

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lancaster High School	19 64246 1995844	December 16, 2020	January 20, 2021

## Purpose and Description

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

Schoolwide Program  
Additional Targeted Support and Improvement  
Identified for SPED and AA student groups- Fall 2018 Dashboard

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.

Lancaster High School is an ATSI school as Students with Disabilities and African American Student Groups were in the orange or red performance color in all areas. Both groups were in red for Suspension Rates and College/Career Indicator. In addition, Students with Disabilities were also in the red performance color for Graduation Rate and English Language Arts. Lancaster High School conducted a thorough comprehensive needs assessment in developing the School Plan for Student Achievement. This included evaluating the effectiveness of the actions and expenditures outlined in the 2018/19 SPSA. Data from a variety of sources was analyzed including the California Dashboard, Assessment results (PSAT, SAT, SBA, AP), survey results, observation data (Digicoach), suspension and expulsions, attendance, A-G completion, and surveys (WE, Community Forum, site-based). The SPSA was then developed to address school and district goals and the needs identified.

Evaluation of Progress in Implementing the 2018/19 SPSA:

Academically Proficient and Prepared for College and Careers-

This goal directly relates to the need to increase rigor across the curriculum to ensure students are engaged in higher-level thinking and learning activities. The school has worked to establish and implement a rigorous and relevant curriculum for all students that is aligned to the Common Core and Next Generation Science Standards. Teachers embed and incorporate Common Core Literacy Standards across all content areas. Professional development is emphasized in topics such as

teaching students analysis in writing, Interactive Notebooks, Anatomy of a Lesson, etc. Lancaster High School saw an increase in math and literacy performance on the SAT as indicated by an overall mean score growth by seven points, with ELA gaining one point, and Math mean score gaining six points. With a focus in the 18-19 school year on improving writing, the mean essay score grew from four to five out of eight points possible. In addition, the Hispanic Student Group improved in all areas, African American Student Group improved in ELA and Writing, and White and Asian Student Groups improved in math and writing scores.

Through assistance from our district, over the course of the last five school years, staff, administrators, and instructional partners have participated in The Literacy First Framework training provided by Catapult Learning. This program included multi-day professional development strands centered on: leadership strand, instructional coaching, anatomy of a lesson and literacy and academic vocabulary. Last year, new teachers and specifically teachers in Math and Foreign Language participated in the professional development. The emphasis of the program is ensuring that lessons are designed intently with students engaged in active learning and manipulation of the content. In addition, to ensure and support implementation of the material presented, a consultant conducted a series of walk-throughs with teachers, administration, and instructional partners over the course of several days. The Catapult Consultant, NGSS Consultant, and Instructional Partners then worked specifically with teachers through a coaching cycle in which they planned lessons, were observed by the consultant and Instructional Partner, debriefed the observation, and conducted walk-throughs. Our staff continues to refine and develop their use of What, Why, How2:

“What” students are going to be learning

“Why” students are learning that concept

“How” students will learn the concept

“How” students will know they have learned the material.

Observation data collected from Digicoach in the 18/19 school year indicates that this is being implemented in an effective manner in approximately 70% of classrooms, although it is visible in a larger number of classes.

Six instructional partners worked to support teachers in ensuring lessons include rigorous content and activities through observations, co-teaching/co-planning, collaboration, and modeling. Each of these partners had two periods, one of which is a common period for all of them, to conduct this work. This year we have four Instructional Partners with one period each. Teachers are provided additional hours to collaborate to develop rigorous lessons, and instructional partners worked individually in planning days with several teachers. Instructional partners have been effective in planning and delivering Professional Development on Student Free Days, frequently in staff meetings, and various other times after school. Digicoach data indicated a high level of teacher engagement with students, and implementation of a rigorous curriculum in 70% of observations in the 2018/2019 school year.

The school is committed to expanding the AVID program to support student achievement and students going to college. AVID strategies are shared with members of the teaching staff in staff and department meetings, and through shared access to journal articles. An AVID site team consisting of site leadership, AVID elective teachers, Instructional Partners, and other teaching staff meet monthly to strategize and implement AVID strategies throughout the curriculum. The AVID team conducted student/teacher conferences with students who were at-risk of failing classes. AVID students have a higher GPA (2.8) than the Lancaster High School average (2.5). In addition, AVID students have a higher attendance rate and lower suspension rate than the Lancaster High School Average.

