

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
Merrill F. West High School		May 6, 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.

Our plan has been created with input from all appropriate stakeholder groups. This includes recommendations for Critical Areas of Follow-up from our WASC visit in 2018, as well as alignment with district LCAP and Title 1 regulations.

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).

Stakeholder Survey Results - 2020
CLIMATE
Number of responses

West High

Parents - Climate Str Agr Agree Total Percent

Q8 47.00 105.00 193.00 78.76% This school motivates students to learn

Q14 57.00 91.00 194.00 76.29% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality.

Q27 42.00 103.00 176.00 82.39% The buildings and grounds at this school are clean

Q31 55.00 77.00 177.00 74.58% This school communicates the importance of respecting all cultural beliefs and practices.

Q34 49.00 95.00 149.00 96.64% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)

Q34 34.00 75.00 161.00 67.70% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)

Q34 37.00 76.00 160.00 70.63% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal

Q35 41.00 89.00 176.00 73.86% The school staff responds to me in a timely manner

Q36 55.00 94.00 177.00 84.18% The school office staff is friendly and professional

417.00 805.00 1563.00 78.18%

Students - Climate Str Agr Agree Total Percent

Q6 87.00 215.00 350.00 86.29% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality.

Q25 67.00 151.00 317.00 68.77% This school communicates the importance of respecting all cultural beliefs and practices.

Q27 63.00 164.00 317.00 71.61% My teachers recognize the work I am doing

Q28 49.00 143.00 303.00 63.37% This school motivates students to learn.

Q32 53.00 162.00 317.00 67.82% The buildings and grounds at this school are clean

Q37 72.00 173.00 317.00 77.29% I feel comfortable working with classmates and participating in class.

Q38 46.00 170.00 316.00 68.35% This school has a climate that fosters a feeling of safety, security, and support at school.

437.00 1178.00 2237.00 72.19%

Staff - Climate Str Agr Agree Total Percent

Q6 25.00 54.00 99.00 79.80% This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality.

Q18 25.00 55.00 93.00 86.02% Members of the school/department collaborate to achieve our school goals

Q21 12.00 55.00 93.00 72.04% The buildings and grounds at this school are clean.

Q23 24.00 57.00 95.00 85.26% This school/department communicates the importance of respecting all cultural beliefs and practices.

Q24 29.00 52.00 94.00 86.17% I am treated with respect by my colleagues at work

Q25 10.00 46.00 94.00 59.57% Staff members at this school are recognized appropriately for their efforts and accomplishments

Q26 5.00 54.00 94.00 62.77% Our district ensures effective communication across the organization

130.00 373.00 662.00 75.98%

TUSD Stakeholder Survey Results - 2020
SAFETY
Number of responses

West High

Parents - Safety Str Agr Agree Total Percent

Q26 41.00 105.00 177.00 82.49% The buildings and grounds at this school are well maintained
Q29 33.00 88.00 163.00 74.23% My child is safe on school grounds before school
Q29 41.00 103.00 168.00 85.71% My child is safe on school grounds during the day
Q29 43.00 109.00 168.00 90.48% My child is safe on school grounds in the classroom
Q29 32.00 108.00 162.00 86.42% My child is safe on school grounds after school
Q30 51.00 108.00 177.00 89.83% The rules of this school are clearly communicated to parents
241.00 621.00 1015.00 84.93%

Students - Safety Str Agr Agree Total

Q30 37.00 167.00 317.00 64.35% The buildings and grounds at this school are well maintained
Q33 43.00 175.00 316.00 68.99% I feel safe at this school
Q34 61.00 153.00 315.00 67.94% I feel safe from gang activity and gang violence at school
Q36 82.00 191.00 316.00 86.39% I know the school rules
223.00 686.00 1264.00 71.91%

Staff - Safety Str Agr Agree Total

Q19 21.00 53.00 91.00 81.32% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation.
Q20 20.00 52.00 93.00 77.42% My workplace is safe
Q22 8.00 55.00 93.00 67.74% The buildings and grounds at this school are well maintained.
49.00 160.00 277.00 75.45%

Classroom Observations

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

Teachers are observed for the formal and informal evaluation process every other year, or twice in 5 years depending upon their prior evaluations and their time in the district. The district's expectation is for 30% of classrooms to be visited each month. Our site coaches for Rigor, Relevance and Relationships through the International Center for Leadership in Education also collect data on walk throughs. Our walk throughs, formal and informal observations indicate that there are a variety of positive teaching practices taking place at West, and also a lot of areas that we can improve upon. Areas to improve upon include working toward a guaranteed and viable curriculum for every student on our campus, and an increase in the critical thinking that students are asked to do across the curriculum. This year we established a PLC Leadership Team, which helped move us a bit closer to a guaranteed and viable curriculum, although we are not there yet. Amidst the issues with school closure due to COVID-19, we also had a number of teachers work together on common assignments and assessments during school closure, which was one bright spot during a difficult time.

