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	School Site Council (SSC) Approval Date	Local Board Approval Date	
Central Alternative Program High School Principal Lisa Martin	43695834334488	May 1, 2019	June _____, 2019	

Plan Summary:

THE STORY: Briefly describe the students and community and how the school serves them.

Central Alternative Program High School:

Community Served by Central High School (CHS)

The history of the development and growth of Morgan Hill is bracketed by agriculture and high technology. The area was shaped by pioneering ranchers and farmers who transformed the valley from open grasslands to highly organized orchards and fields of crops. Even when many ranches were subdivided and sold off, agriculture remained the primary industry until the early 1960s when Silicon Valley began earning its name with the influx of high-tech industries to the area.

Morgan Hill's current population is 40,836, and the school district boundaries range from south San Jose, a city of over one million inhabitants to rural San Martin, just north of Gilroy. According to the Morgan Hill Chamber of Commerce (2014), the median home income in Morgan Hill is $96,419, and the median home value is $795,000. Home prices and rents have been on the rise in the past several years.

Central High School receives a majority of its students from the two traditional high schools within the district, Ann Sobrato (1467 students) and Live Oak (1175 students). This takes places through a referral process in collaboration with the district and the school sites. Also included in Central High School's enrollment are students coming into this district from other continuation high schools or other unique circumstances.

The site hosts many alternative programs that provide viable alternative education opportunities for academic success. These include Central High School; Morgan Hill Individualized Learning Academy (MHILA); 9-12 Independent Studies, Advent Foster Youth Program; a Post-Secondary Program suporting special needs 12-21 year olds life schools;Workability; and Program Reentry for Suspended -expelled Students (PRESS). PRESS is a new addition to Central. Beginning in August of 2018 the District developed a program for Students who were placed on Suspended Expulsions. This alternative program is service by Central Staff. These students have been recommended for expulsion and provided their due process at the district level to determine program placement.

Central High School provides standards-based academic high school curriculum. The school year is divided into 6 learning blocks with each block consisting of 6 weeks, totaling a 36-week academic school year. Online credit recovery through Cyber High, access to adult education courses and concurrent enrollment in Gavilan Community College provide students an opportunity to earn additional credit in order to meet graduation requirements and earn a high school diploma.

Central staff assesses student progress in many ways: attendance, homework completion, quizzes, tests and final exams, research papers, essays, multimedia projects, oral exams or presentations, and teacher observation as students move towards mastering established standards. Progress reports are mailed home every three weeks for all students. Report cards showing credits earned are mailed at the completion of every six-week grading period. If a student is at risk of not graduating or if there are other problems with grades or behavior, the Central staff meets with the student and communicates with parents or guardians immediately. Students and parents can always contact teachers via voicemail or email for more frequent progress checks.

Central High School provides a diverse academic program and practical foundation for the district's at-risk student population through standards-based individualized and group instruction. Instruction and curriculum are aligned with Common Core and state standards and utilizes district adopted, state approved textbooks and curriculum. Emphasis is placed on completion of credits toward graduation along with career orientation, work experience and the development of life skills. Central is designed to meet the unique personal and educational needs of students who may have been unsuccessful in previous educational settings.

Central High School provides a climate in which students feel safe, academically challenged, and supported in their efforts toward high school graduation and transition to higher education and/or the workplace setting.

As previously mentioned, students are referred from the two comprehensive high schools in the district through academic counseling. Prior to each acceptance cycle, the CHS principal and counselor meet with the counselors from the comprehensive high schools to discuss students who would benefit from a credit recovery program. Students enrolled at Central are referred by counselors, the principal, or parents, and the reasons include adjustment problems, deficiency in credits, students having parental responsibilities, special needs or family support roles. Central also has referrals from probation officers, and there are walk-in students who have just moved to Morgan Hill from a continuation high school in their former district. The process is transparent and equitable for all sites in order to support all student and family situations. Emphasis is placed on enrolling seniors and juniors first, and lower classmen are admitted as space allows.

The District has a policy regarding how students are transferred to Central. Each school maintains lists of potential students. Comprehensive sites complete referral forms and inform families of Central's Orientation information. Special Education referrals are usually on a waiting list as enrollment remains capped due to the teacher being on a part-time assignment and students with IEPs ability to remain in school.

Students are served through district wide programs as described in the district's Local Control Accountability Plan (LCAP)**.** This School Plan for Student Achievement (SPSA), represents our school's allocation of resources towards unique school level needs as determined by our review of student outcome data and stakeholder input. This needs assessment is further analysed to determine root causes which inform the actions as laid out in this plan. Actions are monitored for effectiveness through various metrics and future plans are adjusted to ensure that actions are demonstrating the desired outcome. Program and service evaluations must take into account the degree to which plans have been implemented with fidelity and ample time for expected outcomes to be demonstrable.

The SPSA continues to be organized under three goals aligned to the district's LCAP. The actions categories under each goal are also aligned to the LCAP, enabling cross referencing between various plans. The actions are structured by a Multi-Tiered System of Support to distinguish core programs from strategic or intensive support programs. As the goals and categories are broad, there is ample flexibility for a wide variety of programs and services, but also an infrastructure by which to share professional learning about program effectiveness in meeting common goals. These goals are:

1. **College and Career Readiness**: With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students. (This goal has seven common actions including staffing, professional development, core and support educational programs, and basic services).

2. **Parent Engagement** All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness. (This goal has two actions including general parent engagement as well as targeted engagement and outreach for parents of underrepresented students).

