School Year: **2023-24**

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
	37-67991-6037675	May 18, 2023

Table of Contents S10.31AAAJ84(C)- 0 1 0 20.697999Q99442 [( )]12.25 33.3472

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

AII certificated and classified staff are vetted through the personnel department and meet requirements for highly qualified staff.

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

All teachers meet ESSA requirements for credentialing when placed in a teaching assignment by the Cajon Valley personnel department.
All teachers have access to instructional materials training through initial adoption training, digital

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

Instructional Coach and District Level Content Facilitators and Program Specialists will provide ongoing instructional support in the areas of World of Work, Personal Finance, Social Emotional Learning, Science, English Language Arts, Mathematics, English Learner Strategies, Presentation Literacy, educational technologies, Computer Coding, and behavior management strategies.

In 2022-23 school year, our instructional coach provided quality professional learning for individual teachers and groups of teachers in many critical areas. She provided support with digital tools, phonemic awareness and phonics instruction, behavior management, English Language Development instruction, and unit planning. She presented professional learning workshops during

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

Teachers follow State recommendations for instructional minutes as well recommendations from the teacher's guides and manual. During collaboration planning, teachers create daily schedules that included intervention and 30 minutes of Designated English Language Development for English Learners. Additional Special Academic Instructional (SAI) minutes are provided for all students based on their Individual Education Plans. (IEP)

Teachers adhere to State recommended instructional minutes:

- K-5 ELA, 2 hours of core or core replacement instruction including UA time, plus 30 minutes of strategic intervention
- K-5 Math, 60 minutes of core instruction, plus 15 minutes of strategic intervention
- K-5 ELD, a minimum of 30 minutes ELD instruction per day

Additional Special Academic Instructional (SAI) minutes are provided for all students based on their Individual Education Plans. (IEP)

Parental Engagement

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

School Counselor
Community/Parent Liaison
Parent University and Workshops
Student Study Teams Process (SST)
School Needs Assessment - Parent Walk-throughs and Program Evaluation
Title 1 Meeting for Data Analysis and LCAP Goals

Parent Square is an app based tool that allows for translation and access to information on a phone. Video conferencing and virtual meetings have been utilized to continue to engage parents and community members. This year we used a mix of in-person and Zoom meetings to meet our families' scheduling needs, and we will continue with this practice as much as possible moving forward.

Our Community/Parent Liaison was key to parent involvement and engagement this year. She personally calls, texts, and emails parents prior to meetings to ensure their attendance. She also provides parent workshops at the District level and encourages Johnson parents to participate. She co-presents with the principal during Coffees with the Principal and with the Assistant Principal during ELAC meetings. She has also provided much technology training to families, helping them access zoom meetings, student reports, and other online resources.

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

Parents, students, staff and community members provide input and assist with the needs assessment through the LCAP Process, Open Community Meetings- Coffee with the Principal, English Learner Advisory Committee (ELAC) and School Site Council (SCC)

Funding

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

Adaptive Curriculum: iReady, ST Math, Smarty Ants
After School Tutoring
Special Education Classified Assistant (District Funded)
School Counselor
Guidance Technician
Community/Parent Liaison
Instructional Coach
Professional Development
Support Teachers

We were able to hire 2 support teachers for much of the year and use one Learning Loss Intervention Teacher as a support teacher for Trimesters 2 and 3. During Trimesters 2 and 3, we were able to provide approximately 22 additional reading groups per day during school hours.

After school tutoring is another way we provide more targeted instruction. We provided 9 to 10 tutoring groups in both Session 1 and Session 2. Session 1 ran for 10 weeks, and Session 2 ran for 9 weeks. Tutoring was conducted three days a week for an hour each day.

The adaptive digital curricula we purchase is key to helping teachers address the wide range of needs in their classes. We use these programs to support newcomers, help struggling students, and challenge advanced students.

Fiscal support (EPC)

Title I,II,III, IV
Supplemental Concentration
Grant: Cal New Kaiser

year's walk-through was conducted on Wednesday, March 22, 2023 with participants from SSC and ELAC. At the Wednesday, March 29, 2023 ELAC meeting, the information gathered from the site walk-through was reviewed and discussed. Final input for the SPSA development was recorded from this meeting, shared with SSC, and used in the final development of the SPSA prior to approval of the plan. Our ELAC provides a focus on both designated and integrated language opportunities for English learners (ELs). The charge is to support our site in improving language acquisition skills for all levels of ELs. The process used to generate their engagement is a data analysis protocol. English Learner data is analyzed for areas of growth and of need.

