

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John McCandless Charter	68569	09/29/2020	10/21/2020

Purpose and Description

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

Schoolwide Program

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.

In alignment with the current LCAP and Learning Continuity and Attendance Plan, this SPSA addresses the following five areas:

Goal 1: 75% of all students will demonstrate proficiency in all academic areas based on local or statewide assessment. Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) will be implemented for all students.

Goal 2: 80% of all families will participate in at least one school function. The John McCandless Charter School will provide opportunities for parent participation and education, seek parent input to school practices and procedures, and promote parents' participation in their child's education.

Goal 3: The John McCandless Charter School will reclassify 15% of all English Learners as proficient in English based on district and state criteria.

Goal 4: Students will have access to a broad course of study, including mathematics, English, social science, science, physical education, health with supplemental instructional supports for ELs, low socio-economic status students, and students with disabilities, as appropriate.

Goal 5: The John McCandless Charter School will provide a safe, welcoming and inclusive environment for students and their families so that all students are in class and ready to learn every day. The average daily attendance (ADA) for 2020-21 will be at least 95%.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The goals set forth in this document are aligned with the goals in the approved charter document and LCAP which reflect a parent survey as well as teacher, parent and community input.

Classroom Observations

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

Extensive classroom observations were made and documented. Results of the observations are reflected in goals and needs.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Information gained from assessments of student achievement will be used to tailor educational decisions to meet student-learning needs and to evaluate curriculum and programs. The John McCandless Charter School will measure student achievement using multiple measures of local and statewide assessment. All required statewide assessments (SBAC, CAASPP, CAST, ELPAC, etc.) will be administered. All students, and subgroups of students, will be expected to exceed average performance levels of students, and subgroups of students, statewide on statewide assessments. We will create, communicate, and implement a school-wide assessment calendar to ensure all assessment timelines are met. We will train staff and teachers on administration and proctoring of statewide assessments. We will implement data-driven intervention for students who are performing below grade level according to local and statewide assessment. Test taking strategies will be embedded in ELA, mathematics, science, and social studies curriculum. Teachers will be trained to do so during staff meetings and professional development opportunities.

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

The Charter School will use the LUSD's data management system, Aeries, to identify students' academic strengths and weakness and develop targeted goals for each student. This system will report the previous years' SBAC, CAST, CELDT/ELPAC and CAASPP scores and house local assessments to provide a portfolio of student information. Using Aeries, teachers are able to carefully examine the effectiveness of daily lessons against the results of standards based assessments and share that information to students and parents. Teachers will use assessments throughout the year to monitor each student's progress toward meeting his or her goals.

Teachers will also be able to create informal formative assessments that guide instruction on a daily and weekly basis. Teachers will be expected to closely monitor students' progress in any area of focus, analyze that information, discuss with colleagues, and make adjustments as needed. Teachers will be able to rotate students and reteach specific concepts to a targeted group of students as needed, because teacher schedules will be aligned to support this collaborative effort.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of the John McCandless Charter teachers hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing and as measured through credential analysis and review done by Lincoln Unified School District. Pre-employment qualification reviews and recruitment strategies were used to ensure hiring of staff with appropriate credentials and experiences in the STEM field and/or Project Based Learning.

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

100% of the John McCandless Charter teachers are fully credentialed and are assigned to classes at or below the class sizes defined in the Charter Document.

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

All charter school teachers and principal will attend LUSD provided professional development in the areas of English Language Arts, Mathematics, and English Language Development. Access to the professional development is part of the Memorandum of Understanding between LUSD and the charter school. Professional development will be focused on best practices and assessment for the given grade level and will provide opportunity for the charter school teachers and principal to improve student achievement.

All charter school teachers and principal will attend cross grade-level professional development in STEM, Technology Integration, and Project Based Learning (PBL). The Professional Development will provide the opportunity for teachers to participate in multi-grade level experiences with the goal of mastering development and implementation of vertically aligned PBL and STEM based units of instruction.

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

The John McCandless Charter School staff will have access to the Lincoln Unified Ed Services staff of instructional and technology coaches. In addition, will have access to Professional Development in Zspace, Project-Based Learning, NGSS and STEM practices.

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

John McCandless Charter School teacher schedules will be developed to provide 20 hours per semester for collaborative analysis and development of curriculum with their like grade-level teaching partners. During the collaboration time, teachers will gather information through formative assessments, interim assessments, summative assessments and samples of student work. Together with their grade-level teaching partners, they will use the information to inform decision-making on instructional next steps through collaborative problem solving and action planning. In addition to collaboration time, three academic conferencing days per grade-level team will be held annually. In academic conferencing, teachers will work together to identify common challenges, analyze relevant data, and test out instructional approaches. The idea behind this approach is that teachers' systematic, collaborative work will increase student learning.

Teaching and Learning

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

Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) will be implemented for all students, including EL students, to gain academic content knowledge and English language proficiency.

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

The principal collects and reviews daily schedules to ensure that there are appropriate instructional minutes dedicated to CCSS implementation, designated ELD, small group reading instruction, mathematics instruction, and physical education.

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

The John McCandless Charter School follows the Lincoln Unified Pacing recommendations for district adopted ELA and mathematics curriculum. During academic conferencing, teachers monitor student performance and adjust or modify the pacing to meet student needs.

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

All students at John McCandless Charter School have access to the standards-based core instructional materials. All teachers employ prevention and intervention strategies ensure that general education and special needs students have access to and success in the core curriculum. Students who experience difficulty mastering standards are given timely additional assistance and increased learning time is offered through intervention programs offered during the extended portion of the school day called "Genius Hour".

Accelerated students have their needs met within the classroom setting via differentiated instruction. In addition, the extended day (Genius Hour) offers both accelerated and enriching experiences.

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

All students will be enrolled in their grade level classroom for core instruction as adopted by the District and approved by the District's Board of Trustees. The Charter School program is built on the belief that students will benefit from a curriculum and school program that provides students with foundational skills and fluency in all core academic subjects. In addition, opportunities to make cross-curricular connections and deepen understanding of core curriculum will be provided through STEM focused Project Based Learning (PBL) units centered around NGSS and Social studies standards.

Opportunity and Equal Educational Access

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

The use of time in the instructional day as well as extended day programs are made available to students who are underperforming. Students below standard are identified and the instructional decisions are based on the results of progress monitoring assessments.

Students who experience difficulty mastering standards are given timely additional assistance and increased learning time is offered through intervention programs offered during the extended portion of the school day called "Genius Hour". Supplemental services are available to students with identified special educational needs. These services are intended to support the core curriculum and provide necessary assistance to students in order for them to achieve academic success. A LUSD Resource Specialist supports the special needs students.

English Language Learners receive both integrated and designated ELD distributed throughout the day: during ELA, Math, science, social studies, and PBL instruction.

Evidence-based educational practices to raise student achievement

Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge (Buck Institute for Education, 2015). While the projects will be focused on teaching students important STEM knowledge and skills, they are derived from standards and key concepts in all academic subjects. Project Based Learning engages students in extended in-depth inquiry, and a process of asking questions, using resources, and developing answers. Project work is focused on answering a driving question. Students then use the driving question to gain knowledge, understand concepts and apply skills in answering the question. All projects include a process by which students can give and receive feedback on the quality of their work, make revisions and engage in further inquiry.

Parental Engagement

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

The John McCandless Charter School encourages parents/guardians to serve as volunteers in the schools and participate in PTSA, ELAC, advisory councils, and other activities in which they may undertake governance, advisory, and advocacy roles.

Low SES and other students needing academic support are accommodated through reading and math intervention programs.

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)

Two positions on the John McCandless STEM Charter Board of Trustees are designated for parents and community members. Those board members will help set and evaluate program design and implementation using the measureable outcomes stated in the charter school's goals. In addition, parents and community members will be involved in the stakeholder process when the charter schools Local Control and Accountability Plan (LCAP) is initially written and annually revised.

Funding

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

Funds will enable John McCandless Charter to enhance and support students both academically and socially. All enhancements and supports will be developed and implemented with ELs, low SES and struggling students as the top priority.

Fiscal support (EPC)

The Lincoln Unified Associate Superintendent of Business Services met with the principal to establish projected budgets. The meeting ensured coordination of all school funds for the following year.

Educational Partner 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 JMC School Site Council began to give input on the school plan in February 2022. School Site Council gave input on the school plan in September of 2021. Staff was also given an opportunity to provide feedback regarding the school plan in September of 2022. The school site council approved the plan in September 2020.