3. **Student Engagement & School Climate**: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready (This goal has two actions including general campus climate and engagement services as well as strategic and intensive supports for struggling students).

Additional School level goals and priorities include:

The SPSA represents our school's allocation of resources towards specific actions designed to meet established goals. The goal setting process is based on the school's **mission and vision**. Our school goals in turn help determine the relative attention and resources that will be directed toward each of the State's **eight priority areas**. The priority areas are addressed through the actions in our SPSA, and they are monitored throughout the year by reporting progress to our stakeholder groups, School Site Council and English Language Advisory Committee, who are consulted and provide input regarding recommendations for revisions to the plan. The overarching goal of the SPSA is constant improvement of the educational outcomes for all students.

Central High School will also focus on additional site specific goals as a result of our WASC self study and needs assessment:
1. Plan our SPSA to align with the district LCAP.
2. Continue to implement and monitor a School Wide Grading Policy that allows for students to receive consistent grades and credits for quality work performed in each class.
3. Plan and implement curriculum and activities to support new core curriculum adoptions and algin clearly with Common Core standards.
4. Continue to participate in training about curriculum and strategies that best support ALL students in English, specifically English Learners.
5. Continue to provide teachers support and time to collaborate on differentiated Math strategies through curriculum and data analysis.

6. Continue to incorporate data collection to monitor and improve instruction and assessment in the classroom.
7. Develop Course Offerings that are relevant and appropriately rigorous that meet the school wide learning objectives while enhancing Career Technical Education pathways to include work based learning, certifications and industry aligned course offerings.
8. Provide Professional Development targeting school wide concerns with DOK or Cycle of Inquiry Model.
9. Work with the District to develop a strong technology plan to address classroom protocol and best use of technology for the 21st Century.
10. Develop methods for increasing parent engagement and involvement through parent education nights and other school events.

GREATEST PROGRESS: Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success?

Central High School has increased the percentage of English Language learners what were re classified (12th grade by 4%, 11th grade by 7%). There was also an increase in fluency for the 11th grades students by 7%. Continued implementation of Constructing Meaning Strategies and scaffolding through courses has provided students with increased foundational skills in English Language Development.

The number of students interested in and enrolled in Career Technological Education has also increased. Participation in activities through community opportunities has provided students with increased knowledge and exposure. This has resulted in increased interest in various certificate programs at local Community Colleges.

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)

Central High School is receiving Comprehensive Support and Improvement to focus on supporting students to increase the graduation rate. Central High School also receives Title 1 Funds to supplement the curriculum for students.Planning supports include guidance for data analysis and root cause analysis for factors affecting graduation rate. This support has been provided by Schoolwise Press (data consultants), the Santa Clara County Office of Education, and District staff. Stakeholder input from Parents, Students, and Staff as well as statistical analysis of data has identified root causes. The plan is also informed by the just completed WASC self-study. Causal areas to be addressed as follows:

1. Earlier identification of students needing credit recovery in time for their inclusion into the four-year cohort. There has been a traditional practice of extended summer and fifth year completion now excluded from the state's new graduation rate methodology.

2. Increased and more frequent student attendance and work completion monitoring with supports including tutoring and home visits to assist students in staying on track for graduation.

3. Temporary staffing to build and jumpstart monitoring system. CSI funding will support plan implementation to develop and implement data systems and student monitoring practices. Plan implementation will include additional classified employee support for a two-year period funded with CSI funds with the intent of building capacity and automating systems for longevity beyond initial implementation..

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

Needs Assessment Findings:
  California Public School Dashboard:
    Red Indicators: Suspension (White); Graduation (Hispanic and All); College and Career Ready (All, Hispanic and socioeconomically disadvantaged). As indicated by the Dashboard ([Dashboard](#)) there has been an increase in suspension rates by 1.7%. There has also been a decrease in the the percentage of students college and career ready, as well as a decline in graduation rates. The overall Graduation rate as provided by the Dashboard ([Dashboard](#)) has declined by 7.9%. This includes a decline in graduation rates for Latino Students (8.3%) and SED identified students (4.1%).

  California Public School Dashboard Gaps:
    No gaps between all student group and any individual student subgroup of two or more dashboard levels.

Local Assessment Data:
Graduation rates have decreased while chronic absenteeism has also seen a reduction when reviewing data provided by School Wise Press.

Stakeholder Identified Needs: Stakeholder discussions focused on student attendance and monitoring. Providing individualized attention to student needs and attendance is imperative to provide those supports. Attendance and work completion are viewed as the priorities to address graduation rate and college and career readiness.

We will continue to enhance supports using multi tiered strategies to assist students being able to graduate prepared for their next life steps

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

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

Root cause analysis of declining graduation rates reveal that our school population has little understanding of the importance of earning a diploma and the connection of school attendance and credits completed to earn a diploma. The school will undertake an **evidence based multi- tiered approach** to address this issue as follows: implementing a **Tier 1** communication and education program for families to inform of post secondary options and graduation requirements; developing a **Tier 2** monitoring system to inform targeted groups of graduation requirements and post secondary opportunities; and an updating of our **Tier 3** intervention supports to ensure that families and students are provided with timely information to support the credit recovery of those students who are deficient in credits.

Central High School:
1. The LEA will provide monthly attendance data and oversight into the systems development process for student level attendance and truancy monitoring and intervention. Measure: monthly and year end chronic absenteeism rate and truancy rates.
2. The LEA will conduct PBIS implementation status surveys and walkthrough observations to assess implementation progress and fidelity. Measure: Climate surveys and suspension/expulsion rates.