2. The School Site Council (SSC): This committee meets multiple times throughout the year (8 times this year) to review LCAP goals and suggestions for improvement are discussed and recorded at each meeting. On Wednesday, March 22, 2023, the SSC joined the ELAC for a school walk-through. The notes from the walk-through were shared at the meeting on Thursday, April 27, 2023 and final recommendations for the SPSA were discussed and recorded. The SSC meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. Site data is analyzed for areas of growth and of need.

3. A Title I meeting: This meeting was held on Wednesday, September 7, 2023 at both 8:00 AM (in person) and 4:00 PM (on zoom) and information was shared with SSC as they developed and approved the SPSA.
This meeting is held to provide a focus of overall academic and social-emotional welfare for all students who have not yet reached proficiency or are at risk of not meeting proficiency. The Title I meeting is an additional opportunity for parents and the community to provide input into the SPSA development. As with ELAC and SSC, our site data is shared, the site programs are discussed and an opportunity to ask questions and share ideas is provided.

Additionally, numerous "Coffee with the Principal" events were conducted both in person and via zoom during the 22-23 school year in order to provide meaningful engagement our families regarding instructional planning, and determine what adaptations to our instructional programs would promote learning.

Resource Inequities

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

The biggest resource inequity that impacts all three subgroups in ATSI, as well as other subgroups not in ATSI, is chronic absenteeism. By failing to attend school regularly, students are denied learning opportunities. The subject matter builds and depends on previous instruction and previous learning in an ever-increasing way. Students who fail to attend school regularly face a growing gap in their knowledge, understanding, and skills.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.15%	0.43%	4	1	3
African American	15.8%	15.21%	14.06%	109	101	99
Asian	6.4%	7.68%	12.36%	44	51	87
Filipino	0.6%	0.45%	0.28%	4	3	2
Hispanic/Latino	43.9%	45.03%	44.18%	303		

Filipino	[illegible]	45.03%	44.18%	303		

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	342	332	362	49.60%	50.0%	51.4%
Fluent English Proficient (FEP)	32	36	53	4.60%	5.4%	7.5%
Reclassified Fluent English Proficient (RFEP)	16	13	13			

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.44			56.10			41.46	
Grade 4		0.89			43.75			55.36	
Grade 5		1.79			57.14			41.07	
All Grades		1.73			52.45			45.82	

Conclusions based on this data:

1. Students' mathematics understanding seems to have suffered the most during COVID. Only 11.81% of students met or exceeded standard in math, creating a need for us to improve math instruction and provide interventions for students not at grade level.
2. Our relative strength was "communicating reasoning". This could very well be because of our school site emphasis on Cognitively Guided Instruction (CGI). We want to continue to have teachers participate in this valuable training.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.76	0.00		63.49E								

Conclusions based on this data:

1. Since 71% of our student population is comprised of socioeconomically disadvantaged students, we have to consider student access to the core curriculum in every decision we make. Not only will our students need support with material needs, like notebooks, pencils, paper, markers, etc., but they will also need instructional support in some key areas that research shows suffer with the stressors associated with socioeconomic disadvantages: vocabulary development, phonemic awareness, print awareness, phonics, and social-emotional well being.
2. Since 50% of our student population is comprised of English Learners, we have to consider language needs in every decision we make. We need to continue to invest in professional learning opportunities designed to help teachers plan instruction that targets the needs of English learners like Project GLAD (Guided Language Acquisition and Design) and other powerful programs and strategies.
3. Our "Asian" population is now 7.7% of the school total. We must take note of this population because it is mainly comprised of Farsi and Pashto speaking newcomers from Afghanistan. They need support in English language development as well as in how school works in the United States.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance
English Language Arts
Low
Mathematics
Low

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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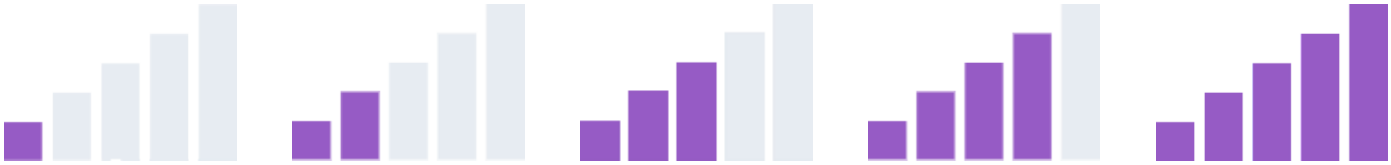


Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report

Very Low	Low	Medium	High	Very High
2	4	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
85.1 points below standard	90.5 points below standard	3 Students
291 Students	165 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
134.6 points below standard	87.1 points below standard	126.8 points below standard
18 Students	261 Students	62 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Very Low 97.1 points below standard 42 Students	No Performance Level 0 Students	No Performance Level 89.5 points below standard 20 Students	

School and Student Performance Data

Academic Performance
English Learner Progress

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

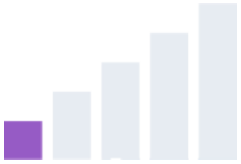
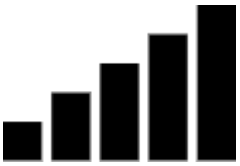
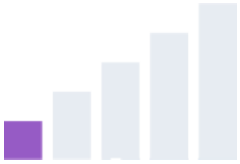
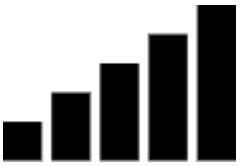
2022 Fall Dashboard Chronic Absenteeism Equity Report

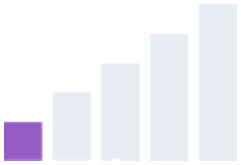
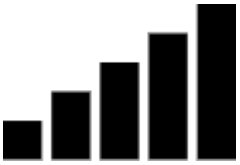
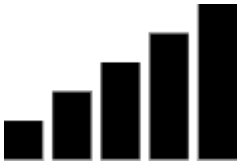
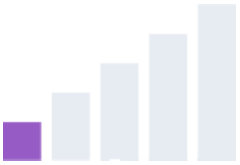
Very High	High	Medium	Low	Very Low
8	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10

2022 Fall Dashboard Chronic Absenteeism Equity Report

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Very High	No Performance Level	Very High	No Performance Level
52.5% Chronically Absent	Less than 11 Students	31.1% Chronically Absent	Less than 11 Students
122 Students	2 Students	61 Students	3 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level	No Performance Level	Very High
59.8% Chronically Absent	53.3% Chronically Absent	Less than 11 Students	35.5% Chronically Absent
331 Students	15 Students	10 Students	214 Students

Conclusions based on this data:

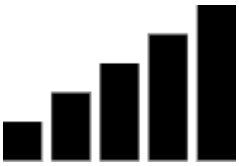
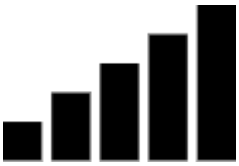
1. Chronic absenteeism is now the biggest issue for Johnson Elementary. What used to be a Tier 3 support now needs to be a Tier 1 support. We need to incentivize students and families to make school attendance a priority.
2. All demographic groups fall into the "very high" category for chronic absenteeism.

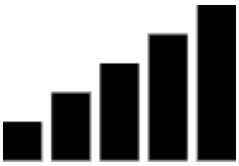
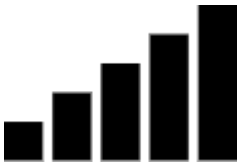
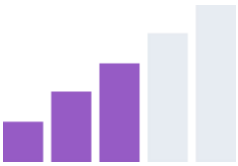
School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Medium	No Performance Level	Very Low	No Performance Level
2.3% suspended at least one day	Less than 11 Students	0% suspended at least one day	Less than 11 Students
133 Students	2 Students	70 Students	3 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Low	No Performance Level	No Performance Level	Medium
0.6% suspended at least one day	0% suspended at least one day	Less than 11 Students	1.2% suspended at least one day
356 Students	16 Students	10 Students	247 Students

Conclusions based on this data:

1. Because of our strong school counseling program, suspension is not an overwhelming issue for Johnson Elementary School.
2. Our teaching staff has focused on providing quality Social-Emotional Learning (SEL) for students, and the impact shows in our suspension data.
3. In order to maintain a low suspension rate, we must continue with our school counseling program and SEL instruction. This program is run by our School Counselor and our Guidance Technician.