Resource Inequities

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

Students requiring intervention support in both math and language arts struggle to be able to access such intervention with the additional hour added on to the instructional day at John McCandless. Additionally, staff turnover and the presence of long term substitutes proved to be a challenge at the middle school level.

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	0.2%	0.46%	0.44%	1	2	2
African American	3.0%	3.67%	3.49%	13	16	16
Asian	7.5%	8.49%	10.04%	32	37	46
Filipino	3.0%	3.21%	2.84%	13	14	13
Hispanic/Latino	46.7%	49.54%	50.66%	200	216	232
Pacific Islander	0.9%	0.92%	1.09%	4	4	5
White	31.5%	25.69%	20.96%	135	112	96
Multiple/No Response	6.3%	7.34%	9.17%	27	32	42
Total Enrollment				428	436	458

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	65	65	66
Grade 1	47	48	47
Grade 2	44	48	48
Grade3	48	45	48
Grade 4	45	47	48
Grade 5	45	48	47
Grade 6	50	52	55
Grade 7	40	39	52
Grade 8	44	44	47
Total Enrollment	428	436	458

Conclusions based on this data:

1.

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	19	32	41	4.4%	7.3%	9.0%
Fluent English Proficient (FEP)	31	30	29	7.2%	6.9%	6.3%
Reclassified Fluent English Proficient (RFEP)	4			21.1%		

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	48	46		44	45		44	45		91.7	97.8	
Grade 4	48	47		48	45		48	45		100.0	95.7	
Grade 5	48	46		47	45		47	45		97.9	97.8	
Grade 6	53	54		47	54		47	54		88.7	100.0	
Grade 7	40	46		35	42		35	42		87.5	91.3	
Grade 8	44	45		43	45		43	45		97.7	100.0	
All Grades	281	284		264	276		264	276		94.0	97.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2418.	2445.		22.73	28.89		22.73	26.67		25.00	22.22		29.55	22.22	
Grade 4	2478.	2470.		25.00	24.44		33.33	22.22		18.75	24.44		22.92	28.89	
Grade 5	2499.	2517.		8.51	17.78		44.68	35.56		23.40	31.11		23.40	15.56	
Grade 6	2551.	2508.		21.28	7.41		36.17	40.74		29.79	25.93		12.77	25.93	
Grade 7	2548.	2545.		14.29	16.67		34.29	38.10		34.29	14.29		17.14	30.95	
Grade 8	2576.	2567.		11.63	13.33		53.49	33.33		13.95	35.56		20.93	17.78	
All Grades	N/A	N/A	N/A	17.42	17.75		37.50	32.97		23.86	25.72		21.21	23.55	

Reading Demonstrating understanding of literary and non-fictional texts									
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	15.91	28.89		61.36	53.33		22.73	17.78	
Grade 4	18.75	17.78		64.58	71.11		16.67	11.11	
Grade 5	14.89	15.56		57.45	75.56		27.66	8.89	
Grade 6	17.02	11.11		70.21	55.56		12.77	33.33	
Grade 7	17.14	21.43		62.86	52.38		20.00	26.19	
Grade 8	25.58	17.78		58.14	64.44		16.28	17.78	
All Grades	18.18	18.48		62.50	61.96		19.32	19.57	

Writing Producing clear and purposeful writing									
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	20.45	24.44		45.45	55.56		34.09	20.00	
Grade 4	16.67	20.00		64.58	66.67		18.75	13.33	
Grade 5	19.15	24.44		65.96	60.00		14.89	15.56	
Grade 6	25.53	5.56		59.57	68.52		14.89	25.93	
Grade 7	20.00	28.57		51.43	42.86		28.57	28.57	
Grade 8	23.26	20.00		58.14	64.44		18.60	15.56	
All Grades	20.83	19.93		57.95	60.14		21.21	19.93	

Listening Demonstrating effective communication skills									
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	15.91	13.33		70.45	77.78		13.64	8.89	
Grade 4	14.58	11.11		77.08	77.78		8.33	11.11	
Grade 5	12.77	20.00		70.21	77.78		17.02	2.22	
Grade 6	12.77	9.26		76.60	81.48		10.64	9.26	
Grade 7	14.29	14.29		77.14	73.81		8.57	11.90	
Grade 8	11.63	13.33		67.44	71.11		20.93	15.56	
All Grades	13.64	13.41		73.11	76.81		13.26	9.78	

Research/Inquiry Investigating, analyzing, and presenting information									
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	18.18	17.78		65.91	73.33		15.91	8.89	
Grade 4	22.92	11.11		68.75	77.78		8.33	11.11	
Grade 5	10.64	15.56		68.09	77.78		21.28	6.67	
Grade 6	25.53	12.96		63.83	70.37		10.64	16.67	
Grade 7	22.86	14.29		60.00	69.05		17.14	16.67	
Grade 8	39.53	24.44		44.19	55.56		16.28	20.00	
All Grades	23.11	15.94		62.12	70.65		14.77	13.41	

Conclusions based on this data:

1. Reading was the weakest of the claims with 18.64 % of students below standard which shows a need to further emphasize comprehension of literary and non-fictional texts.
2. Listening, which was the weakest claim the year prior, was the strongest with only 9.6% of students below standard overall.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	48	46		44	45		44	45		91.7	97.8	
Grade 4	48	47		47	45		47	45		97.9	95.7	
Grade 5	48	46		46	45		46	45		95.8	97.8	
Grade 6	53	54		45	54		45	54		84.9	100.0	
Grade 7	40	46		31	41		30	41		77.5	89.1	
Grade 8	44	45		43	45		41	45		97.7	100.0	
All Grades	281	284		256	275		253	275		91.1	96.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2437.	2462.		27.27	31.11		22.73	33.33		29.55	15.56		20.45	20.00	
Grade 4	2486.	2473.		21.28	20.00		29.79	22.22		34.04	31.11		14.89	26.67	
Grade 5	2493.	2531.		15.22	28.89		19.57	28.89		34.78	22.22		30.43	20.00	
Grade 6	2540.	2514.		17.78	11.11		22.22	24.07		37.78	37.04		22.22	27.78	
Grade 7	2549.	2529.		23.33	14.63		26.67	26.83		23.33	21.95		26.67	36.59	
Grade 8	2569.	2549.		24.39	13.33		19.51	17.78		31.71	35.56		24.39	33.33	
All Grades	N/A	N/A	N/A	21.34	19.64		23.32	25.45		32.41	27.64		22.92	27.27	

Concepts & Procedures Applying mathematical concepts and procedures									
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	27.27	44.44		50.00	37.78		22.73	17.78	
Grade 4	19.15	24.44		63.83	44.44		17.02	31.11	
Grade 5	8.70	37.78		58.70	48.89		32.61	13.33	
Grade 6	15.56	7.41		55.56	64.81		28.89	27.78	
Grade 7	33.33	19.51		46.67	43.90		20.00	36.59	
Grade 8	21.95	20.00		56.10	53.33		21.95	26.67	
All Grades	20.16	25.09		55.73	49.45		24.11	25.45	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	25.00	33.33		59.09	53.33		15.91	13.33	
Grade 4	21.28	15.56		68.09	53.33		10.64	31.11	
Grade 5	10.87	24.44		71.74	60.00		17.39	15.56	
Grade 6	24.44	1.85		57.78	74.07		17.78	24.07	
Grade 7	16.67	12.20		63.33	58.54		20.00	29.27	
Grade 8	19.51	13.33		60.98	64.44		19.51	22.22	
All Grades	19.76	16.36		63.64	61.09		16.60	22.55	

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	18.18	33.33		63.64	53.33		18.18	13.33	
Grade 4	21.28	17.78		59.57	62.22		19.15	20.00	
Grade 5	4.35	17.78		71.74	66.67		23.91	15.56	
Grade 6	13.33	11.11		71.11	64.81		15.56	24.07	
Grade 7	16.67	9.76		60.00	68.29		23.33	21.95	
Grade 8	19.51	11.11		63.41	60.00		17.07	28.89	
All Grades	15.42	16.73		65.22	62.55		19.37	20.73	

Conclusions based on this data:

1. Applications of concepts and procedures was once again the weakest of the claims but the percent at or above grade level increased from the year prior so we are making some gains in that area.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	*	1467.2		*	1476.5		*	1445.2		7	13	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		4	*	
4	*	*		*	*		*	*		*	4	
5	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		4	4	
8	*	*		*	*		*	*		*	6	
All Grades										21	37	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	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	*	30.77		*	46.15		*	23.08		*	0.00		*	13	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	14.29	27.03		57.14	51.35		28.57	21.62		0.00	0.00		21	37	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	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	*	30.77		*	46.15		*	23.08		*	0.00		*	13	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	23.81	32.43		57.14	54.05		14.29	13.51		4.76	0.00		21	37	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	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	*	15.38		*	38.46		*	30.77		*	15.38		*	13	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	4.76	16.22		42.86	35.14		47.62	40.54		4.76	8.11		21	37	

Listening 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	*	46.15		*	46.15		*	7.69		*	13	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	28.57	37.84		66.67	59.46		4.76	2.70		21	37	

Speaking 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	*	30.77		*	69.23		*	0.00		*	13	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	47.62	48.65		47.62	48.65		4.76	2.70		21	37	

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	*	15.38		*	76.92		*	7.69		*	13	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	14.29	21.62		66.67	62.16		19.05	16.22		21	37	

Writing 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	*	46.15		*	23.08		*	30.77		*	13	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	33.33	27.03		61.90	59.46		4.76	13.51		21	37	

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
436	35.6	7.3	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in John McCandless Charter.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	32	7.3
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	155	35.6
Students with Disabilities	38	8.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	3.7
American Indian	2	0.5
Asian	37	8.5
Filipino	14	3.2
Hispanic	216	49.5
Two or More Races	32	7.3
Pacific Islander	4	0.9
White	112	25.7

Conclusions based on this data:

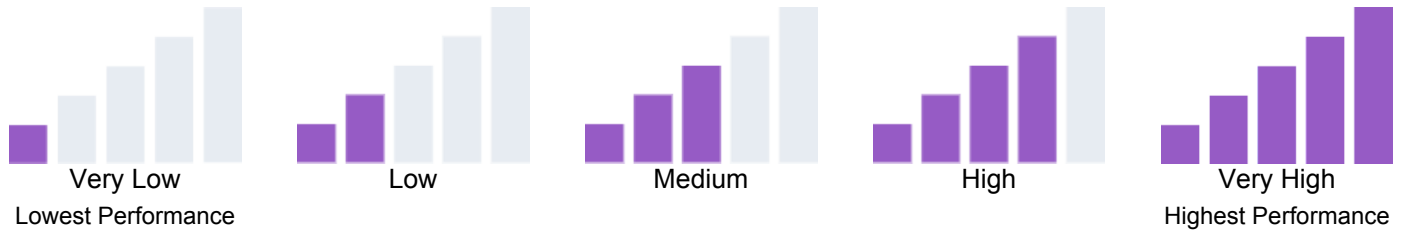
1.

School and Student Performance Data

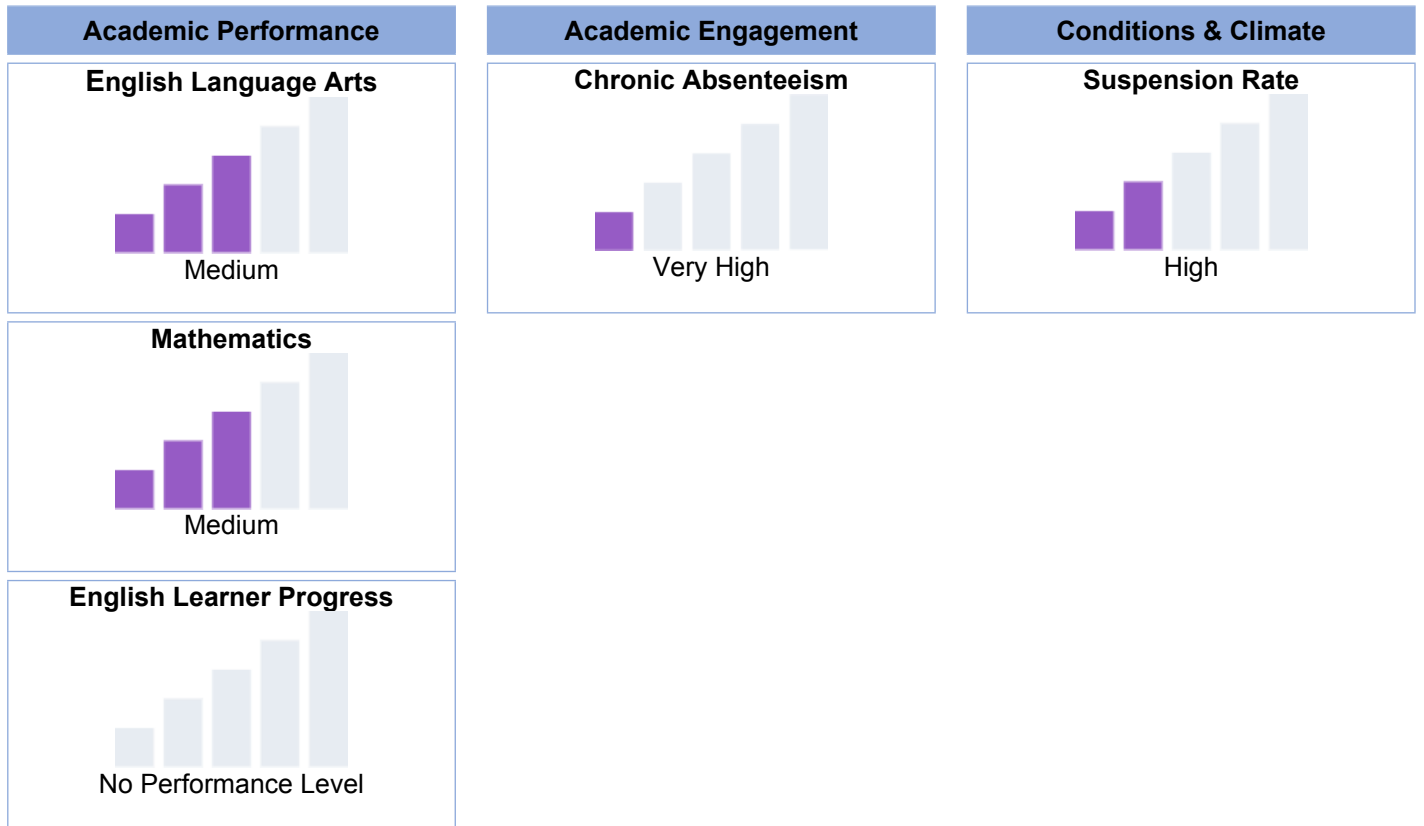
Overall Performance

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).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

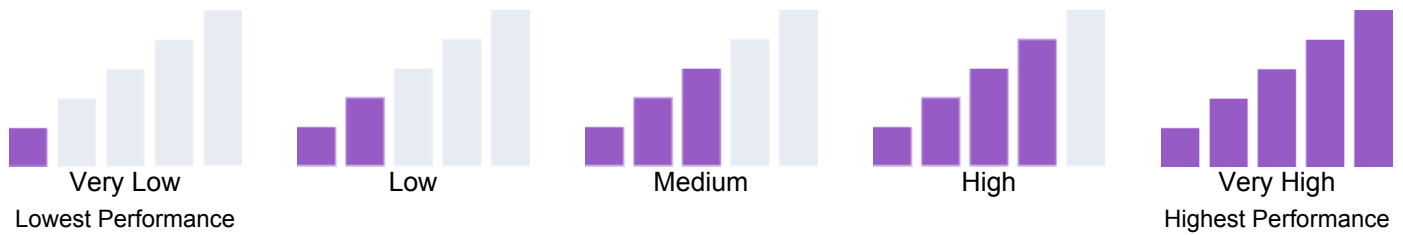
- 1.

School and Student Performance Data

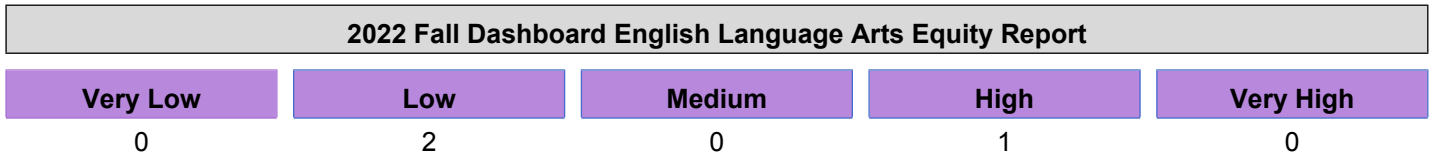
Academic Performance English Language Arts

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](#).