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)

Our staff has analyzed assessment results from SBAC, and we have engaged in professional development as a staff to modify instruction to meet the needs of students taking the SBAC. We have aligned our units of study in Math and ELA, through the RCD process, to state and national standards. We have aligned our Science courses to the NGSS and the curriculum is being worked yearly by science teacher leaders.

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

We have continued to train and engage in the PLC process, which includes identifying priority standards and analyzing the results of student assessments. ELA and Math have given the benchmark assessments, which have been proven to be reliable indicators of student success in SBAC in our district. In the 2019-2020 School year we established a PLC Leadership Team, with representation from all departments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

All staff have access to instructional materials that are aligned to standards.

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

Staff development has been based around Rigor, Relevance and Relationships, AVID Strategies, and PLC work. Multiple science teachers have been sent to multi-day NGSS professional development.

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

District assistance in Math has been ongoing this year and last year through the District Math Coordinator Position. We continue to have a site EL TOSA that has worked daily with various teachers on our staff for best practices in teaching students who are learning English.

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

Teachers collaborate every Monday, either in PLCs, during site professional development, or district professional development. We have also paid for a number of lesson studies for department members to collaborate over multiple days using the Rigor and Relevance framework to plan and assess lessons.

Teaching and Learning

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

Our curriculum is all aligned to standards, including the transition to NGSS. Science teacher leaders are currently in the process of reviewing, modifying and building content on a yearly basis.

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

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

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

All students have access to standards based materials. There is a concern that our Newcomer ELD course needs additional standards aligned district adopted curriculum for the second semester.

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 have access to standards-aligned courses and materials. All students have tutorial opportunities before and after school with fully credentialed teachers.

Opportunity and Equal Educational Access

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

Tutorial before and after school in every core course.

Evidence-based educational practices to raise student achievement

AVID, College Bound, PIQE, Rigor, Relevance, Relationships, PLC, RCD have been part of our school and all work toward meeting the needs of our students.

Parental Engagement

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

West High has been given significant Title 1 Funding, which has allowed us to invest in Mental Health Services, paraprofessionals for EL students, an EL TOSA, a PLC Leadership team, after school and in school intervention programs, and professional development for staff members (including paraprofessionals). It has also allowed us to give targeted intervention tutoring to Summer Bridge and Freshman Seminar students by credentialed teachers multiple times per week, which has proven through our district analysis to have increased the GPA for these 9th grade students (approximately 50 per week have attended).

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)

Funding

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

2 week Summer Bridge, EL Paraprofessional Salaries (4 positions), EL TOSA, One Day at a Time, Bridge/Seminar Tutoring (twice per week), Mental Health Services (5 days per week), College Bound, PIQE, Translator (full time position -range 28)

Fiscal support (EPC)

Title 1, Targeted, Targeted EL

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

ELAC / Parent Meeting - March 4, 2020
LCAP Student Survey - February 14, 2020
LCAP Parent/Community Survey - February 14, 2020
LCAP Staff Survey - February 14, 2020
West High Site Council - 1-16-20, 2-13-20
West High Entire Staff - 2-20-20, 3-2-20

Resource Inequities

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

EL Student Support
Special Education Student Support
More Dual Enrollment
Support for EL Reclassified Students
ELPAC Testing Support
More EL Students in AVID
Interventions before Senior Year
Career Readiness Support
Access to all Education Opportunities for all students (including Socio-Economically Disadvantaged)
Technology Access for Socio-Economically Disadvantaged Students
Interventions for Hispanic Students
Training for students as translators (career training)
Seal of biliteracy - increased awareness
Support for Students Struggling in Math
FAFSA Help for Students
SBAC Support and Practice
More CTE Options
Support for students interested in attending Junior College
Support for African American Students
Bilingual Tutors and Career Training for Bilingual Students
Translation Services
Refreshments for Parent Engagement Events
Increased access to computers for students
Mental Health Resources for Students
Increased EL Content Course Offerings
Food For Hungry Students After School
Increased seating at Lunch
Decreased Suspensions
Increased Support in Science with new graduation requirements