School and Student Performance Data

22-23 iReady Reading Diagnostic Assessment

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

All Students	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	36	44	41
Tier 3 % of students (Two or More Grade Levels Below)	31	45	37

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

English Lea	agnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level	36	36	36
Tier 3 % of students (Two or More Grad Below)	43	60	51

22-23 Reading Diagnostic Assessments

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 3 % of students (Two or More Grade Levels Below)	48	56	48

22-23 Reading Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	

School and Student Performance Data

22-23 iReady Math Diagnostic Assessment

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

All Students	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	47	49	53
Tier 3 % of students (Two or More Grade Levels Below)	28	48	34

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

English Learners	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	47	42	51
Tier 3 % of students (Two or More Grade Levels Below)	36	58	42

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

Socioeconomically Disadvantaged	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 2 % of students (One Grade Level Below)	48	50	54
Tier 3 % of students			

Student with Disabilities	Diagnostic #3	Diagnostic #1	Diagnostic #2
Tier 3 % of students (Two or More Grade Levels Below)	39	60	44

22-23 Math Diagnostic Assessments

Diagnostic #1 (Fall 2022)
Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

Race/Ethnicity	Performance	Diagnostic #3	Diagnostic #1	Diagnostic #2
American Indian or Alaska Native	Tier 2 % of students (One Grade Level Below)	--	--	--
	Tier 3 % of students (Two or More Grade Levels Below)	--	--	--
Asian	Tier 2 % of students (One Grade Level Below)	45	48	57
	Tier 3 % of students (Two or More Grade Levels Below)	31	51	36
Black or African American	Tier 2 % of students (One Grade Level Below)	48	55	54
	Tier 3 % of students (Two or More Grade Levels Below)	26	40	3BDC BT /FA

School and Student Performance Data

Annual Gallup Student Survey Data

	% Fully Engaged

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Course Access

LEA/LCAP Goal

All students will engage in a modern curriculum that will prepare them for the World of Work, based on their strengths, interests, and values.

Goal 1

All students will engage in a modern curriculum that will prepare them for the World of Work, based on their strengths, interests, and values. Our students will develop the skills they need to navigate challenges, reach their own full potential, and make a positive impact on their local community and the global society. By June of 2024, our students will have benefitted from instruction through integrated curricular units that include educational excursions and community projects that connect the learning to the "real world".

Identified Need

In the 2019-20 school year our teachers began creating integrated units of study that helped students connect the "real world" with their own strengths, interests, and values. Based on our limited implementation of World of Work curriculum observed during classroom visits, further unit development is needed so that students can both develop their strengths and see how their strengths can be used in careers and real world endeavors. We need to enhance our integrated units by connecting them with educational excursions and community-based projects. This is also what makes learning fun! Based on the 2023 California Dashboard, 43.6% of Johnson students are chronically absent.Because chronic absenteeism is such a huge concern, by increasing engagement in the classroom through the use of our Modern Curriculum, we hope to also increase student attendance.

Annual Measurable Outcomes

Metric/Indicator	nn	Expected Outcome
Number of oeS2 gtegrated units created	2019-20 Number of integrated units created and implemented by grade level teams = 1 to 3 2020-21 Number of integrated units created and implemented by grade level = 0 to 4 2021-22 Number of integrated units created and implemented by grade level = 2 to 10 2022-23 Number of integrated units created and implemented by grade level = 2 to 6	2020-21 2 to 4 new units created 2021-22 2 to 5 new units created 2022-23 2 to 6 new units created 2023-24 2 to 6 new units created
Number of teachers participating in coaching cycles	2019-20 = 16 teachers participated in coaching cycles	2020-21 28 teachers 2021-22 29 teachers

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2020-21 = Official Coaching Cycles were suspended during COVID 2021-22 =18 teachers participated in coaching cycles 2022-23 = 27 individuals participated in coaching cycles; the coach conducted 37 eight-week cycles	2022-23 28 teachers 2023-24 29 teachers; 35 coaching cycles
Number of Educational Excursions connected to integrated units	2019-20 TK/K = 1, 1st = 1, 2nd = 0, 3rd = 0, 4th = 0, 5th = 2 2020-21 TK/K - 0, 1st = 0, 2nd = 0, 3rd = 1, 4th = 2, 5th = 2 2021-22 TK/K - 1, 1st = 1, 2nd = 0, 3rd = 2, 4th = 5, 5th = 5 2022-23 TK/K = 0, 1st = 1, 2nd = 2, 3rd = 3, 4th = 4, 5th = 4	2020-21 TK/K = 2, 1st = 2, 2nd = 1, 3rd = 1, 4th = 1, 5th = 3 2021-22 TK/K = 2, 1st = 1, 2nd = 1, 3rd, = 2, 4th = 3, 5th = 3 2022-23 TK/K = 2, 1st = 2, 2nd = 1, 3rd, = 3, 4th = 6, 5th = 6 2023-24 TK/K = 2, 1st = 2, 2nd = 3, 3rd = 3
Number of Community-Based Projects	2019-20 TK/K = 1, 1st = 0, 2nd = 0, 3rd = 1, 4th = 0, 5th = 0 2020-21 TK/K = 0, 1st = 0, 2nd = 0, 3rd = 1, 4th = 1, 5th = 1 2021-22 TK/K = 0, 1st = 0, 2nd = 2, 3rd = 0, 4th = 1, 5th = 1 2022-23 TK/K = 0, 1st = 0, 2nd = 0, 3rd = 1, 4th = 2, 5th = 2	2020-21 TK/K = 2, 1st = 1, 2nd = 1, 3rd = 2, 4th = 1, 5th = 1 2021-22 TK/K = 2, 1st = 1, 2nd = 1, 3rd = 2, 4th = 2, 5th = 2 2022-23 TK/K = 1, 1st = 1, 2nd = 3, 3rd = 1, 4th = 2, 5th = 2 2023-24 TK/K = 1, 1st = 1, 2nd = 3, 3rd = 1, 4th = 2, 5th = 2
Student Gallup Data - "I have fun at school."	2019-20 3.56 2020-21 3.92 2021-22 3.84 2022-23 4.16	2020-21 3.76 2021-22 3.96 2022-23 4.16 2023-24 4.26