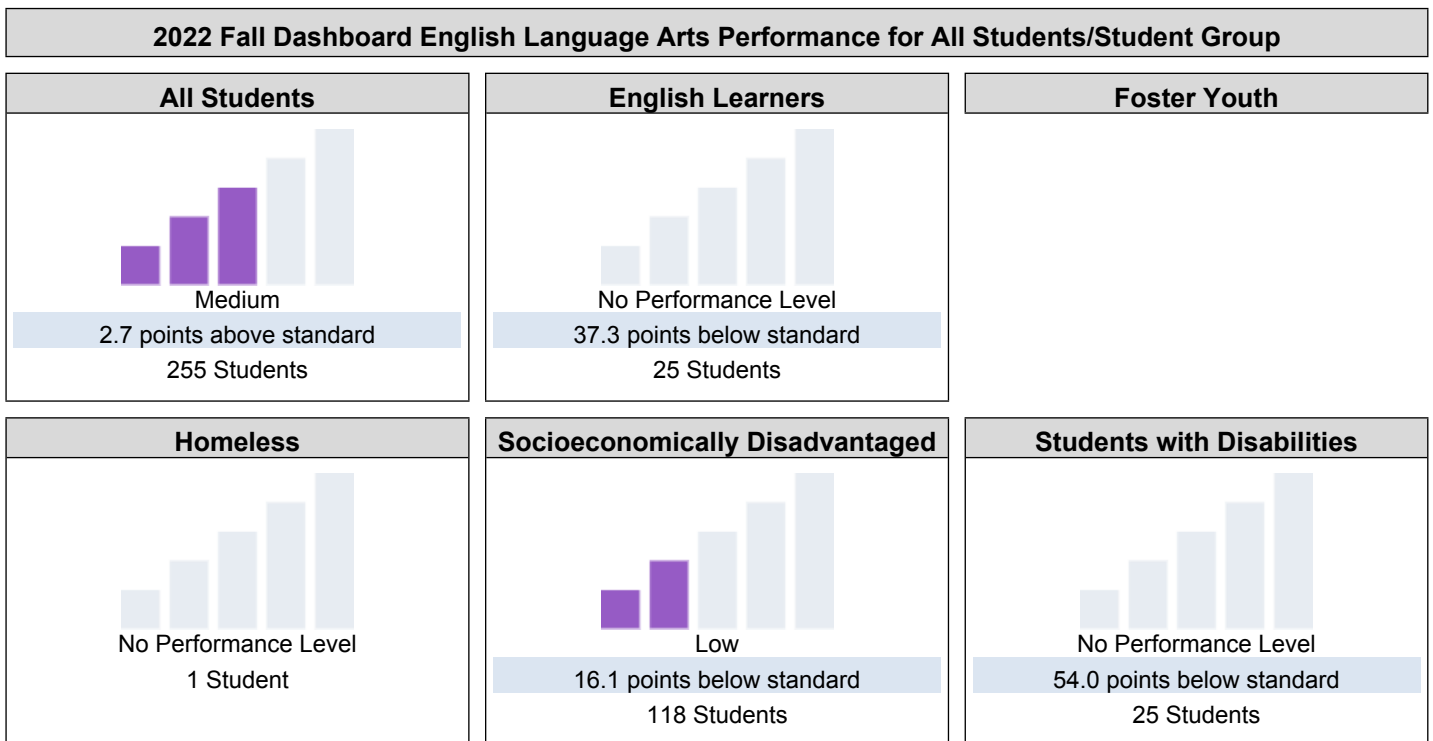
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



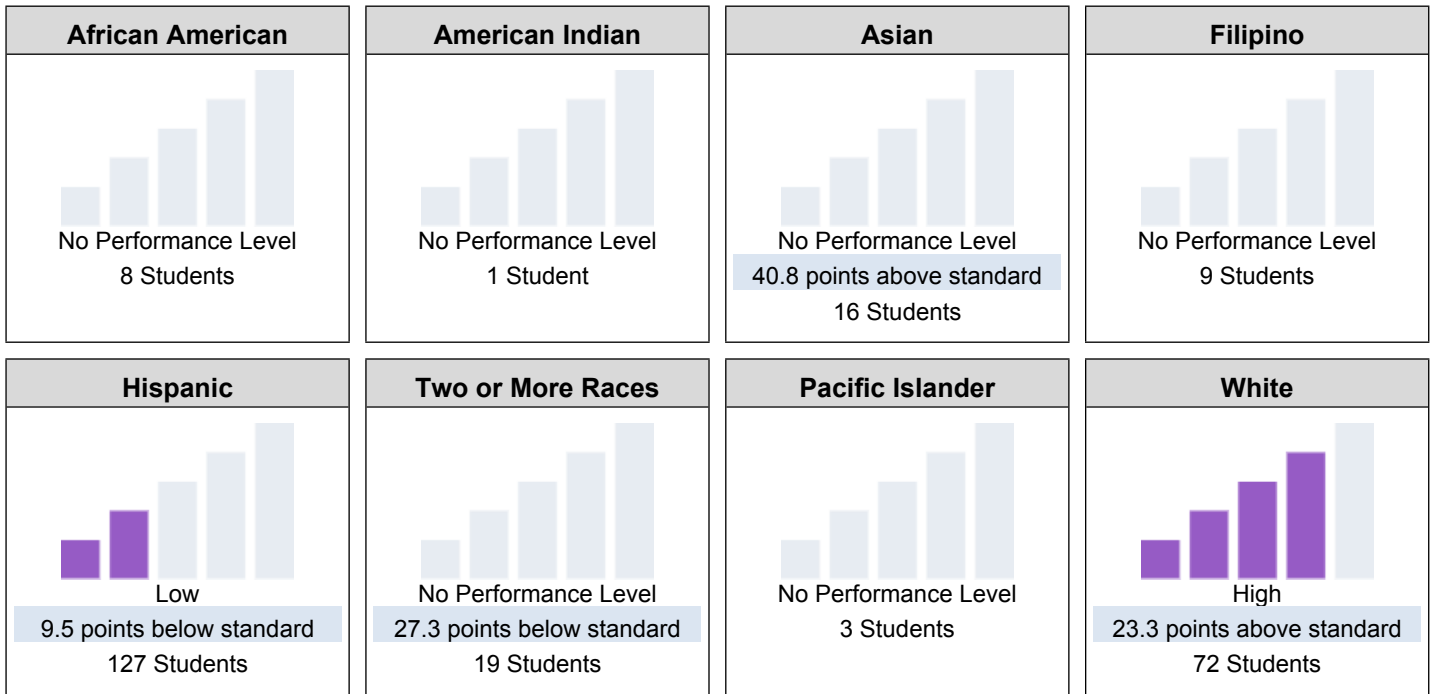
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either 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 English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>58.4 points below standard</p> <p>14 Students</p>	<p>10.5 points below standard</p> <p>11 Students</p>	<p>4.2 points above standard</p> <p>219 Students</p>

Conclusions based on this data:

- 1.

School and Student Performance Data

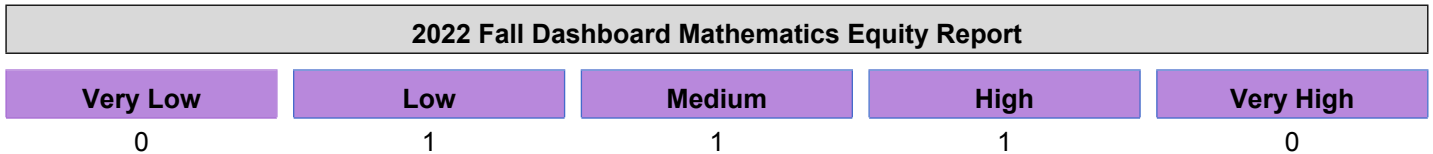
Academic Performance Mathematics

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](#).

