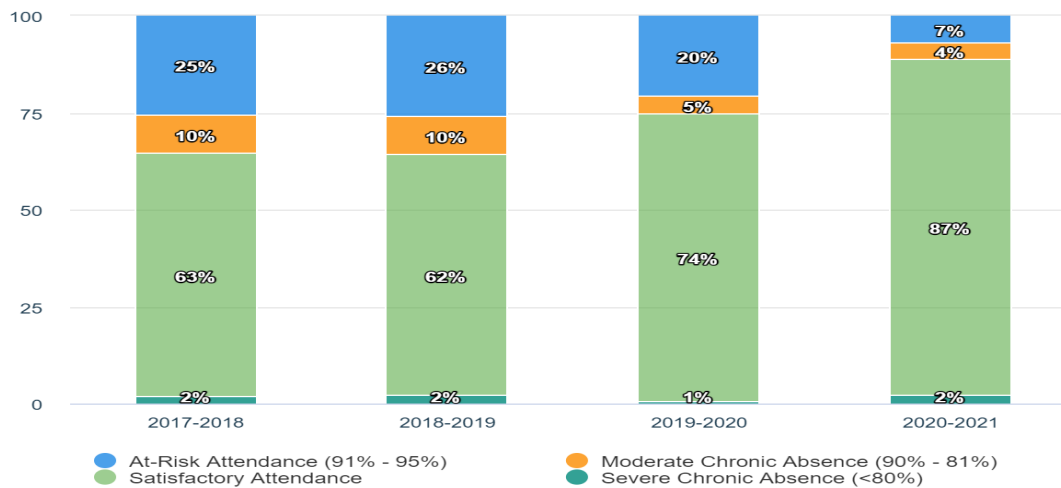
Chronic Absenteeism Rates: (10.6% 2017-18) (9.9% 2018-2019) (N/A% 2019-2020) (6.14 % 2020-2021)

* [2019-2020](#) State Absenteeism Rates not reported.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Attendance Rate/ Monthly	(2020 Month 12: 95.27%) (2021 Month 7: 97.98%)	Increase by >0.2 per year
suspension	.01%	maintain safe environment

Attendance Patterns Change over Time



Annual Measurable Outcomes - Districtwide 3,000 responded.

Expected	Actual
Attendance Rates: (Improve to 96%) 95.16% as of month 8	Attendance Rates: Met 95.26% (2019-20) as of month 8 97.34% (2020-21) as of month 8
Chronic Absenteeism (Improve to state avg. 11.1%) 14.1% (2017-18)	Chronic Absenteeism (state average 12.0%) Met 13.5% (2018-19) as of Month 8 11.75% (2019-20) as of Month 8 6.85% (2020-21) as of Month 8
Suspension Rates (reduce below state average) 2017-18 District 4.2% State: 3.6% White: 3.0% Latino: 5.5%	Suspension Rates Not Met 2018-19 District 5.3% State: 3.6% White: 4.2% Latino: 6.6% 2019-20 District 3.9% State 2.6% White: 2.8% Latino 4.9%
Expulsion Rate (reduce below state average) 2017-18 District .09% State .09%	Expulsion Rate Not Met 2018-19 District 0.17% State 0.09% 2019-20 District 0.11% State 0.06%
PBIS Implementation (deepen implementation status) 2018 Cohort. 3: Study 100%	PBIS Implementation 2020 Met Cohort. 3: training complete, implementation status 20%