Complete a copy of the Strategy/Act0 0 1.90000153 20.89999962 l h W n 533.900024 534.8145 575.900024

instructional practices of other teachers and teacher teams who have implemented such units. Students will participate in educational excursions and presentations that demonstrate the connections between the units of study and real world careers and endeavors.

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

All students

Strategy/Activity

Guide students in creating a weekly broadcast for the school to share news, informational pieces, celebrations, updates, staff introductions, etc. as part of their World of Word and Career Education studies.

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)
1,000	Title I 4000-4999: Books And Supplies iPad, Green Screen, and other equipment as needed

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All studetns

Strategy/Activity

Create ways for students to learn about and practice careers that connect to their strengths, interests, and values as part of our World of Work program.

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)
1,000	S/C 4000-4999: Books And Supplies Materials for the Career Fair and materials for the 6 World of Work careers designated for each grade level

Annual Review

SPSA Year Reviewed: 2022-23

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.

Over the past several years, our work in Goal 1 has led to much more curricular integration and comprehensive unit planning. Individuals and grade level teams regularly work with our Instructional Coach to plan units of study that incorporate language arts, a content area (math, science, and/or social studies), educational excursions, expert presentations, and/or student presentations. Having an Instructional Coach furthers the professional practice of teachers in so many ways. Thanks to our Coach, Johnson teachers regularly observe each other and teachers at other sites. Our Coach also gives workshops and demonstrates lessons that allow teachers to grow in their teaching practice. She shares strategies and ideas through her newsletters, emails, and demonstration lessons.

This year Johnson teachers have taken advantage of many professional learning opportunities funded through our site budget: Computer Using Educators Conference, California Association of Bilingual Education Conference, San Diego Area Writing Project Fall and Spring Conferences, and more. Teachers share the learning with others upon their return, and our entire staff benefits.

The return and advancement of our school Broadcast Team, under the direction of our Instructional Coach, has really added to the modern curriculum we offer. The students on our Broadcast Team regularly conduct interviews, edit videos, write scripts, and present information on camera. It has made our school feel more unified by keeping everyone informed on the exciting events on campus.

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

In addition to the money budgeted in Goal 1 for educational excursions, the availability of ESSER

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent involvement, student engagement, school climate, and basic services

LEA/LCAP Goal

All students, staff, and families feel safe, empowered, and respected.

Goal 2

All students, staff, and families feel safe, empowered, and respected. Our school helps students build healthy relationships. The first two Johnson School rules, Be Safe and Be Respectful, will be evident in all interactions: student to student, staff to student, student to staff, and staff to parents. The positive school climate can also be seen in the high levels of participation by students, staff, and parents in school events, campaigns, and learning opportunities. By June 2024, engagement will increase by 10% for students and parents on our annual Gallup survey. Our rate of chronic absenteeism will also decrease by 10% overall.

Identified Need

Goal 2 is important and relevant to Johnson because of the following needs identified through our Gallup survey data:
1. While students feel they have a great future ahead of them and feel cared for by the adults on campus, their mean score on feeling safe on campus is only 3.84. (Spring 2022)
2. While parents feel respected and that the school promotes a trusting environment, only 40% of this vital population reports being "fully engaged" on the Gallup Survey. (Spring 2020)
3. While educators generally report favorably on their working conditions, their mean score for having the materials necessary to do their job was 3.61. (Spring 2020)

Goal 2 is also important and relevant to Johnson because of the needs identified through our chronic absenteeism data, showing that 24.86% of all students are chronically absent. When analyzing our data by student groups, we notice significant need within our African American student group.