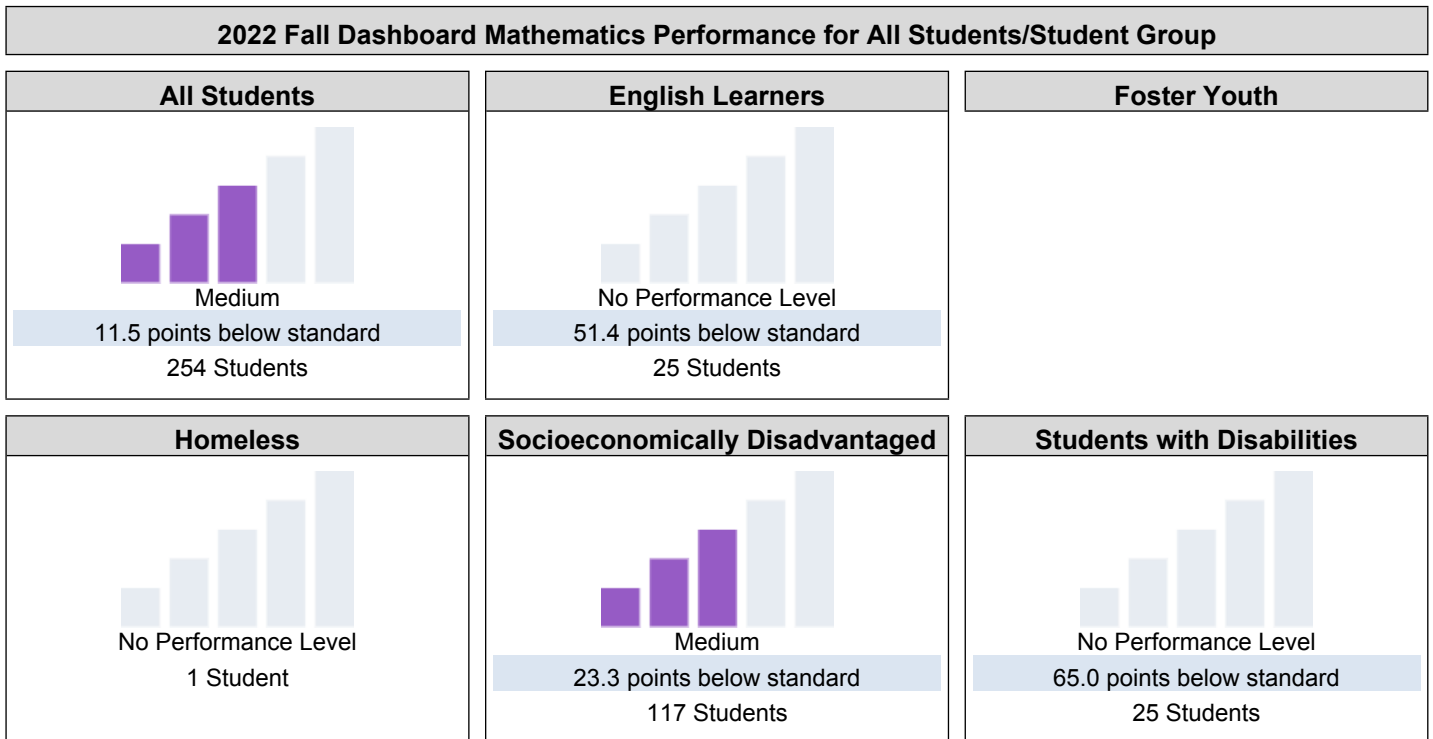
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



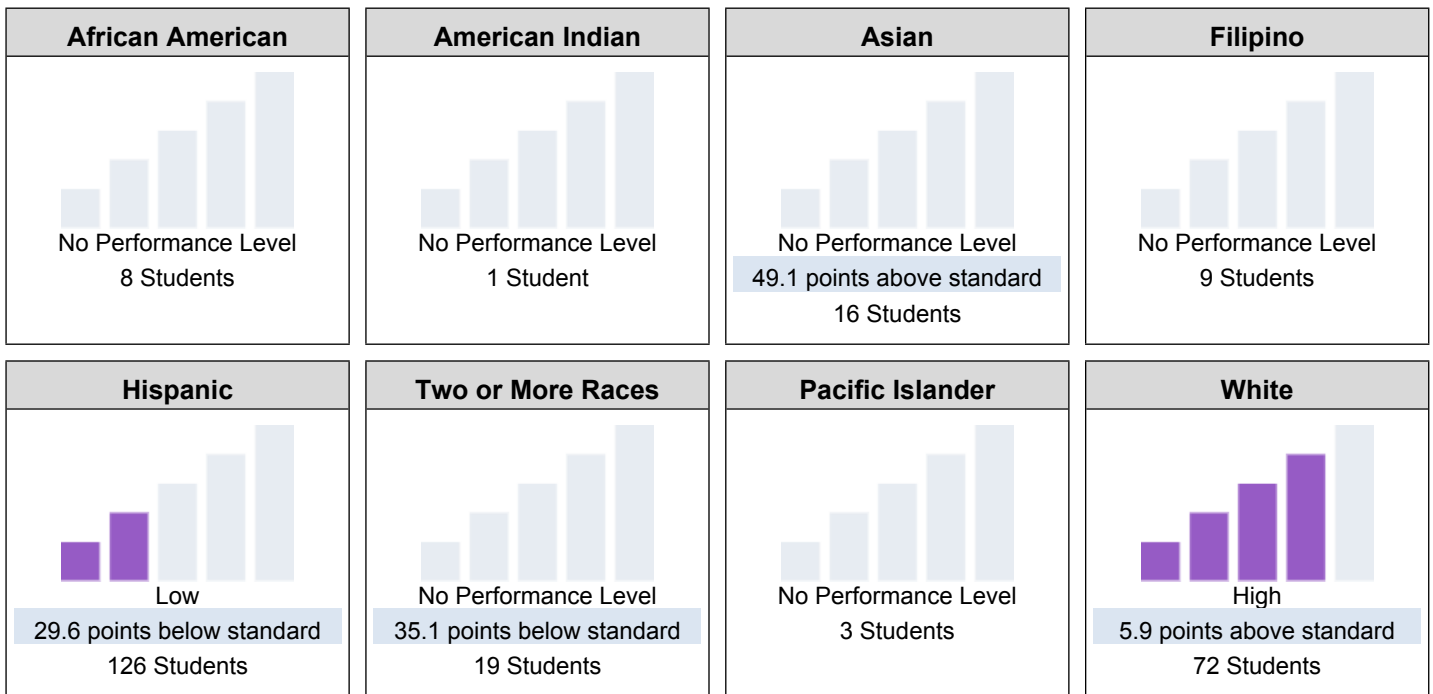
This section provides number of student groups in each level.



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 by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff; padding: 2px;">89.1 points below standard</p> <p>14 Students</p>	<p style="background-color: #e6f2ff; padding: 2px;">3.4 points below standard</p> <p>11 Students</p>	<p style="background-color: #e6f2ff; padding: 2px;">10.7 points below standard</p> <p>219 Students</p>

Conclusions based on this data:

1.

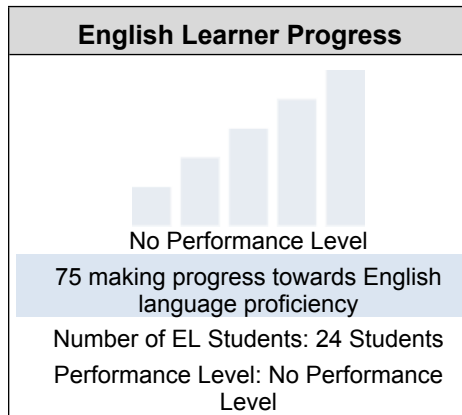
School and Student Performance Data

Academic Performance English Learner Progress

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](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.5%	12.5%	8.3%	66.7%

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

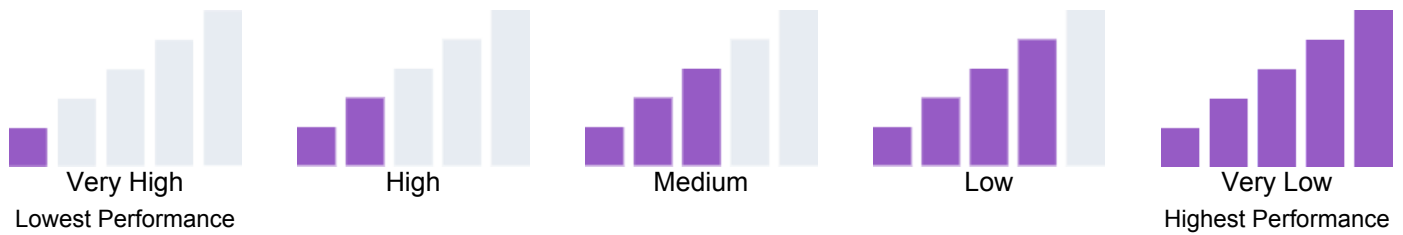
- 1.