3. The LEA will conduct LEA wide fidelity of implementation (FIA) surveys for MTSS as part of the California Scaling Up Multi-Tiered Systems of Support Statewide (SUMS) initiative. Measure: implementation survey rubric scores. 4. The LEA will refine the process to identify and place students in alternative programs to stay on track for graduation. Measure: Graduation Rate Overall Plan Effectiveness will be determined by the schools moving out of the qualifying criteria for Comprehensive Support and Improvement and entering the continuous cycle of general school improvement for all schools.

Stakeholder Involvement

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

The primary creation of the SPSA was accomplished with staff input, including counseling, clerical, teaching staff and students. Other stakeholders involved were SSC, ELAC, student organizations and public safety personnel and other parent input.   Input that informs the SPSA is gathered throughout the school-year as this a working document and needs to be revisited and revised during the year. All school goals described in the SPSA are aligned to the district's LCAP, mission and vision.

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1

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

Identified Need

Improve student achievement in core areas with emphasis on English and Math; close Latino-White gradaitin gap; increase CTE opportunities; improve credit recovery rates.

Annual Measurable Outcomes

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES/ Alternative schools

Goal 1: College and Career Readiness:				Link to metric instructions
Metric	**Data collected in 2017-18**	**Data collected in 2018-19**	**Data collected in 2019-20**	**Data collected in 2020-21**
Graduation Rates Rate, Status & Change --All Student --Low SES --w/Disabilities --White --Hispanic/Latino	Grad Rates: 2017 --All **80%** --SED **84%** --SWD ******* --White **94%** --Hisp/Lat. **74%**	Grad Rates: 2017 --All **64.3%** --SED **68.5%** --SWD ******* --White ******* --Hisp/Lat. **65.6%**	Maintain very high status and close gaps for less than high performing groups by > 1% per year and for less than medium performing groups by >5% per year	Maintain very high status and close gaps for less than high performing groups by > 1% per year and for less than medium performing groups by >5% per year

Post Secondary Plans --% of Grads accounted: --Enroll Jr. or 4 yr. Col.. --Common Scholarship --Naviance Int. Survey --Technical training --Entering workforce --Military	Post Secondary % (Naviance) --% of Seniors accounted: 111 --applied Jr. or 4 yr. Col:: 11 --Common Scholarship: 46 --Did Nav.Int. Survey: 69/111 --Technical training: 3 --Entering workforce: 8 --Military: 1	Pending availability of data in June Increase % of Senior Class monitored by 5% % completing CS application >5% % completing Nav. Survey >5	Increase % enrolled in 4 yr college >1% % completing CS application >5% % completing Nav. Survey >5	Increase % enrolled in 4 yr college >1% % completing CS application >5% % completing Nav. Survey >5
Graduation Options: --Total Senior Class -- AG Completers --220 non AG completer --180 Alternative --Cert. of completion --Returning for 5th year --Enrolling in Adult Ed. --Drop Out --% Grad or continuing	Graduation Options: class '17 --Total Senior Class: 98 -- AG Completers 0 --220 non AG completer 38 --180 Alternative 12 --Cert. of completion 1 --Returning for 5th year 0 --Enrolling in Adult Ed. 11 --Drop Out 4 --% Grad or continuing	Increase percentage of graduates with clear postsecondary plans.	Increase percentage of graduates with clear postsecondary plans	Increase percentage of graduates with clear postsecondary plans
Career Technical Ed. --number enrolled --number concentrators --pathway completers	Career Technical Ed. --number enrolled: --number concentrators: --pathway completers:	Increase pathway completers to at or above statewide rates	Increase/maintain pathway completers to at or above statewide rates	Increase/maintain pathway completers to at or above statewide rates
Dual Credit Earners	# Earn Dual Crt (Local): 0	# Earn Dual Crt (Local): 0	Increase Dual credit earners ea yr.	Increase Dual credit earners ea yr.
Biliteracy Progress --Earn Seal of Biliteracy. --EL status & change --EL Reclass Rate	(Local, Dashboard, data quest): Not dashboard yet --Seal Earners (local): --EL status & change: N/A --EL Reclass Rate: 22.2%	Biliteracy With the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure.. --Reclass Rate: = 0%:	Maintain positive growth in all categories	Maintain positive growth in all categories
SAT Exam 11th/12th gr --Participation --Met ERW benchmark --Met Math benchmark --Met both benchmarks	SAT Exam --Participation 1 --Met ERW benchmark N/A --Met Math benchmark N/A --Met both benchmarks N/A	SAT Exam -Participation 0 --Met ERW benchmark N/A --Met Math benchmark N/A --Met both benchmarks N/A -	Increase participation while maintaining or increasing average scores. Increase CCR score by 3% annually	Increase participation while maintaining or increasing average scores. Increase CCR score by 3% annually