And while parents feel respected at our school and staff report favorable on their working conditions, we need to move toward the more powerful part of Goal 2: feeling empowered. We want to see more parents taking advantage of the many workshops, committees, and courses we offer, and we would love to find more opportunities for staff and families to interact and learn from one another.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Gallup Survey	Fall 2019 Students feel safe on campus - mean score 3.73 Spring 2021 Students feel safe on campus - mean score 4.09 Spring 2022 Students feel safe on campus - mean score 3.84	Spring 2021 Students feel safe on campus - mean score 3.85 Spring 2022 Students feel safe on campus - mean score 4.12 Spring 2023 Students feel safe on campus - mean score 4.00

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Spring 2023 Students feel safe on campus - mean score 4.05	Spring 2024 Students feel safe on campus - mean score 4.15
Parent Gallup Survey	Spring 2020 40% of parents report being fully engaged with our school. Spring 2021 47% of parents report being fully engaged with our school. Spring 2022 50% of parents report being fully engaged with our school. Spring 2023 54% of parents report being fully engaged with our school.	Spring 2021 55% of parents will report being fully engaged with our school. Spring 2022 60% of parents will report being fully engaged with our school. Spring 2023 65% of parents will report being fully engaged with our school. Spring 2024 70% of parents will report being fully engaged with our school.
Staff Gallup Survey	Spring 2020 Staff feel they have the materials necessary to do their job - mean score 3.61 Spring 2021 Staff feel they have the materials necessary to do their job - mean score 3.89 Spring 2022 Staff feel they have the materials necessary to do their job - mean score 3.61 Spring 2023 Staff feel they have the materials necessary to do their job - mean score	Spring 2021 Staff feel they have the materials needed to do their job - mean score 3.70 Spring 2022 Staff feel they have the materials necessary to do their job - mean score 4.0 Spring 2023 Staff feel they have the materials necessary to do their job - mean score 4.0 Spring 2024 Staff feel they have the materials necessary to do their job - mean score 4.0
Parent ELAC Attendance (Average)	2019-20 Average number of parents attending ELAC Meetings = 15 2020-21 Average number of parents attending ELAC Meetings = 11 2021-22 Average number of parents attending ELAC Meetings = 14 2022-23 Average number of parents attending ELAC Meetings = 21	2020-21 Average number of parents attending ELAC Meetings = 20 2021-22 Average number of parents attending ELAC Meetings = 20 2022-23 Average number of parents attending ELAC Meetings = 20 2023-24 Average number of parents attending ELAC Meetings = 25

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2020-21 Ranged from 4 participants to 27 participants 2021-22 Ranged from 2 participants to 37 participants 2022-23 Ranged from 5 participants to 53 participants	2021-22 Will range from 15 participants to 80 participants 2022-23 Will range from 20 participants to 85 participants 2023-24 Will range from 20 participants to 85 participants
Referral Data: AP Log	2019-20 118 referrals for fighting, language, or hands-on	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, Asian students, students with disabilities, and homeless students

Strategy/Activity

Part of feeling safe at school and attending regularly is having your health and wellbeing cared for. We will provide a Health Aide to attend to student health concerns and injuries and to provide referrals for health needs.

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)
40,189	Title I 2000-2999: Classified Personnel Salaries FTE Health Aide
1,000	Title I 2000-2999: Classified Personnel Salaries FTE Health Aide (additional hours)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners, Asian students

Strategy/Activity

Only 54% of parents report that they are fully engaged with our school. We will provide a

	5000-5999: Services And Other Operating Expenditures Assemblies
588	S/C 4000-4999: Books And Supplies Industrial bubble machine supplies

learning, o.83AAA3 44ing, o.83tudtivity

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Transitional Kindergarten and Kindergarten Students

Strategy/Activity

Provide collaborative play equipment in order to promote student engagement, social-emotional learning, and a positive school climate.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Our School Counselor and our Guidance Technician continue to support the day to day growth of our students through their Social-Emotional Learning (SEL) lessons and their small group counseling sessions. This year, in addition to that, they started a "Friend to Friend Club" to involve students in making sure children feel safe, respected, and empowered at Johnson. These friendship ambassadors help with school events, with SEL lessons, and with students who appear to need more friends. The School Counselor also worked this year to design classroom lessons that target students sense of belonging here at school.