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.24%	0.29%	0.32%	5	6	7
African American	7.40%	6.17%	5.99%	157	126	132
Asian	10.89%	11.6%	11.43%	231	237	252
Filipino	6.51%	7.2%	6.81%	138	147	150
Hispanic/Latino	53.51%	55.36%	55.22%	1135	1,131	1,217
Pacific Islander	1.32%	1.32%	1.54%	28	27	34
White	17.07%	15.08%	15.11%	362	308	333
Multiple/No Response	%	%	3.58%			0
Total Enrollment				2121	2,043	2,204

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	548	505	593
Grade 10	542	528	520
Grade 11	508	529	538
Grade 12	523	481	553
Total Enrollment	2,121	2,043	2,204

Conclusions based on this data:

1. Our largest sub-group is Hispanic students, followed by White, Asian, Filipino and African-American students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	382	346	400	18.0%	16.9%	18.1%
Fluent English Proficient (FEP)	719	767	786	33.9%	37.5%	35.7%
Reclassified Fluent English Proficient (RFEP)	36	36	31	9.6%	9.4%	9.0%

Conclusions based on this data:

1. 16.9% of our students are English Learners, a slight drop from last year

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	488	486	520	478	479	506	478	479	506	98	98.6	97.3
All Grades	488	486	520	478	479	506	478	479	506	98	98.6	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2547.	2597.	2618.	13.39	23.17	30.63	25.73	34.03	34.39	28.66	26.10	21.74	32.22	16.70	13.24
All Grades	N/A	N/A	N/A	13.39	23.17	30.63	25.73	34.03	34.39	28.66	26.10	21.74	32.22	16.70	13.24

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	18.87	29.23	34.58	47.17	53.03	44.86	33.96	17.75	20.55
All Grades	18.87	29.23	34.58	47.17	53.03	44.86	33.96	17.75	20.55

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	21.17	31.32	40.51	40.67	47.60	45.45	38.16	21.09	14.03
All Grades	21.17	31.32	40.51	40.67	47.60	45.45	38.16	21.09	14.03

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	13.63	18.16	24.11	60.38	65.34	63.44	26.00	16.49	12.45
All Grades	13.63	18.16	24.11	60.38	65.34	63.44	26.00	16.49	12.45

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	19.92	36.53	37.35	48.01	44.68	50.20	32.08	18.79	12.45
All Grades	19.92	36.53	37.35	48.01	44.68	50.20	32.08	18.79	12.45

Conclusions based on this data:

1. Our students continued with the upward trend we have been seeing for the past few years with regard to SBAC scores. We are encouraged by this progress, even as there is work to do.
2. Last year's area where we were struggling the most, clear and purposeful writing, improved from 21% below standard to 14% below standard.
3. Our greatest area of concern for this year is reading, which dropped to 20.55% below standard from 17.75% the year before.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	490	486	518	484	479	508	484	479	508	98.8	98.6	98.1
All Grades	490	486	518	484	479	508	484	479	508	98.8	98.6	98.1

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2530.	2551.	2572.	5.17	9.19	12.80	15.08	16.08	18.90	21.49	24.22	24.61	58.26	50.52	43.70
All Grades	N/A	N/A	N/A	5.17	9.19	12.80	15.08	16.08	18.90	21.49	24.22	24.61	58.26	50.52	43.70

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	14.26	15.45	19.29	22.52	23.38	28.74	63.22	61.17	51.97
All Grades	14.26	15.45	19.29	22.52	23.38	28.74	63.22	61.17	51.97

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	6.20	14.41	14.57	39.67	43.63	48.62	54.13	41.96	36.81
All Grades	6.20	14.41	14.57	39.67	43.63	48.62	54.13	41.96	36.81

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	8.47	14.61	16.34	53.31	45.93	55.12	38.22	39.46	28.54
All Grades	8.47	14.61	16.34	53.31	45.93	55.12	38.22	39.46	28.54

Conclusions based on this data:

1. We continue to make improvements in math, although we still have approximately 68% of students who are not meeting the standards.
2. Our biggest area for growth is still in applying mathematical concepts and procedures, although we did improve in this area by about 9%.