Cohort. 2: 91% -in process ; Study: 32% Cohort. 1: 97% completed; 84% in process; Study 55%	Cohort. 2: training complete, implementation status 55% Cohort. 1: training complete, Implementation status 80%
Middle School Dropout Rate (maintain below state) District 0.002 State: 0.003	Middle School Dropout Rate Met 2018-19 District 0.000 State: 0.003 (2017 most recent state rate) 2019-20 District 0.000 State: 0.003 (2017 most recent state rate)
High School Dropout Rate (maintain below state) District 1.5% State: 2.6%	High School Dropout Rate (maintain below state) Not Met 2018-19 District: 12.2% State: 6.6% (Change in methodology) 2019-20 District: 8.9%% State: 7.0%
Improve Survey Result: I feel safe at school (4 point rubric survey) Grades: K-2 3-5 6-8 9-12 Scores: 3.25 3.27 3.01 3.03	Survey Result: (Distance Learning) I feel safe at school (4 point rubric survey) Grades: K-2 3-5 6-8 9-12 Scores: 3.8 3.45 3.24 3.30
Improve Survey Result: I have a trusted staff member connection. Grades: K-2 3-5 6-8 9-12 Scores: 3.55 3.35 2.96 2.86	Survey Result: (Distance Learning) I have a trusted staff member connection. Grades: K-2 3-5 6-8 9-12 Scores: 2.53 3.24 2.65 2.53
Improve Survey Result: I feel safe at home Grades: K-2 3-5 6-8 9-12 Scores: 3.79 3.73 3.72 3.49	Survey Result: (Distance Learning) I feel safe at home Grades: K-2 3-5 6-8 9-12 Scores: 3.6 3.79 3.78 3.78
Improve Survey Result: I participate in school activities Grades: K-2 3-5 6-8 9-12 Scores: 2.80 2.80 2.49 2.13	Survey Result: (Distance Learning) I participate in school activities Grades: K-2 3-5 6-8 9-12 Scores: 3.0 3.19 2.82 2.74

Improve Survey Result: I am happy (4) or sad (1) Grades: K-2 3-5 6-8 9-12 Scores: 3.5 3.32 3.31 3.19	Survey Result: (Distance Learning) I am happy (4) or sad (1) Grades: K-2 3-5 6-8 9-12 Scores: 3.6 3.18 2.90 2.80
Improve Survey Result: I am proud to be part of my school Grades: K-2 3-5 6-8 9-12 Scores: 3.30 3.32 2.93 2.75	Survey Result: (Distance Learning) I am proud to be part of my school Grades: K-2 3-5 6-8 9-12 Scores: 3.00 3.15 2.86 2.85
Improve Survey Result: My school is outstanding (4) or not good (1) Grades: K-2 3-5 6-8 9-12 Scores: 3.5 3.14 2.66 2.68	Survey Result: (Distance Learning) My school is outstanding (4) or not good (1) Grades: K-2 3-5 6-8 9-12 Scores: 3.00 3.40 2.98 2.87

Improve Survey Result: I feel safe at school (4 point rubric survey) Grades: K-2 3-5 6-8 9-12 Scores: 3.25 3.27 3.01 3.03	Survey Result: (Distance Learning) I feel safe at school (4 point rubric survey) Grades: K-2 3-5 6-8 9-12 Scores: 3.8 3.45 3.24 3.30
Improve Survey Result: I have a trusted staff member connection. Grades: K-2 3-5 6-8 9-12 Scores: 3.55 3.35 2.96 2.86	Survey Result: (Distance Learning) I have a trusted staff member connection. Grades: K-2 3-5 6-8 9-12 Scores: 2.53 3.24 2.65 2.53
Improve Survey Result: I feel safe at home Grades: K-2 3-5 6-8 9-12 Scores: 3.79 3.73 3.72 3.49	Survey Result: (Distance Learning) I feel safe at home Grades: K-2 3-5 6-8 9-12 Scores: 3.6 3.79 3.78 3.78
Improve Survey Result:	Survey Result: (Distance Learning)

I participate in school activities Grades: K-2 3-5 6-8 9-12 Scores: 2.80 2.80 2.49 2.13					I participate in school activities Grades: K-2 3-5 6-8 9-12 Scores: 3.0 3.19 2.82 2.74				
Improve Survey Result: I am happy (4) or sad (1) Grades: K-2 3-5 6-8 9-12 Scores: 3.5 3.32 3.31 3.19					Survey Result: (Distance Learning) I am happy (4) or sad (1) Grades: K-2 3-5 6-8 9-12 Scores: 3.6 3.18 2.90 2.80				
Improve Survey Result: I am proud to be part of my school Grades: K-2 3-5 6-8 9-12 Scores: 3.30 3.32 2.93 2.75					Survey Result: (Distance Learning) I am proud to be part of my school Grades: K-2 3-5 6-8 9-12 Scores: 3.00 3.15 2.86 2.85				
Improve Survey Result: My school is outstanding (4) or not good (1) Grades: K-2 3-5 6-8 9-12 Scores: 3.5 3.14 2.66 2.68					Survey Result: (Distance Learning) My school is outstanding (4) or not good (1) Grades: K-2 3-5 6-8 9-12 Scores: 3.00 3.40 2.98 2.87				

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

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding for Tier 1 student engagement provided through the District Level LCAP include:

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

Programs and services funded in this School Plan include:

1. Increase daily attendance, campus supervision, and implement a school wide positive reward system for behavior and attendance.
2. Maintain current sports programs for grades 6-8.