PSAT Exam (Grade 11) --Participation --Met ERW benchmark --Met Math benchmark --Met both benchmarks	**PSAT Exam** --Participation **23** --Met ERW benchmark 13% --Met Math benchmark 4% --Met both benchmarks 4%	**PSAT Exam** --Participation **0** --Met ERW benchmark 0% --Met Math benchmark 0% --Met both benchmarks 0%	Increase CCR score 3 %	Increase CCR score 3 %
Credits Earned --Session 1 --Session 2 --Session 3 --Session 4 --Session 5 --Session 6 --Earned/Attempted:	**Credits Earned** --Session 1: 1704.5 5 --Session 2: 1601.0 5 --Session 3: 2116.3 24 --Session 4: 1953.3 30 --Session 5: 1963.9 30 --Session 6 1883.0 85 --Earned/Attempted: 71%	**Credits Earned** --Session 1: 865.5 --Session 2: 753.5 --Session 3: 705.5 --Session 4: 626.5 --Session 5: 493.5 --Session 6 367 --Earned/Attempted: 83%	Maintain balance of credits earned during each 6 week session. Monitor trends of total credits awarded vs attempted and digital options vs. direct instruction.	Maintain balance of credits earned during each 6 week session. Monitor trends of total credits awarded vs attempted and digital options vs. direct instruction.

Core Area Grades (Average GPA, % F's)
--English
--Math
--Science
--History
	Core Area Grades
	        Avg GPA %F's/NC
	--English 2.08 30%
	--Math 1.27 42%
	--Science 1.48 39%
	--History 1.88 25%
		Core Area Grades
		        Avg GPA %F's/NC
		--English 1.91 32%
		--Math 2.11 32%
		--Science 2.11 35%
		--History 1.87 27%
			Reduce disparities among core areas to within 0.3 GPA points and 3% failure rate by balancing supports & staffing according to need.	Reduce disparities among core areas to within 0.3 GPA points and 3% failure rate by balancing supports & staffing according to need.

CAASPP Test Grade 11 **ELA** --All student --Low SES --SWD --EL **Math** --All student --Low SES --SWD --EL **Science** --All student --Low SES --SWD --EL	**CAASPP Test --Grade 11** **ELA** --All student 2470 --Low SES 2454 --SWD No Score n small --EL No Score n small **Math** --All student 2438 --Low SES 2419 --SWD No Score n small --EL No Score n small **Science** --All student No Score pilot --Low SES No Score pilot --SWD No Score pilot --EL No Score pilot	**CAASPP Test --Grade 11** **ELA** --All student 2428.7 --Low SES 2445.2 --SWD No Score n small --EL No Score n small **Math** --All student 2428.3 --Low SES 2425.9 --SWD No Score n small --EL No Score n small **Science** --All student No Score pilot --Low SES No Score pilot --SWD No Score pilot --EL No Score pilot	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.

MAP (growth)	Fall to winter growth **Year one scores status only**	Fall to winter growth		
ELA --Grade 10 --Grade 11 --Grade 12 optional **Math** --Grade 10 --Grade 11 --Grade 12 optional	**ELA** --Grade 10 no scores --Grade 11 203.8 / 221 --Grade 12 213.0 / 222 **Math** --Grade 10 no scores --Grade 11 215.8 / 231 --Grade 12 221.4 / 234	**ELA** --Grade 10 no scores --Grade 11 -5.7 --Grade 12 -1.8 **Math** --Grade 10 no scores --Grade 11 +6.6 --Grade 12 +5.8	Goal: Meet or exceed the national normed growth rates for each student group measured Fall to Winter.	Goal: Meet or exceed the national normed growth rates for each student group measured Fall to Winter.
California Dashboard % College Career Ready	(ALT ed Dashboard pending) **no metric to date**	**California Dashboard** 2.4 % College Career Ready	Increase CCR status by >3% per year	Increase CCR status by >3% per year
Implementation Status: Mathematics English (ELA/ELD) History Science MTSS academic MTSS Soc Emot. PLC	**Rubric Score at High Schools** Mathematics **3.95** English (ELA/ELD) **3.22** History **2.23** Science **2.77** MTSS academic **3.38** MTSS Soc Emot. **2.29** PLC **3.46**	**Implementation Status:** --Mathematics: 4.2 --ELA/ELD: 3.7 --History: 2.7 --Science: 2.4 --MTSS Academic: 3.4 --MTSS SEL : 3.2 --PLC: 3.9 —PBIS 3.5	Grow from previous year rubric scores in all core area implementations on Staff survey	Grow from previous year rubric scores in all core area implementations on Staff survey

Special Education
--Number SWD:
--New Referrals
--Qualifications::
--Exits:
--On track to graduate at
  --Grade 11
  --Grade 12
Certificates of comp.
Returning for 5th year.
	Special Education (non SLP)
	--# SWD: 14
	--Referrals: 2
	--Qualifications: 1 & 1 pending
	--Exits: 2 & 5 pending
	--On track % at
	  --Grade 11: 3/6 or 50%
	  --Grade 12: 7/9 or 78%
	Cert. of comp. 0, Diplomas 7
	Returning for 5th year: 2
		Special Education (non SLP)
		--# SWD: 11
		--Referrals: 4
		--Qualifications: 1 & 2 pending
		--Exits: 6 & 1 pending
		--On track % at
		  --Grade 11: pending
		  --Grade 12: pending
		Cert. of comp. 0, Diplomas pending
		Returning for 5th year:
		    1 possible		

| Additional site specific metrics:

--Number of students participating in sports teams | 20-25 students | 27 students
-Softball
-Flag Football
-Basketball
-Soccer | | |

Goal 1 Action 1:   Tier 1 Staff

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:
  1. Hiring general education teachers
  2. Providing new teacher induction mentors
  3. Providing site administrative, classified, and support staff

Programs and services funded in this School Plan include:

  1. Provide resources for additional hours staff coverage as needed.

Proposed Expenditures for this Strategy/Activity

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

Goal 1 Action 1 Strategy/Activity	Amount(s)	Source(s)
Provide resources for additional hourly staff coverage as needed.	$1620	State Lottery
Provide extra hours for Clerical/Yard Supervisors	$185.56	LCFF

Goal 1 Action 2:   Tier 2-3 Staff

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Programs and services funded in this School Plan include:

1. One day per week data analyst to monitor chronic absenteeism and record interventions

2. One day per week Teacher on Special Assignment to determine appropriate interventions for chronic absenteeism

3. One day per week of a CARE lead and 2 ½ days per week of a CARE provider to provide interventions for chronic absenteeism.