Even though the COVID pandemic is becoming less of an all-encompassing factor in school operations, it continued to require quite a bit of attention this school year. Our Health Aide has been invaluable in the fight to keep students healthy, identify sick students who need to go home, provide health resources and information to families, and communicate all pertinent information to the office and classroom teachers.

Our Parent Liaison is universally lauded for helping our school community function. While she speaks three languages fluently, she helps parents from all of our 17 language groups. She connects parents to workshops, teachers to parents, and families to the school. Our liaison also helps to organize Parent University, which is very popular with families. She went above and beyond this year, organizing field trips for parents to local historical sites! In addition to her work with events and programs, she spends large amounts of time helping families with the enrollment process, the re-enrollment process, enrolling for Camp Cajon, completing school surveys, and filling out forms.

Staff and parents alike appreciate that we use our funds to provide additional campus aide time. Safety is a big concern at our school, and having enough adults to supervise students is key. Between the central funding, the funding allocated through our site plan, and ESSER funds, we have been able to staff our lunch supervision with six campus aides. This allows each individual to have a reasonable sized, designated supervision area and monitor students closely.

We hosted many awards assemblies this school year. We gave certificates for students making great growth, students showing academic success, and students behaving in the Jaguar Way. The assemblies included various forms of wonderful, educational entertainment: science presentations, music presentations, character education programs, and more.

Our TK and Kindergarten students received some new collaborative toys, thanks to our site plan. Circle bikes are ridden by three children simultaneously, which requires close collaboration and extensive communication, both great life skills!

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

This school year we held five awards assemblies. Ideally we would like to have six or seven awards assemblies per year. We also need to increase the number of fun after school events we offer for families. The "circle bikes" were a hit! We need to find and purchase more cooperative toys for recess time.

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

We have made steady progress toward improving our school climate. We need to continue with our plan and find more and more ways to involve our parents and families.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

State standards, student outcomes, and student achievement

LEA/LCAP Goal

All students will excel in reading, writing, listening, speaking, and mathematics.

Goal 3

At Johnson, all students will excel in reading, writing, listening, speaking, and mathematics. In order to monitor progress and ensure all students are making growth, we will use the iReady Diagnostic assessment to implement an MTSS structure to ensure 80% of students are making Typical Growth and 60% of students are making their stretch growth goals on Diagnostic #3. In addition, 60% of English Language Learners will meet their stretch growth on iReady Diagnostic assessments, and overall ELA performance on CAASPP (meeting or exceeding standard) will improve by 10%. Johnson School staff supports students in building strong academics and becoming life-long learners.

Identified Need

Our students, especially our English learners and our students with disabilities, struggle in both language arts and math on the CAASPP, and only half of our English learners are making notable progress toward English language proficiency. Based on our local assessment data, collected in February 2023 (iReady Diagnostic #2), only a little over half of them are on track to meet their "Typical Growth" goal for the year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Data (All Students)	% of students who met or exceeded standard - Grades 3-5 2021-22 Grade 3 = 18, Grade 4 = 20, Grade 5 = 22 2022-23 Grade 3 = 20, Grade 4 = 22, Grade 5 = 19	2020-21 (Testing canceled) 2021-22 School will score 55 points below standard on ELA. 2022-23 School will score 50 points below standard on ELA. 2023-24 School will score 45 points below standard on ELA.
CAASPP ELA Data (students with disabilities)	% of students who met or exceeded standard - Grades 3-5 2021-22 Grade 3 = , Grade 4 = , Grade 5 = 2022-23 Grade 3 = , Grade 4 = , Grade 5 =	2023-24 Students with disabilities will score 100 points below standard on ELA.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Data (All students)	% of students who met or exceeded standard - Grades 3-5 2021-22 Grade 3 = 18, Grade 4 = 9, Grade 5 = 7 2022-23 Grade 3 = 17, Grade 4 = 22, Grade 5 = 5	2020-21 (Testing canceled) 2021-22 School will score 60 points below standard on Math. 2022-23 School will score 55 points below standard on Math. 2023-24 School will score 55 points below standard on Math.
CAASPP Math Data (Students with disabilities)	% of students who met or exceeded standard - Grades 3-5 2021-22 Grade 3 = , Grade 4 = , Grade 5 = 2022-23 Grade 3 = , Grade 4 = , Grade 5 =	2023-24 Students with disabilities will score 100 points below standard on Math