School and Student Performance Data

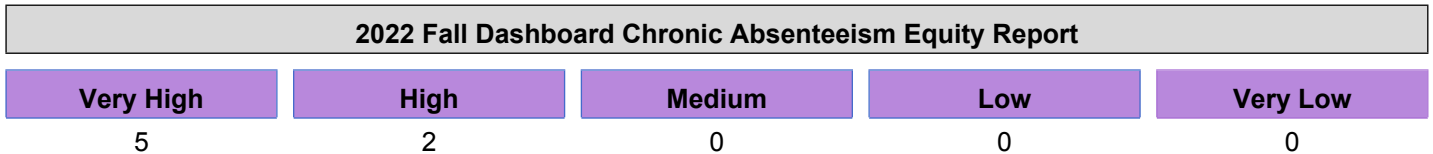
Academic Engagement Chronic Absenteeism

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](#).

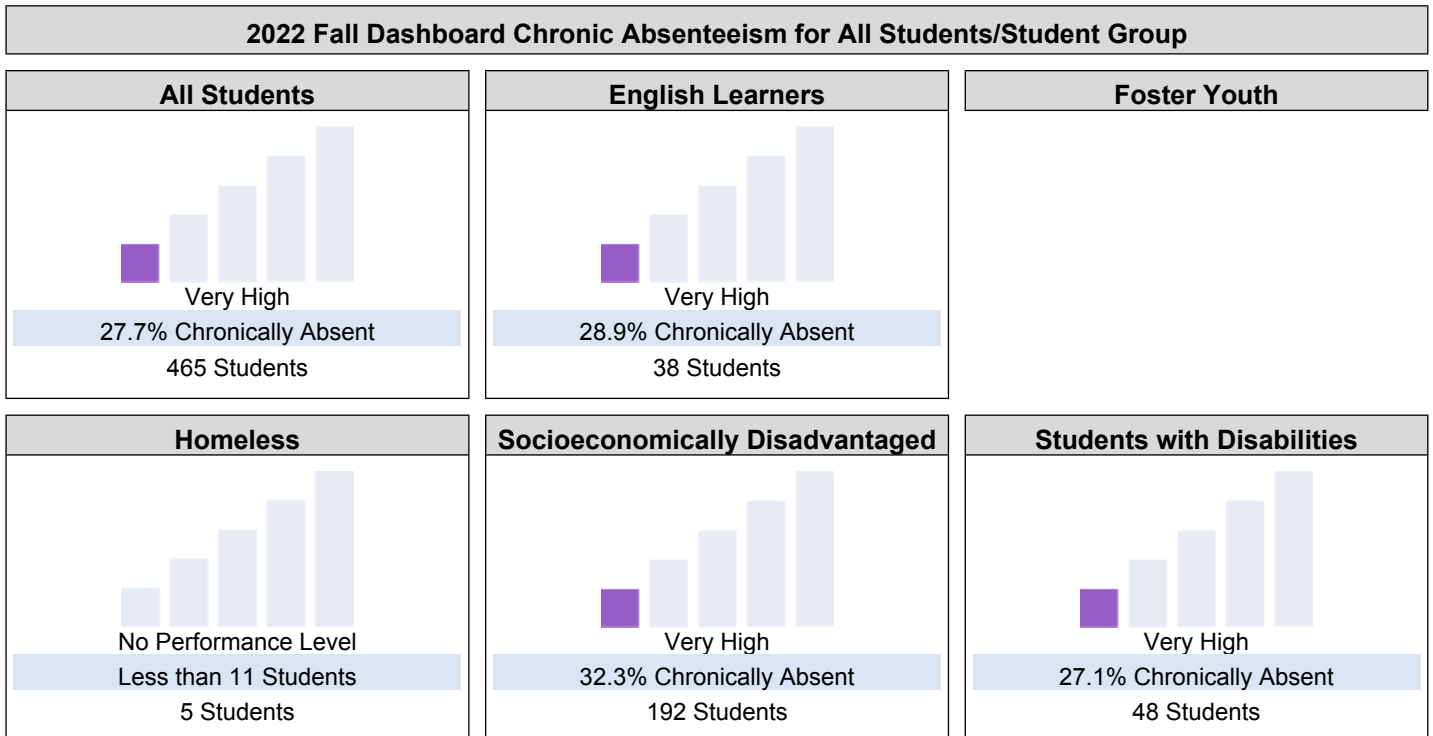
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



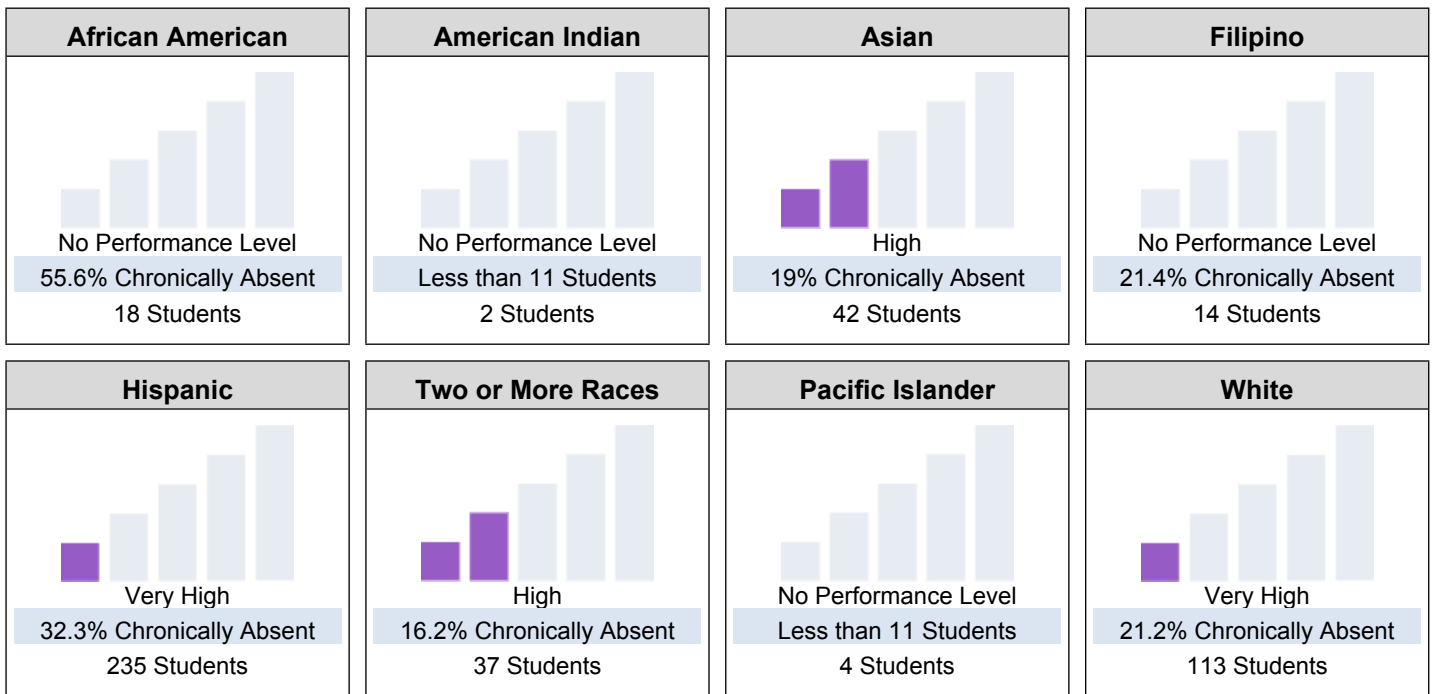
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

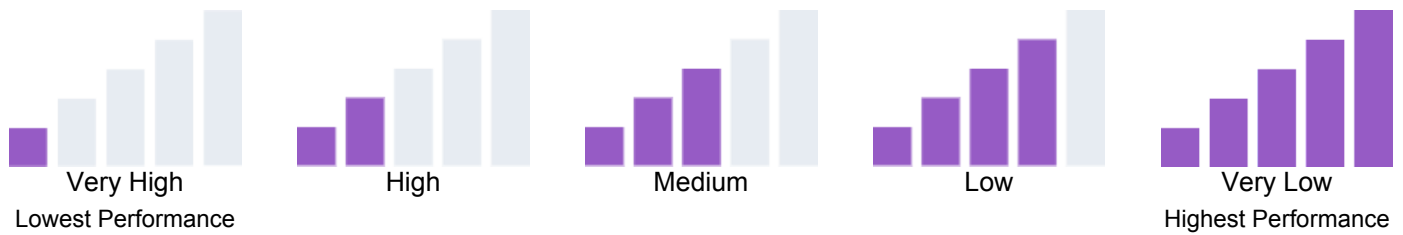
- 1.