Proposed Expenditures for this Strategy/Activity

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

Goal 1 Action 2 Strategy/Activity	Amount(s)	Source(s)
1-3: Personnel to develop and refine attendance support and tiered interventions as part of Comprehensive Support and Improvement	$63,590	Comprehensive Support and Improvement

Goal 1 Action 3:   Professional Development

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Programs and services funded in this School Plan include:

 1. Extra hours

 2. Substitute

 3. Program Development stipends: Teachers will meet for 1 week in the summer to write cross curricular PBL plans

 4. Contract for presenters

 5. Conferences

Proposed Expenditures for this Strategy/Activity

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

Goal 1 Action 3 Strategy/Activity	Amount(s)	Source(s)
Substitute	$1500	Title 1
Conference Registrations and Fees/Professional Memberships	$3824.76	Title 1 or Independent Study-State Lottery
Travel Expenses	$220	Title 1

Goal 1 Action 4:   Tier 1 Instructional Program

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:
  1. Provide core instructional materials
  2. Provide tier 1 digital instructional curriculum for alternative programs.
  3. Provide Career Technical Education curriculum, supplies, and equipment.
  4. Provide curriculum development support for Visual and Performing Arts Plan.
  5. Provide stipends for enrichment coordinators.
  6. Provide chromebooks for digital access to the curriculum.
  7. Provide centralized student information system

Programs and services funded in this School Plan include:

1. Software and program licenses

2. Chromebook replacement and repairs

3. Instructional materials (novels, common core supplementals)

4. Site copies and office/stationery supplies (Central, Workability, Transitional Partnership Program, PRESS)

5. Supplemental Classroom 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.

Goal 1 Action 4 Strategy/Activity	Amount(s)	Source(s)
Software and program licenses/Hot spots	$8609.04 *(title 1 7,570)* +*($1.039) LCFf)*	Title 1 & LCFF
Instructional Materials	$ 9,445 *$3500 (lottery) +$ 6,039.96(LCFF)*	Lottery & LCFF
Site copies and office/stationery supplies	$8000	Lottery
Supplemental Classroom Supplies	$6953.58	Title 1

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

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:
1. Provide a district assessment plan and common assessments.
2. Provide strategic supplemental digital content (Lexia, LLI, Read 180, Study Island)
3. Provide credit recovery digital curriculum for high schools.
4. Provide supplementary instructional materials deployed district wide.
5. Contract with Equal Opportunity Schools to increase underrepresented student access to AP.
6. Contract with Cal-SOAP to assist underrepresented students with path to college
7. Provide Extended day program opportunities for underperforming students.
8. Provide support for the implementation of the English Learner Master Plan

9. Provide Pre-School for eligible students
10. Provide extended school year learning opportunities to migrant students and English Learners.
11. Provide extended school year learning opportunities for students with disabilities.

Programs and services funded in this School Plan include:

1. Provide students with opportunities to explore post secondary opportunities.

Proposed Expenditures for this Strategy/Activity

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

Goal 1 Action 5 Strategy/Activity	Amount(s)	Source(s)
Provide transportation and fees for post secondary visits	$8,865.75	LCFF Title 1 $5584(LCFF) + $3281.75 (title 1)

Goal 1 Action 6:   Development of the School Plan

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized links available in the District Level LCAP for reference include:
1. Links to all school accountability report cards.
2. Links to all school safety plans
3. Links to all school plans for student achievement
4. Links to all school California Public School Dashboards.

Programs and services funded in this School Plan include:

1. none, expenses for plan development are embedded in existing job descriptions.

Proposed Expenditures for this Strategy/Activity

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

Goal 1 Action 6 Strategy/Activity	Amount(s)	Source(s)
none		

Goal 1 Action 7:   Basic Services and Supplies

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding for basic services provided through the District Level LCAP for reference include:
   1. Facility maintenance and improvement projects
   2. Transportation
   3. Food Service
   4. Maintenance and custodial costs
   5. Furniture and Fixtures
   6. Technology equipment

Programs and services funded in this School Plan include:

1. Office and operating costs

2. Additional maintenance expenses/hour

3. Santa Clara VTA bus passes

4. Duplication and printing maintenance

Proposed Expenditures for this Strategy/Activity

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

Goal 1 Action 7 Strategy/Activity	Amount(s)	Source(s)
Supplies	$3624.05	Unrestricted Lottery
Maintenance Personnel	$300	Unrestricted Lottery
Santa Clara VTA	$3,000	Title 1

Goal 1: Annual Review

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

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

ANALYSIS

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

Central invested funds to teacher and counselor Professional Development opportunities to support student success. This is an ongoing expenditure to provide staff with the tools necessary to support students.

In order to support students in all programs licensing fees were paid too ensure access to A-G approved curriculum to meet their post secondary goals. Central also supported students by funding Professional Development of staff to ensure best practices are up to date and innovative.