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	BMAP: K = 21%, 1st = 46%,	

Metric/Indicator

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategy/Activity

Teachers will attend professional learning opportunities addressing ways to improve student results in reading, writing, listening, speaking, and math. Teachers will collaborate together on the best ways to implement the new 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)
2,757	S/C 1000-1999: Certificated Personnel Salaries Teacher release and additional time after school
1,000	S/C 5000-5999: Services And Other Operating Expenditures Presenter fees and registration
11,000	Title I 1000-1999: Certificated Personnel Salaries Teacher release and additional time after school
2,000	S/C 5000-5999: Services And Other Operating Expenditures Travel and Conference

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, Students with disabilities, English learners

Strategy/Activity

Purchase Reading A-Z's research-based program, Raz-kids, to provide supplemental leveled texts for students to read independently and at home. Purchase actual books for more novel studies. Reproduce consumable materials for students using the District Print Shop.

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)
6,500	Title I 5000-5999: Services And Other Operating Expenditures Raz-Kids license
1,000	S/C

	4000-4999: Books And Supplies Instruction Materials (novel sets, mentor texts, and content area reading)
1,000	Title I 5700-5799: Transfers Of Direct Costs Print Shop
3,504	S/C 5700-5799: Transfers Of Direct Costs Print Shop

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, English Learners, Students with disabilities

Strategy/Activity

Provide reading support teachers to run guided reading groups to move students to grade level in reading and writing. Support Teachers may also run groups with an ELD focus.

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)
50,721	Title I 1000-1999: Certificated Personnel Salaries Support Teacher(s) (45% or 100%)
58,000	S/C 1000-1999: Certificated Personnel Salaries Support Teacher(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students, Students with disabilities, English learners

Strategy/Activity

Track student data on reading, writing, listening, speaking, and math. Use this data to plan instruction, build small groups, provide tutoring, and refer to reading support teachers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

9,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Sw1yh0 g ( )nsu

900	Title I 5000-5999: Services And Other Operating Expenditures Imagine Learning
864	Title I 5000-5999: Services And Other Operating Expenditures Seesaw
1,400	Title I 5000-5999: Services And Other Operating Expenditures Heggerty Phonemic Awareness Videos
500	Title I 5000-5999: Services And Other Operating Expenditures Kidblogs - a writing tool
2,000	S/C 4000-4999: Books And Supplies Headphones for Student Use with Chromebooks; chargers
750	Title I 5000-5999: Services And Other Operating Expenditures Khan Academy Licenses
3,100	Title I 5000-5999: Services And Other Operating Expenditures Nearpod (Flocabulary)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase supplemental instructional supplies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) us001 cm /I3yh144.59300232 cmGS1 gs 0 g [(0001 cm /P 4MCID 41 >BDC BT /FAAAAJ 12

15,000	S/C 4000-4999: Books And Supplies Instructional Supplies

Annual Review

SPSA Year Reviewed: 2022-23

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

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

One frustration we faced was the availability of Swing Subs. There were many days where we had ordered substitute teachers, but no one picked up the jobs. This is frustrating for the teachers because they had made sub plans and needed the time to conduct assessments or to observe a colleague. This is also frustrating and time consuming for our School Administrative Assistant because she has to reorder substitutes again and again until someone finally shows up.

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

We are most certainly continuing our focus on literacy. In fact, it will be a focus for the entire district next year. We will continue to refine our phonics program while adding a focus on vocabulary instruction. We will also continue to work on writing instruction. We will also add more teachers to the Cognitively Guided Instruction team in math. We need to continue to improve our plan for ELD (English Language Development).

In all content areas, we now have experts on campus. We need to provide more "in-house" professional learning so that best practices are shared.

Our District is working on creating a "literacy profile" for each student to better inform next year's teachers about the growth each child made this year.

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	$379,908.00
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	$518,786.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$390,972.00
Title I Parent Involvement	$4,265.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
S/C	123549	0.00
S/C Carryover		
Title I	390972	0.00
Title I Parent Involvement	4265	0.00
Title I Carryover		

Expenditures by Funding Source

Funding Source	Amount
S/C	123,549.00
Title I	390,972.00
Title I Parent Involvement	4,265.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	322,678.00
2000-2999: Classified Personnel Salaries	112,954.00
4000-4999: Books And Supplies	27,088.00
5000-5999: Services And Other Operating Expenditures	32,514.00
5700-5799: Transfers Of Direct Costs	9,504.00
5800: Professional/Consulting Services And Operating Expenditures	14,048.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

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.

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,

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:

W

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

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 Educational Partner 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:

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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