School and Student Performance Data

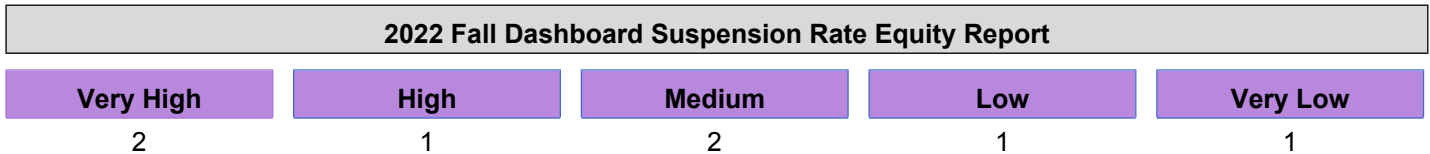
Conditions & Climate Suspension Rate

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 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](#).

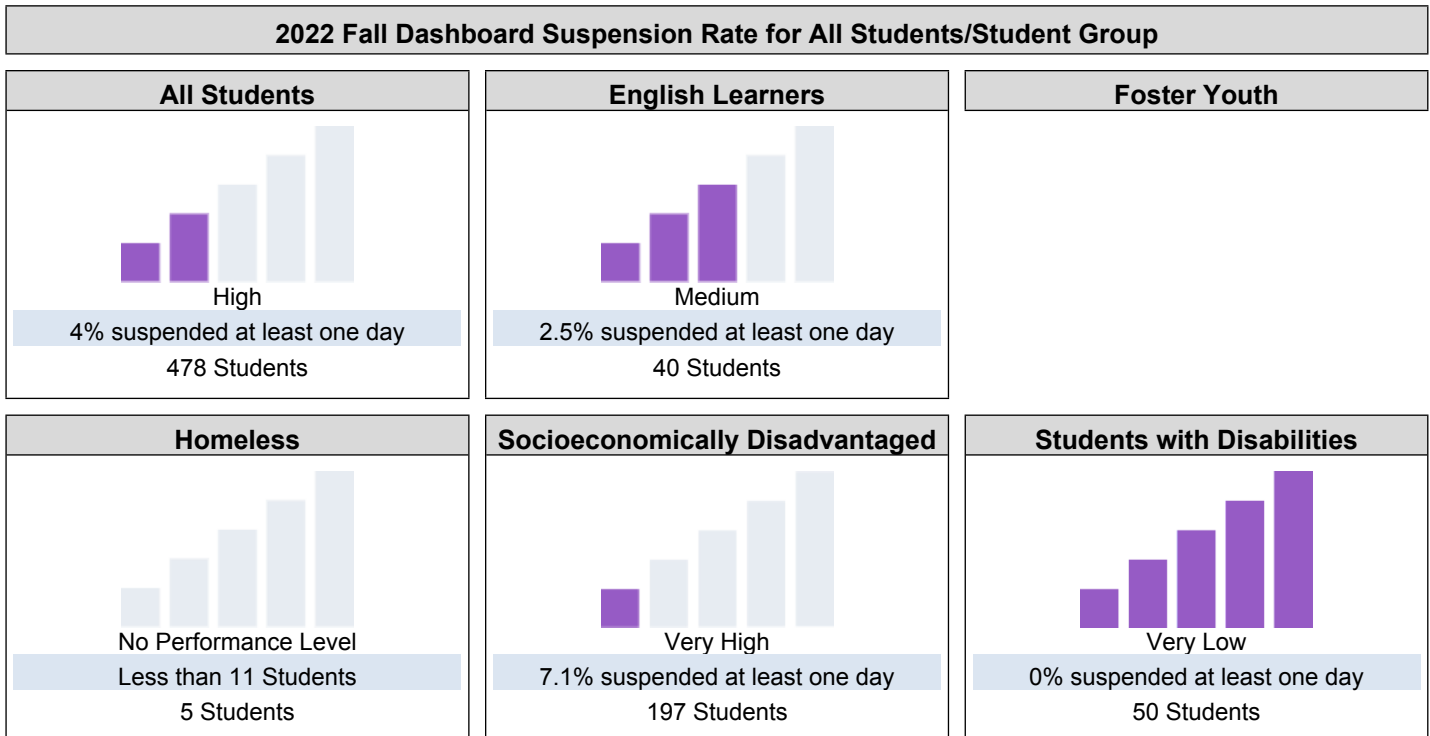
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



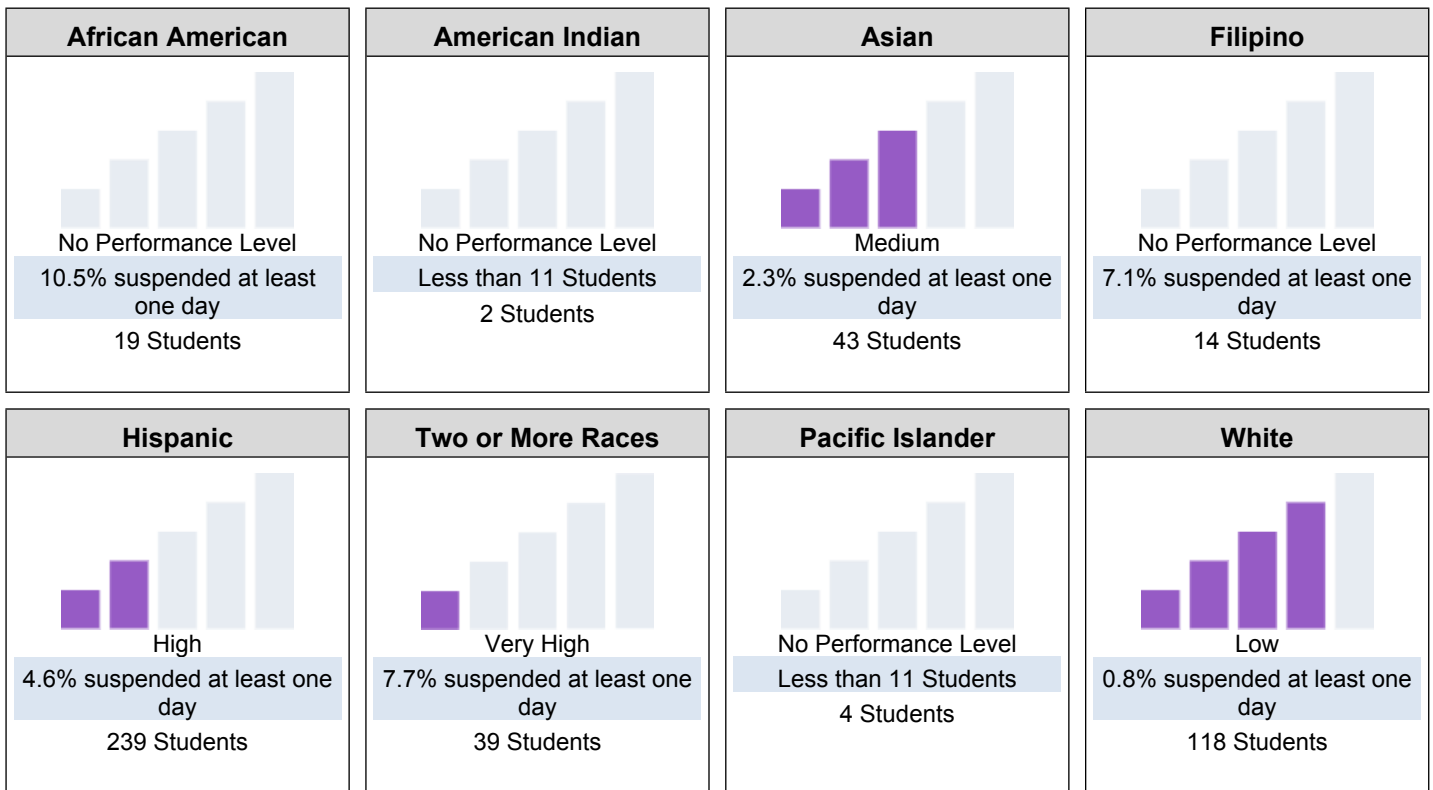
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1

Goal 1: 75% of all students will demonstrate proficiency in all academic areas based on local or statewide assessment. Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) will be implemented for all students.