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1539.9	1565.4	1533.3	1569.7	1546.0	1560.8	81	109
Grade 10	1548.1	1547.3	1542.7	1540.4	1552.9	1553.8	74	65
Grade 11	1542.5	1542.7	1540.4	1527.5	1544.2	1557.3	74	67
Grade 12	1548.9	1561.3	1545.3	1552.5	1552.2	1569.8	64	60
All Grades							293	301

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	24.69	22.02	32.10	47.71	22.22	20.18	20.99	10.09	81	109
10	31.08	15.38	36.49	32.31	17.57	36.92	14.86	15.38	74	65
11	21.62	5.97	43.24	41.79	22.97	37.31	*	14.93	74	67
12	25.00	16.67	39.06	35.00	21.88	36.67	*	11.67	64	60
All Grades	25.60	15.95	37.54	40.53	21.16	30.90	15.70	12.62	293	301

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	45.68	46.79	18.52	34.86	28.40	11.01	*	7.34	81	109
10	47.30	26.15	25.68	33.85	14.86	29.23	*	10.77	74	65
11	55.41	13.43	32.43	47.76	*	25.37	*	13.43	74	67
12	43.75	21.67	39.06	46.67	*	21.67	*	10.00	64	60
All Grades	48.12	29.90	28.33	39.87	15.02	20.27	8.53	9.97	293	301

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	13.58	6.42	19.75	31.19	27.16	39.45	39.51	22.94	81	109
10	16.22	9.23	33.78	20.00	21.62	38.46	28.38	32.31	74	65
11	*	1.49	24.32	31.34	36.49	40.30	33.78	26.87	74	67
12	*	8.33	26.56	30.00	42.19	36.67	26.56	25.00	64	60
All Grades	10.24	6.31	25.94	28.57	31.40	38.87	32.42	26.25	293	301

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	35.80	8.26	35.80	75.23	28.40	16.51	81		109
10	45.95	9.23	33.78	72.31	20.27	18.46	74		65
11	40.54	2.99	39.19	58.21	20.27	38.81	74		67
12	35.94	3.33	53.13	61.67	*	35.00	64		60
All Grades	39.59	6.31	39.93	68.11	20.48	25.58	293		301

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	58.02	77.06	35.80	16.51	*	6.42	81		109
10	52.70	55.38	36.49	35.38	*	9.23	74		65
11	75.68	67.16	16.22	14.93	*	17.91	74		67
12	71.88	71.67	25.00	23.33	*	5.00	64		60
All Grades	64.16	69.10	28.67	21.59	7.17	9.30	293		301

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	13.58	12.84	32.10	60.55	54.32	26.61	81		109
10	25.68	12.31	31.08	53.85	43.24	33.85	74		65
11	*	7.46	33.78	49.25	59.46	43.28	74		67
12	*	8.33	51.56	56.67	43.75	35.00	64		60
All Grades	12.97	10.63	36.52	55.81	50.51	33.55	293		301

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	19.75	6.42	71.60	80.73	*	12.84	81	109
10	27.03	7.69	58.11	80.00	14.86	12.31	74	65
11	21.62	2.99	66.22	83.58	*	13.43	74	67
12	23.44	6.67	70.31	86.67	*	6.67	64	60
All Grades	22.87	5.98	66.55	82.39	10.58	11.63	293	301

Conclusions based on this data:

1. Our numbers for students at a Level 4 decreased in the 10th, 11th, and 12th grade.
2. Written Language is still difficult for many of our students.
3. We had a significant drop in the area of Listening with regard to students at a Level 4.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2043	60.3	16.9	0.7
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	346	16.9
Foster Youth	14	0.7
Homeless	11	0.5
Socioeconomically Disadvantaged	1231	60.3
Students with Disabilities	217	10.6






Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	126	6.2
American Indian	6	0.3
Asian	237	11.6
Filipino	147	7.2
Hispanic	1131	55.4
Two or More Races	61	3.0
Pacific Islander	27	1.3
White	308	15.1

Conclusions based on this data:

1. We now have just over 60% of students who are socioeconomically disadvantaged. We need to use the resources we have to meet the needs of these students.
2. Approximately 17% of our students are English Learners.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Blue</div>	<div>Graduation Rate</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Yellow</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>College/Career</div> <div></div> <div>Yellow</div>		

Conclusions based on this data:

1. We have continued to make gains in Math and ELA, and our suspension rate is still improving.
2. College/Career Readiness has been a major focus for our site, and we have made some modest improvements in this area according to the dashboard.