Goal 1 Action 2 will be funded through CSI funding. The goal is to implement systems to closer monitor graduation and attendance rates to support all students.

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

Central did not exceed or underspend allocations provided to goal #1. What is allocated and budgeted has been updated with the new CSI allocation.

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.

Through CSI funding focus will be on Goal 1 Action 2. CHS strives to develop systems with the use of data analysis as well as student support personnel to create an environment and school which is able to support students in increased attendance.

Goal 2

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

Identified Need

Increase parent monitoring of student progress and measure feeling like valued partners in child's education.

Annual Measurable Outcomes

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 2: Family Engagement:				Link to metric instructions
Metric	**Data collected in 2017-18**	**Data collected in 2018-19**	**Data collected in 2019-20**	**Data collected in 2020-21**
SSC Agenda and Minutes	Link to November 7 meeting Link to December 6 meeting Link to May 24 meeting	Link to October 3 SSC Link to November 7 SSC Link to December 5 SSC Link to May 1 SSC	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
ELAC Agenda and minutes	**No ELAC, less than 21 EL's**	**No ELAC, less than 21 EL's**	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
Home and School Club Agenda and Minutes	**No HSC**	**No HSC**	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
Parent Volunteers cleared through HR.	**Parent Volunteers** # cleared through HR: **11**	**Parent Volunteers** # cleared through HR: **1**	Maintain consistent annual trend	Maintain consistent annual trend
Fundraising Total from Parent Organizations	**Fundraising** Total Raised: **NA**	Fundraising: Total Raised: NA	Maintain consistent annual trend	Maintain consistent annual trend
Mass Phone completion rates (Blackboard)	**Mass Phone** completion rate: **78%**	**Mass Phone** completion rate: 81%	Close gap to 100%	Close gap to 100%
Mass email completion **rates**	**Mass email** completion rate: **NA**	**Mass email** completion rate: **96%**	Close gap to 100%	Close gap to 100%

Parent monitoring percent (Aeries)	Parent monitoring percent accessing Aeries: **56%** Avg visits per student: **88**	Parent monitoring percent accessing Aeries: **61%** Avg visits per student: **108**	Close gap to 100%	Close gap to 100%
Parent Education program completers	**Parent Education** program completers : **0**	Parent Education Program completers: 0	Monitor in conjunction with parent needs.Maintain consistent service	Monitor in conjunction with parent needs.Maintain consistent service.
Parent Survey Results: English and Spanish	**5 point rubric scores on key questions from parent surveys**			
Our school encourages parent participation in decision making:	4.33	3.0 (Sample size <10)	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Our school encourages parent volunteers in a variety of roles:	3.33	3.0 (Sample size <10)	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Our school makes parents feel like valued partners in education	4.67	3.5 (Sample size <10)	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Parents are satisfied with level of 2-way communication	4.0	3.5 (Sample size <10)	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Our school provides adequate monitoring info for grades & attendance	4.67	4.5 (Sample size <10)	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Our school is physically safe:	4.33	3.5 (Sample size <10)	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Ours school meets social emotional needs:	4.67	3.5 (Sample size <10)	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Our school values diversity:	4.33	4.0 (Sample size <10)	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Parents satisfied with learning environment	5.0	3.5 (Sample size <10)	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Our school has a challenging curriculum	4.33	3.5 (Sample size <10)	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language

Parents encourage after school participation	5.0	2.5 (Sample size <10)	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Parents have a high knowledge of support and extended programs	4.0	3.0 (Sample size <10)	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
Our school has a high variety of extended programs available.	4.0	3.0 (Sample size <10)	0Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
My child likes school:	4.67	2.5 (Sample size <10)	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language
My child feels safe at school:	4.67	3.5 (Sample size <10)	Improve score on parent rubric, close gaps based on language	Improve score on parent rubric, close gaps based on language

Goal 2 Action 1: Tier 1 Parent Engagement Strategies

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Programs and services funded in this School Plan include:

1. Postage for mailings to families
2. End of year graduation expenses

Proposed Expenditures for this Strategy/Activity

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

Goal 2 Action 1 Strategy/Activity	Amount(s)	Source(s)
Postage	$418.03	Title 1
Graduation Expenses	$1372	State Lottery

Goal 2 Action 2: Tier 2 Parent Engagement Strategies

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Programs and services funded in this School Plan include:

 1. At Risk student parent conference expenses.

2. Outreach to increase parent volunteers

Expenditures for this Strategy/Activity

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

Goal 2 Action 2 Strategy/Activity	Amount(s)	Source(s)
Child care expenses	$156.37	Title 1
Fingerprinting Fees	$105	Lottery

Goal 2: Annual Review

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

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

ANALYSIS

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

Parent Participation is an area of growth for Central. By continuing to fund parent contact/communication Central will continue to provide parents to information regarding involvement opportunities as well as of school activities.

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

We did not exceed or underspend allocations provided to goal #2. Many parent meetings occur during the day and thus require creative scheduling as well as the need for sub release time for teachers to attend required IEP meetings.   What is allocated and budgeted has been adjusted by being flexible with times and coverage and looking into providing childcare if needed for parent events

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

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

Goal 3:

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

Identified Need

Reduce Chronic absenteeism rates and suspension rates. Increase graduation rates.