Proposed Expenditures for this Strategy/Activity

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

Goal 3 Action 1 Strategy/Activity	Amount(s)	Source(s)
Campus Supervision	\$8,000	Unrestricted Lottery
Afterschool sports materials and stipends	\$3,679	Extra curricular budget
Health Supplies	\$300	Unrestricted Lottery
Total = (\$11,679)		

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

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Centralized funding for Tier 1 student engagement provided through the District Level LCAP include:

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

Programs and services funded in this School Plan include:

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

Proposed Expenditures for this Strategy/Activity

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

Goal 3 Action 2 Strategy/Activity	Amount(s)	Source(s)
1. After school programs will be developed with the School Leadership Team for the 2020-2021 school year including academic support and enrichment opportunities.	1. Afterschool Program Fund (\$35,000) Total : \$35,000	1. After School Program Fund

Annual Review

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

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

Goal 3 ANALYSIS

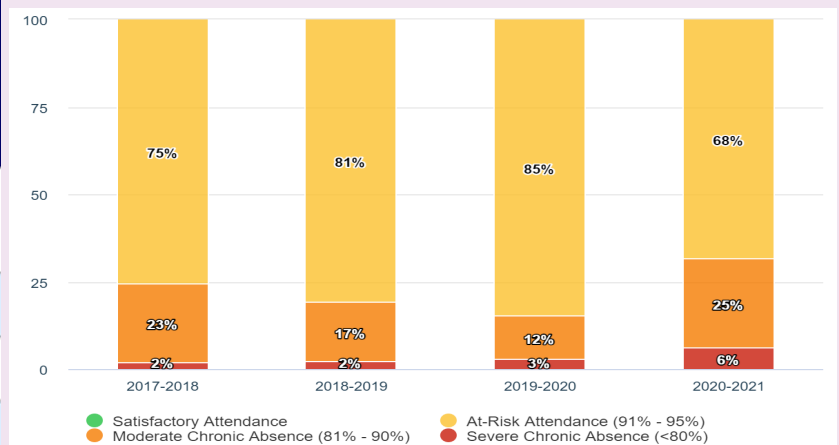
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In an effort to continually remind our community regarding the importance of positive attendance and academic success, our school has shown a small increase in positive attendance. Habitual truancy still remains in the 10% range pre pandemic. During pandemic, truancy rates were 6%. Stricter compliance notifications are being enforced and documented. More parent communication and truancy meetings are occurring and positive attendance has increased slightly. We will continue to notify families as well as create more positive rewards to incentivise compulsory attendance laws. Below is the State Dashboard link regarding chronic absenteeism at JAMM.

[JAMM Attendance dashboard Report](#) 2018-2019

Name	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Jackson Academy of Music and Math (JAMM)	660	654	65	9.9%
Morgan Hill Unified	9,399	9,249	1,169	12.6%
Santa Clara	276,637	272,668	25,059	9.2%
Statewide	6,329,883	6,258,845	755,950	12.1%

JAMM Attendance 2020-2021



* No State Data Reported during the 2019-2020 school year.

Z00

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

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

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

While we are purposefully notifying parents of truancy and chronic absenteeism, we are committed to educating our target families of the importance of attendance and student achievement. During the pandemic we conducted more home visits and personal notification to support families while also rewarding positive attendance and on time attendance with recognition activities /awards as in goal # 3.1. Moreover, maintaining campus expectations for learning behaviors must remain consistent for fidelity of school wide expectations. Continued PBIS training and staff development will continue as well as teacher ability to track student discipline on Aries. During Virtual Learning in the 2020-2021 school year, local attendance measures remained in the 97% positive attendance rate monthly.

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	\$ N/A
Total Federal Funds Provided to the School from the LEA for CSI	\$N/A
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 148,859

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 (\$)
N/A	N/A

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

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 (\$)
Unrestricted Lottery	\$76,000

Z00

Extra Curricular	\$ 3,679
LCFF Supplemental	\$34,180
Extended Day	\$35,000

Subtotal of state or local funds included for this school: \$79,679

Total of federal, state, and/or local funds for this school: \$148,859

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCCFF@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

200

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 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

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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

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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/guidanceusesinvestment.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/guidanceusesinvestment.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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