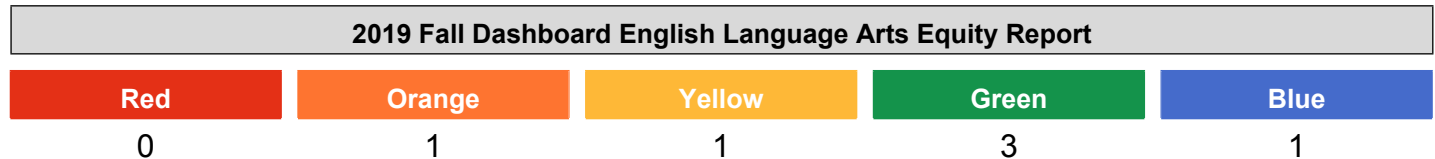
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Blue 40.5 points above standard Increased Significantly ++21.8 points 481	 Yellow 41.3 points below standard Increased Significantly ++19.2 points 101	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Green 18.4 points above standard Increased Significantly ++20.6 points 275
Students with Disabilities				
 Orange 98.7 points below standard Increased ++7 points 43				

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 4.2 points above standard Increased ++8.3 points 35	American Indian  No Performance Color 0 Students	Asian  Blue 94.5 points above standard Increased Significantly ++53.2 points 63	Filipino  No Performance Color 70.1 points above standard Increased Significantly ++17.6 points 29
Hispanic  Green 18.6 points above standard Increased Significantly ++10.1 points 243	Two or More Races  No Performance Color 98.6 points above standard Increased Significantly ++26.7 points 21	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	White  Green 56.3 points above standard Increased ++14.4 points 83

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 83.8 points below standard Increased ++7.7 points 51	Reclassified English Learners 1.9 points above standard Increased Significantly ++20.5 points 50	English Only 53.9 points above standard Increased ++7.9 points 232
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Conclusions based on this data:

1. We have 0 groups in red and one group in orange.
2. Students with Disabilities have made gains for the past two years, but remain in orange.
3. Every sub-group made improvements.

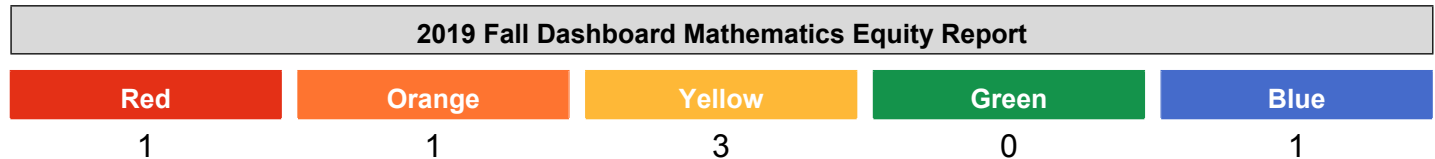
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 48.8 points below standard Increased Significantly ++22.4 points 479	English Learners  Orange 134.6 points below standard Increased Significantly ++27.6 points 101	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Socioeconomically Disadvantaged  Yellow 74.3 points below standard Increased Significantly ++25.8 points 273	Students with Disabilities  Red 174.7 points below standard Maintained ++2.8 points 43

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 99.1 points below standard Maintained ++2.2 points 35	American Indian  No Performance Color 28.9 points above standard Increased Significantly ++61.7 points 21	Asian  Blue 34.4 points above standard Increased Significantly ++73.2 points 63	Filipino  No Performance Color 13.6 points above standard Increased Significantly ++32.8 points 28
Hispanic  Yellow 84.8 points below standard Increased Significantly ++15.1 points 242	Two or More Races  No Performance Color 28.9 points above standard Increased Significantly ++61.7 points 21	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	White  Yellow 24.5 points below standard Maintained -0.1 points 83

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 163.6 points below standard Increased Significantly ++16.9 points 51	Reclassified English Learners 105 points below standard Increased Significantly ++32.6 points 50	English Only 36.6 points below standard Maintained ++2.6 points 230
---	---	---

Conclusions based on this data:

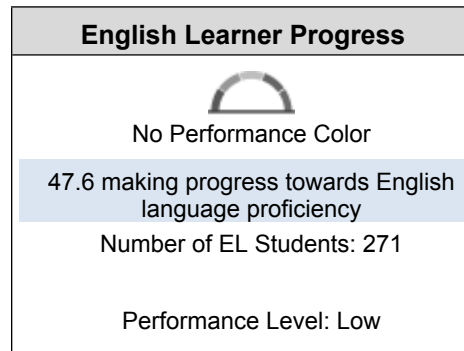
- Our areas of concern last year were English Learners and Students with disabilities, as both had declined and were in red. This year English learners increased significantly. Students with Disabilities remain in the red as they maintained (+2.8). We are excited to see some improvement, but there is still a lot of work to be done.
- Almost all groups increased, and no groups declined.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 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.