Annual Measurable Outcomes

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES/ k-8, middle and High schools

Goal 3: Student Engagement & School Climate:				Link to metric instructions
Metric	**Data collected in 2017-18**	**Data collected in 2018-19**	**Data collected in 2019-20**	**Data collected in 2020-21**
Attendance Rate:	**Month 11 (website) 85.8%**	Month 6 (website) 90.12%	Increase by >0.2 per year	Increase by >0.2 per year
Chronic Absenteeism Rates: Overall: SWD SED Foster Homeless	Chronic Absenteeism Rates: (Dashboard) Overall: **66.1 %** SWD **73.3%** SED **65.6%** Foster **18.8%** Homeless **57.1%**	Chronic Absenteeism Rates (Dashboard) Overall: 75.3% SWD 80.6% SED 77.6% Foster 100% Homeless 78.3%	Reduce gap to State average level by one-third per year	Reduce gap to State average level by one-third per year

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EL White Latino	EL **52.5%** White **76.5%** Latino **64.0%**	EL 75% White 68.6% Latino 78.4%		
SARB Compliance: --# First SARB Notice --# Second SARB Notice --# Third SARB Notice --# Parent Conferences --#SARB Hearings	**SARB Compliance:** --# First Notice: **34** --# Second Notice: **5** --# Third Notice: **0** --# Conferences: **10** --# Hearings: **0**	**SARB Compliance:** --# First Notice: **37** --# Second Notice: **10** --# Third Notice: **0** --# Conferences: **12** --# Hearings: **0**	Maintain attendance notice practices in compliance with attendance laws	Maintain attendance notice practices in compliance with attendance laws
Suspension Rates: Overall: SWD SED Foster Homeless EL White Latino	**Suspension Rates Dashboard** Overall: **7.1%** SWD **16.7%** SED **9.3%** Foster **31.3%** Homeless **14.3%** EL **7.5%** White **5.9%** Latino **5.1%**	**Suspension Rates** (Dashboard) Overall: **9.8%** SWD **16.2%** SED **10%** Foster **21.4%** Homeless **7.4%** EL **17.9%** White **12.5%** Latino **9.4%**	Reduce suspension rates to very low and reduce student group gaps by one third	Reduce suspension rates to very low and reduce student group gaps by one third
Suspension Offenses: Controlled Substance Violence Weapons Behavior/Bullying	**Offenses (DataQuest):** **Controlled Substance: 2** **Violence: 6** **Weapons: 0** **Behavior/Bullying: 2**	**Offenses (DataQuest)** **Controlled Substance: 4** **Violence: 1** **Weapons: 5** **Behavior/Bullying: 0**	Use offense categories to inform intervention programs.	Use offense categories to inform intervention programs.
Student Expulsion Rate (DataQuest):	**Expulsion Rate: 0%**	**Expulsion Rate: 0%**	Maintain low rate	Maintain low rate
Drop Out Rate (DataQuest):	**Drop-Out Rates: 13.6% overall** **9.0% Latino** **14.7% White**	**Drop-Out Rates:** **pending**	Maintain below state rate	Maintain below state rate
Local Student Survey	**Student surveys: Local survey is rated on a 4 point scale, with 1 being not at all, 2 is some of the time, 3 is most of the time and 4 is all of the time. Grades 10-11-12 combined**			
I feel safe at school	**3.0**	**3.4**		

I feel safe at home	**3.5**	**3.5**		
I have a safe staff connection to talk to.	**2.8**	**3.32**		
I participate in school activities	**1.9**	**2.03**		
I am happy at school	**2.4**	**2.56**		
I am proud of my school	**2.7**	**2.87**		
My school is an outstanding school	**2.6**	**2.72**		
CA Healthy Kids Survey	**Student surveys: CHKS survey is scored as percent of students responding Strongly Agree or very much true (Grade 11)**			
Chronic sadness or hopelessness	**33%**	Survey given every other year		
Current alcohol or drug use	**50%**	Survey given every other year		
Has experienced harassment or bullying	**13%**	Survey given every other year		
High level of school connectedness	**4%**	Survey given every other year		
High level of caring staff	**12%**	Survey given every other year		
Feeling very safe at school	**40%**	Survey given every other year		
Students attending Extended Day:	# Attending Ext. Day help: **45**	Increase participation by 10% for underperforming students	Increase participation by 10% for underperforming students	Increase participation by 10% for underperforming students
Students participating Extracurricular sports:	**Female: Male: 20**	**Female: 2 Male: 24**	Maintain consistent program	Maintain consistent program
Staff Survey PBIS Implementation:	**[Link to progress survey data](#)**	Close ⅓ gap to survey score of 5	Close ⅓ gap to survey score of 5	Close ⅓ gap to survey score of 5
Support Referrals --To CBO counseling --To SLS (food/clothing) --Small Group Programs	**Support Referrals** **--**Discovery Counseling 18 students of 41 surveys completed --To CBO counseling --To SLS (food/clothing)	Student Referrals: -Discover Counseling:24 -To CBO counseling: 5 -To SLS (clothing): 3		

	--Small Group Programs Joven Noble-- 5 students of 41 surveys completed	--Small Group Programs Joven Noble-- pending information from Community Solutions		
Additional site specific: *Positive Behavior awards, positive attendance programs, participation in clubs,, sports participation and awards etc.*		Students Attended Camp Everytown Female: 4 Students attended Southern CA College Tours: Female: 5 15 students were referred to FLY program		

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

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Programs and services funded in this School Plan include:

1. Continue PBIS Implementation

2. Provided Extended day program including extracurricular program stipends for supervision and coaching

3. Develop and Implement weekly system of truancy letters to ensure SARB compliance. Postage and stationary costs.

4. Develop and implement weekly notice to parents for chronic absenteeism.

5. Provide data and data analysis support for needs assessment and root cause analysis as part of the comprehensive support and improvement program (Datazone and Schoolwise press).