Identified Need

Continued improvement toward 100% reading at grade level and closing the achievement gap between students receiving special education service and those who do not.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade level proficiency on Dibels, Lexia, MAP, or CAASPP	According to 2019 CAASPP data 74% of students were meeting or exceeding standards in ELA and 73% of students were meeting or exceeding standards in Math.	75% of students will be meeting or exceeding standards.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will provide all students, including EL students, with a broad course of study that is aligned to CCSS and NGSS, as referenced in California Education Code. In addition, integrated and designated English Language Development standards will be implemented to support all English Learners. Supplemental curriculum and programs will be purchased to aide in this area.

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)
8,670.00	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will provide all teachers with professional development and support to ensure curriculum and lesson plans are aligned to CCSS and NGSS for in-person, hybrid, or distance learning.

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)

8,000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will provide all teachers with collaboration time to work together to develop and analyze the effectiveness of CCSS and NGSS aligned lessons for in-person, distance or hybrid learning. This collaboration will occur during the enrichment hour of the school day using a staffing rotation. Additionally teachers will be provided time to engage in academic conferencing.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0,000.00

Source(s)

Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will provide students who are below grade level in core subjects with targeted math intervention offered outside of the regular school day.

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)

1,000.00

Title I Part A: Allocation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will increase student achievement by increasing accessibility to curriculum content through augmented and virtual reality. The zSpace platform provides 3D access to STEM and standards based curriculum to increase engagement and understanding. This hands-on platform will provide access to math manipulatives, engineering and design, standards based science curriculum, lab experiments, dissection, and much more. The purchase of four zSpace units and three additional STEM based zSpace applications will provide access to 8 students at a time. This will be used by each class during genius hour as well as designated maker space time.

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)

32,600.00

Title I Part A: Allocation

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Small group intervention with paraeducator and small group intervention reading supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4,000

Title I Part A: Allocation

7,485

Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2

Goal 2: 80% of all families will participate in at least one school function. The John McCandless Charter School will provide opportunities for parent participation and education, seek parent input to school practices and procedures, and promote parents' participation in their child's education.

Identified Need

Continued growth in parent attendance at ELAC and other academic or stakeholder events. Additional participation from parents of students in grades 5-8.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Event attendance records	This data was not collected in the past.	80% of all families will attend one event either virtually or in person.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will implement varied modes of home-to-school communication to inform parents and families of Parent Committee opportunities, school activities, and opportunities for involvement. Activities may be virtual or in-person, depending on restrictions and guidance due to COVID. Purchase materials and/or light refreshments as appropriate.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
100.00	Title I Part A: Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will provide varied opportunities for Parent/Family volunteer service which will be described in enrollment documents, student/parent handbooks, planners, and/or student orientation information. We will provide activities for virtual family events such as STEM Fest and winter grab and go.

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)

700.00

Source(s)

Title I Part A: Parent Involvement

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent education sessions will be held to help inform and educate parents on school related topics such as technology and internet safety. Purchase materials as appropriate for sessions.

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)

68.00

Source(s)

Title I Part A: Parent Involvement

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3

Goal 3: The John McCandless Charter School will reclassify 10% of all English Learners as proficient in English based on district and state criteria.

Identified Need

Continued English language support and designated ELD time needed to redesignate students as proficient in English in the first few years at JMC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification data	13% of EL students were reclassified in the 2019-20 school year.	15% of all ELs at JMC will be reclassified as proficient in English.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Create language rich environments with language practice time during ELD lessons during in-person, hybrid or distance learning. Purchase supplemental materials to support language building activities.

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)
000.00	Title I Part A: Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Systematic ELD teaching and use of curriculum. Purchase resources supplemental to core curriculum to enhance ELD instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0,000.00

Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

We will develop supplemental instructional supports for integrated and designated ELD and for students with disabilities, as appropriate. All instructional supports will be communicated with parents on an ongoing basis.

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)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Goal 4: Students will have access to a broad course of study, including mathematics, English, social science, science, physical education, health with supplemental instructional supports for ELs, low socio-economic status students, and students with disabilities, as appropriate.

Identified Need

Continued growth of middle school course offerings needed as JMC recently added a middle school program. Access to CTE pathways is a need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Course offerings	Students currently have access the all of the above course offerings.	All students will continue to have a broad selection of course offerings.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will create and staff a master schedule that allows all students appropriate access to a broad course of study including intervention, mathematics, English, social science, science, physical education, health, and art during the regular school day.

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)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will offer enrichment time that offers hands-on STEM education with specific emphasis on reading, writing, listening and speaking for students to access during in-person, hybrid or distance learning. Materials for STEM and Genius Hour activities will be purchased.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500.00

Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will implement Project Based Learning Units which integrate subject matter including reading, writing, listening, and speaking. Materials for project based learning activities will be purchased.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500.00

Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Goal 5: The John McCandless Charter School will provide a safe, welcoming and inclusive environment for students and their families so that all students are in class and ready to learn every day. The average daily attendance (ADA) for 2020-21 will be at least 95%.

Identified Need

John McCandless continues to have concerns regarding student attendance. Additional support in attendance and engagement is needed. The results from the 2019-20 year are a little different due to COVID.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rates	96.74% Attendance	95% Attendance for all student groups

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

We will articulate attendance expectations in the Student Handbook, on the school website and at parent meetings.

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)
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Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

We will provide outreach through a school counselor or similar outreach worker to families to improve attendance, behavior, environment, and academics. Outreach is geared toward improving attendance and engagement during in-person, hybrid, and distance learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

15,000.00

Title I Part A: Allocation

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will use a Positive Behavior Intervention and Support (PBIS) model to promote early identification and early intervention for students who are struggling academically, behaviorally, or with attendance. Teachers will be trained through on site coaching and a positive social skills curriculum will be implemented. Staff professional development and items to implement PBIS will be purchased.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0,000.00

Title I Part A: Allocation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Student involvement in the school community will be promoted through school events, one school one book, and enrichment activities so students feel a sense of connectedness and community.

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)

10,615

Title I Part A: Allocation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Enrichment activities will be built into the school day and provided by the school staff to increase engagement and student connection to materials being taught. Genius hour supplies will be purchased to increase student engagement and provide enrichment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title I Part A: Allocation

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students grades 5-8

Strategy/Activity

Student planners to increase engagement, organization and communication.

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)

700.00

Source(s)

Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)
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Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source
This dropdown should be populated manually.

Funding Allocation
This data field should be populated manually.

Funds Remaining to be Allocated
This field is auto calculated by DTS and manual entries will be overwritten automatically

Comprehensive Support and Improvement (CSI)

Total Funding Allocation:

This field is auto calculated by DTS and manual entries will be overwritten automatically

Expenditures by Funding Source From SPSA Goals

Funding Source
This field is auto calculated by DTS and manual entries will be overwritten automatically

Amount
This field is auto calculated by DTS and manual entries will be overwritten automatically

Title I Part A: Allocation

89,070.00

Title I Part A: Parent Involvement

868.00

Total SPSA Allocated (This field is auto calculated by DTS and manual entries will be overwritten automatically):
89,938.00

School Site Council Membership

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

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

Name of Members	Role
Jennifer Huiras	Principal
Matt Fernandez	Other School Staff
Jessica Wagner	Classroom Teacher
Shelby Seabaugh	Classroom Teacher
Pam Parkerson	Classroom Teacher
Shannon Hurles	Parent or Community Member
Sarah Servin	Parent or Community Member
Matt Schnetter	Parent or Community Member
Jonathan Fattarsi	Parent or Community Member
Ashlie Yoakum	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

State Compensatory Education Advisory Committee

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 9/29/2020.

Attested:



Principal, Jonathan Gillig on 9/29/2020

SSC Chairperson, Shannon Hurles on 9/29/2020

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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