2019 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
20.6	31.7	7.0	40.5

Conclusions based on this data:

1. Almost double the amount of students progressed at least one ELPI level as Decreased One ELPI level.
2. The Performance Level is indicated as being "Low," even though there are no color bands for this indicator yet.

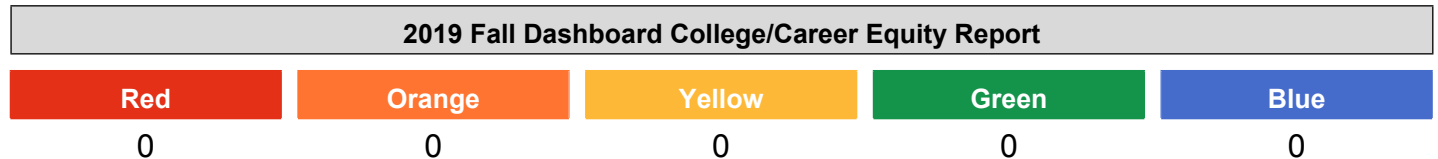
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students  Yellow <div style="background-color: #d9e1f2; padding: 5px; text-align: center;">34.3</div> Increased +6.8 490	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
27.5 Prepared	27.5 Prepared	34.3 Prepared
21.6 Approaching Prepared	21.6 Approaching Prepared	19.2 Approaching Prepared
50.9 Not Prepared	50.9 Not Prepared	46.5 Not Prepared

Conclusions based on this data:

1. African American, Two or More Races, and Asian students show a decline, which is concerning. Every sub group declined in the previous year, so some sub groups are doing as well or better than the previous year.
2. The college readiness indicator percentage is lower than our A-G rate.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. No information appears to have been uploaded in this section.

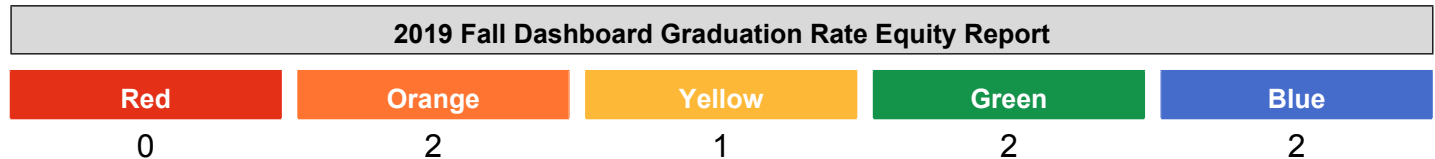
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Yellow 88.9 Maintained +0.9 495	English Learners  Green 82.4 Increased +6.7 102	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless  No Performance Color 72.7 Declined -14.8 22	Socioeconomically Disadvantaged  Yellow 87.9 Maintained +0.5 347	Students with Disabilities  Orange 71.2 Declined -3.4 59

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 72.4 Declined -16.5 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Blue 95 Increased +4.3 60	 Blue 97.7 Increased +7 43
Hispanic	Two or More Races	Pacific Islander	White
 Green 88.4 Increased +2.1 266	 No Performance Color 100 Maintained 0 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 Orange 85.7 Declined -4.1 77

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
88	88.9

Conclusions based on this data:

1. Our overall rate maintained, but Students with Disabilities and White students showed a decline.
2. English Learners showed a significant increase.
3. While there were not enough students to warrant a color band, both homeless students and African American students declined significantly, which is a major concern for us.

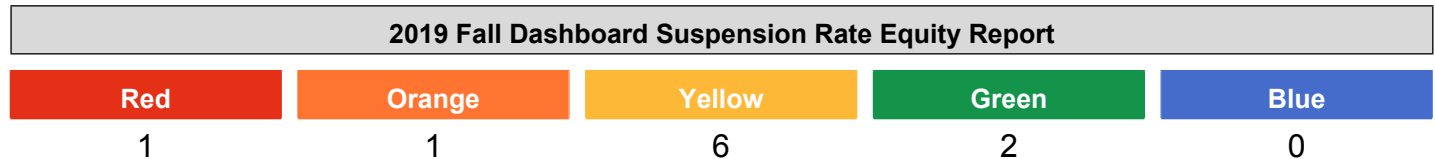
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 8.1 Declined Significantly -3.9 2239	English Learners  Yellow 13.3 Declined Significantly -5.6 392	Foster Youth  No Performance Color 28.6 Increased +8.6 28
Homeless  Red 26.7 Increased +7.9 30	Socioeconomically Disadvantaged  Yellow 9.9 Declined Significantly -5.1 1407	Students with Disabilities  Yellow 17.9 Declined Significantly -11 285