Proposed Expenditures for this Strategy/Activity

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

Goal 3 Action 1 Strategy/Activity	Amount(s)	Source(s)
Extended Day Stipends	$18,000	Extended Day
Coaches Classified	$2195.75	Lottery
Coaches/Advisors	$4283.2	Lottery
Data tools and data analysis consultation to support needs assessment and root cause analysis.	$16,410	Comprehensive Support and Improvement.

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

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Programs and services funded in this School Plan include:

1. Small Group Social Emotional intervention and rehabilitation programs

2. Develop and Implement tiered restorative practices and restorative justice as alternatives to suspension

3, Provide California Student Opportunity and Access resources and services to Central 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.

Goal 3 Action 2 Strategy/Activity	Amount(s)	Source(s)
Ongoing Discovery Counseling	*no cost to site*	
Cal-Soap	$2500	Title 1

Goal 3: Annual Review

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

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

ANALYSIS

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

In an effort to continually remind our community regarding the importance of positive attendance and academic success, our school strives to increase daily attendance rates.   More parent communication and truancy meetings are occurring however positive attendance has only increased slightly. We will continue to notify families as well as create more positive rewards to incentivise compulsory attendance laws.

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

Central did not exceed or underspend allocations provided to goal #3. What is allocated and budgeted remains cost neutral for the following year with the exception of the additional CSI funding and attendance focus.

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

While we are purposefully notifying parents of truancy and chronic absenteeism, we are committed to educating our target families of the importance of attendance and student achievement. We plan to conduct more home visits and personal notification to support families while also rewarding positive attendance and on time attendance being mandatory to participate in activities as in goal # 3.1. Also in goal #3.1 is the use of CSI funds to   develop and implement data tools and data analysis consultation to support needs assessment and root cause analysis. Moreover, maintaining campus expectations for learning behaviors must remain consistent for fidelity of school wide expectations. Continued PBIS training and staff development will continue.

Budget Summary:

	Unrestricted Lottery	LCFF Supplemental	Federal Sources Title 1	Extended Day	Live Oak Foundation Grant	CSI Funding budget tool
Allocated	$25,000	$12,062	$30,292	$18,000	$28,575 % TBD	$80,000
Budgeted*	$25,000	$12,062	$30,292	$18,000		$80,000
Spent YTD						
Encumbered						
Available						
Links to Actions	Unrestricted Lottery	LCFF Supplemental	Federal Title 1	Extended Day	LO Foundation Grant	Other funding (ie grants)
Action 1.1	$1,620	$185.56				
Action 1.2						$63,590
Action 1.3			$5,881.86			
Action 1.4	$11,500	$7,079	$15,053.58			
Action 1.5		$4797.44	$3,281.75			
Action 1.6						
Action 1.7	$3924.05		$3,000			
Action 2.1	$1372		$418			
Action 2.2	$105		$156.37			
Action 3.1	$6478.75			$18,000		$16,410
Action 3.2			$2,500			

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).

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$ 30,292 Title 1
Total Federal Funds Provided to the School from the LEA for CSI	$ 80,000 CSI
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ 165,354

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 1	$ 30,292
Subtotal of additional federal funds included for this school:	$ 30,292

State or Local Programs	Allocation ($)
CSI Funding	$ 80,000
LCFF Supplemental (including extended day)	$ 30,062
Unrestricted Lottery	$ 25,000
LO Foundation Grants (Carry over TBD)	$ TBD
Subtotal of state or local funds included for this school:	$ 105,062

Total of federal, state, and/or local funds for this school: $ 165,354

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current makeup of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1. Lisa Martin, Principal	Central HS	martinl@mhusd.org	5/1/19
2. Chelly Brink, Counselor	Central HS	brinkc@mhusd.org	
3. Julie King, Secretary	Central HS	kingj@mhusd.org	
4. Kammie Wright, Campus Supervisor	Central HS	wrightk@mhusd.org	
5. Heidi Sanches, Parent	Parent		
6. Gina Maldonado	Parent		
7. Ashley Sanchez, Student	Student		
8. Victor Pizano, Student	Student		

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	0	2	2	2

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:

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
   Parent Stakeholder Groups
      Parent surveys
      Special Education
      Foster, homeless, disadvantaged
      English Language Advisory Committee

   Student Stakeholder Groups
      Student representatives

4. 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.

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

6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

____Lisa Martin_____   _____   _____
Typed name of School Principal   Signature of School Principal   Date

 Gina Maldonado   _____   _____
Typed name of SSC Official   Signature of SSC Official   Date

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:

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

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

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

   Parent Stakeholder Groups
   Parent surveys
   Special Education
   Foster, homeless, disadvantaged
   English Language Advisory Committee

   Student Stakeholder Groups
   Student representatives

4. 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.

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

6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Lisa Martin	_(signature)_	5·1·19
Typed name of School Principal	Signature of School Principal	Date
Gina Maldonado	_(signature)_	5/1/19
Typed name of SSC Official	Signature of SSC Official	Date

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 School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

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

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

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's 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 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 agencies 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/guidanceuseseinvestment.pdf);

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019