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Orange 14.4 Declined -1.9 153	American Indian  No Performance Color Less than 11 Students - Data 6	Asian  Yellow 3.6 Maintained -0.1 248	Filipino  Green 4.4 Declined Significantly -4.7 158
Hispanic  Yellow 9.4 Declined Significantly -4.9 1238	Two or More Races  Green 4.2 Declined -6.4 71	Pacific Islander  No Performance Color 10.3 Declined -3.4 29	White  Yellow 6.3 Declined Significantly -2.9 336

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	12	8.1

Conclusions based on this data:

- Overall we declined significantly, but students experiencing homelessness and foster youth are still suspended at higher rates than other students, which is concerning.

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

Prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap.

Goal 1

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap.

Identified Need

EL Student Support
 Special Education Student Support
 More Dual Enrollment
 Access to all Education Opportunities for all students (including Socio-Economically Disadvantaged)
 Access to computer technology for Socio-Economically Disadvantaged Students
 Support for EL Reclassified Students
 ELPAC Testing Support
 More EL Students in AVID
 Interventions before Senior Year
 Career Readiness Support
 Interventions for Hispanic Students
 Training for students as translators (career training)
 Seal of Biliteracy - increased awareness
 Support for Students Struggling in Math
 FAFSA Help for Students
 SBAC Support and Practice
 More CTE Options
 Support for Junior College
 Support for African American Students
 Food for Hungry Students in After School Tutoring
 Increased support in science with new graduation requirements
 Bilingual Tutors
 Translation Services
 Refreshments for Parent Engagement Events

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Ca Dashboard College/Career Indicator - all students	34.3% Prepared, 19.2% Approaching prepared	32.5% prepared (goal of 5% increase annually)
CA Dashboard College/Career Indicator - EL Students	Red	Yellow or Higher

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard College/Career Indicator - Hispanic students	Yellow	Yellow or Higher
CA Dashboard - College/Career Indicator - Students with Disabilities	Red	Yellow or Higher
CA Dashboard - Math Performance - English Learners	Orange	Yellow or Higher
CA Dashboard - Math Performance - Students with Disabilities	Red	Yellow or Higher
CA Dashboard - ELA Performance - Students with Disabilities	Orange	Yellow or Higher
CA Dashboard -ELA Performance- EL Students	Yellow	Yellow or Higher
Graduation Rate - Students with Disabilities	71.2% - Orange	77.2% (Goal - Increase by 5% annually)

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

AVID Program (AVID Training for staff members, AVID Coordinator Prep, AVID Courses, AVID Tutoring)

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)

27753

Source(s)

District Funded

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

Support for Comprehensive Educational Opportunities for All Students (Including Socioeconomically Disadvantaged Students) - Special program and club support, field trips, sub coverage, classroom supplies, digital technology

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)

35848

LCFF

21600

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learner Students

Strategy/Activity

Mainstream English Learner Students and provide EL Support classes (currently in sheltered classes)

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)

District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Mainstream Students with Disabilities into Co-taught sections of core classes (currently in sheltered classes)

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)

District Funded

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

Targeted Academic Intervention (tutoring, PLC collaboration, supplies for intervention)

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)

55935

Source(s)

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

EL TOSA, EL Paraprofessional, Translator Clerk/Typist (new proposed position)

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)

208019

Source(s)

Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

3 EL Paraprofessional Salaries (Targeted EL Funding)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

79412

Source(s)

LCFF - Supplemental

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

EL Coordinator Prep - Removed for 2020-2021

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)

LCFF - Supplemental

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

EL Supplies, EL Collaboration, EL Translation for Parent Events, EL Intervention, Home Visits

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)

1500

Source(s)

LCFF - Supplemental

2000

LCFF

50747

LCFF - Supplemental

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional Development for Staff - on site professional development, conferences, sub costs, timesheets for professional development preparation

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)

37000	Title I
3000	LCFF

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Students Attending After School Targeted Intervention / Tutoring

Strategy/Activity

Nutritional Services for Students Attending After School Targeted Intervention / Tutoring

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3500

Title I

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

100 Freshman students, targeted toward at-risk students

Strategy/Activity

Summer Bridge Program

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students (and Parents)

Strategy/Activity

Parent Engagement 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)

3300

Source(s)

Title I

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

General Operating Costs - Supplies, Equipment Agreements, School Business, Postage, Copies, School Safety

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)

68900

Source(s)

LCFF

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

General Operating Costs - Physical School Site Improvement

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)

5500

Source(s)

LCFF

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

General Operating Costs - Teacher, Department and Class 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)

80550

Source(s)

LCFF

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

We again had success with our overall SBAC test scores. ELA rose to 65% proficient/advanced from 57% during the previous year. Math rose to 32% from 25% in the previous year. There is still work to do, but we are happy to see these overall improvements. In reviewing our previous year's areas for concern, we have seen the following:

- We met our overall 1 year goal of 5% increase in college/career readiness indicator
- We did not meet our goal with College/Career indicator for EL students - this indicator is still Red
- We met our goal with College/Career indicator for Hispanic Students - they are in the Yellow (from Red last year)
- We did not meet our goal with College/Career indicator for Students with Disabilities - they are in the Red
- English learner performance for math rose from Red to Orange, but did not meet our goal of Yellow or higher
- Students with Disabilities did not meet our goal for Math, and their indicator remains Red
- Students with Disabilities maintained at Orange for ELA, thus not meeting the goal of Yellow or higher
- EL students met the goal on the ELA indicator, moving from Orange to Yellow
- Students with disabilities did not meet the graduation rate goal - they remain in the Orange with 71.2% (from 72.5% last year).

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

We have cut our Site, 0709, and 0710 funding by 10% on recommendation from the District office due to funding concerns related to COVID-19.

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

We will continue to monitor student achievement data, with particular focus on EL Students and Students with Disabilities as our data indicates continued support is needed in these areas.

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

Provide a Safe and Equitable Learning Environment

Goal 2

Provide a Safe and Equitable Learning Environment

Identified Need

Decrease in suspension rates. Mental health resources for students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate - Overall	8.1% Suspended at least once	Decrease by 3% annually - Goal met (3.9% decrease)
Suspension Rate - Homeless Students	26.7% suspended at least once	Decrease by 10% - Goal not met (7.9% increase)
Suspension Rate - Students with Disabilities	17.9% suspended at least once	Decrease by 10% - Goal met (11% decrease)

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

Continue In School Suspension Room conversion to Intervention and Study Skill Center

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)

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

Mental Health Services and Socio-Emotional Support for Students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

69600

Source(s)

Title I

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

78.18% of parents, 72.19% of students, and 75.98% of staff responded positively to the LCAP climate questions. 84.93% of parents, 71.91% of students, and 75.45% of staff responded positively to safety questions on the LCAP survey.

Our overall suspension rate dropped by almost 4% (from 12% to 8.1%). While this is still too high it shows a significant decrease that continues our downward trend from the past few years. We again had mental health counseling available every day for students, as well as socio-emotional support from outside groups. These services were utilized a great deal by our student body. We met the one year goal for our Students with Disabilities, but not with our homeless population.

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

We were unable to meet the suspension goals for our Homeless population, and in fact our percentages of students suspended increased quite a bit. We need to continue to work in this area.

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

Our goals here remain the same as we are working to decrease suspension rates for all groups, with particular focus on homeless/foster youth and students in Special Education, and we are continuing to offer mental health resources and socio-emotional support for our students.

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

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 4

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 5

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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Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$754,164.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$398,954.00

Subtotal of additional federal funds included for this school: \$398,954.00

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

State or Local Programs	Allocation (\$)
District Funded	\$27,753.00
LCFF	\$195,798.00
LCFF - Supplemental	\$131,659.00

Subtotal of state or local funds included for this school: \$355,210.00

Total of federal, state, and/or local funds for this school: \$754,164.00

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
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Zachary Boswell	Principal
Ana Arroyo	Other School Staff
Maria Ayala	Parent or Community Member
Elizabeth Enriquez	Parent or Community Member
Dyanira Iniguez	Parent or Community Member
Melinda Williams	Classroom Teacher
Kim Stewart	Classroom Teacher
Alana Escalante	Classroom Teacher
Jennifer Haut	Classroom Teacher
Destiny Diaz	Secondary Student
Liliana Flores	Secondary Student
Melody Flores	Secondary Student

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
	English Learner Advisory Committee
	Other: Classified Employee Rep

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 5-6-20.

Attested:

	Principal, Zachary Boswell on 5-6-20
	SSC Chairperson, Jennifer Haut on 5-6-2020

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.

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019