Last year, with the implementation of two College/Career Liaisons, the school has formed an Advanced Placement team of teachers to identify the skills students need to be successful in school and college. The team identified common academic vocabulary words, and identified writing and reading as key skills students need to develop. In addition, our AP team focused on access to AP courses. To this end, several teachers have attended Collegeboard's Prepartate and A Dream Deferred conferences. We continue to send teachers to AVID Critical Reading and Academic Vocabulary & Literacy training. Tutoring is offered every day in the library and student access to Princeton Review has continued to expand. AP teachers each conduct at least one Saturday Study Session. As a result of recruitment efforts, the number of students accessing AP courses expanded as indicated by an increase in course requests for AP classes for the 19/20 school year. Students who are not supported through a formalized program such as AVID or the academy had the opportunity to attend seven college visits to promote college attendance. Several students indicated that they had a renewed interest in attending college.

Lancaster High School implemented the third, and currently, the fourth year of the Project Lead the Way Biomedical Sciences pathway. In this program, students engage in multiple hands-on learning activities such as labs, develop and applying models, and collaborating within a relevant curriculum. The program has expanded from one section of year one in 2017/18 to four sections in 2018/19. Last year the program served 272 students. Students in the Biomedical Sciences Pathway have a higher GPA (2.89) and attendance rate, and a lower suspension rate than the Lancaster High School average.

After-school tutoring is offered throughout the year. Teachers and instructional aids provide support to students. Students are also able to access Chromebooks. Approximately 50-70 students access this resource on average prior to school closure.

Collaboration is highly encouraged through providing additional hours to staff, as well as release time to do so. Math teachers collaborated to refine their practice and reflect on student achievement. Teachers use performance tasks in each class to help students connect math to the real world and to better prepare them for the Smarter Balanced Assessment. Biology teachers regularly collaborated to ensure that curriculum was accessible for all students. The results of this collaboration is not fully known at this point. Collaboration will continue to be a focus in an effort to utilize common assessments and analyze data to drive instruction. Increasing student literacy has remained a focus area for Lancaster High School. In addition, teachers have participated in reading and assessing student writing utilizing a rubric. In the spring teachers engaged in designing a common writing lesson centered on analysis, implemented the lesson, and examined student work to reflect on their lessons.

All teachers have received professional development as it relates to the new EL standards and needs of Long Term English Learners.

Instructional materials were provided to support Interactive Notebooks, Read 180, and additional novels and texts. Approximately 30% of staff actively used Interactive Notebooks and have indicated that students are processing material more thoroughly resulting in a higher level of mastery.

An all-day Freshman Conference took place in the fall, which allowed alumni, guest speakers, and staff to present on various issues such as time management, reducing stress, planning for after high school, and extracurricular activities. All freshman attended and took surveys at the end of the day to give them the opportunity to express interest in the school's programs, clubs, and sports. This information was relayed to coaches and activities advisors, as well as Academy and program

Coordinators. In the spring of 18/19, Lancaster High School hosted a “Road Show” in which all 8th grade students from the school’s two main feeder middle schools visited the school during the school day, and listened to mini-presentations from all of the programs offered. Eighth grade students then took a survey, and identified a program they are committed to joining. Administration provided the information to counselors, coordinators, coaches, and advisors prior to registration. The school’s goal is to have every student involved in a program on campus. At-Risk Coordinators will follow up with students who are not involved in the fall of 2019.

Time was allocated for Algebra 1 teachers to collaborate to align lesson plans, review data regularly, and provide interventions. This was not fully implemented and the teachers only used a small portion of the hours dedicated to this effort. Time will continue to be set aside for Algebra 1 and will now include Algebra 2 teachers, but will be narrowed in number and will include four days of substitutes to ensure adequate time and structure is provided.

Parent/teacher/student conferences for students who were at risk of receiving a D or F were held on one occasion by the Multimedia and Engineering Academy, and student/teacher conferences were held by AVID on one occasion. In reviewing the roster of students who participated in the parent conferences through the academy, improvement was seen in at least five of the twelve students. AVID was able to retain nearly all of their students. This practice continued in the 18/19 school year, but the number of days allotted were reduced to three and will be structured in the fall.

Senior Supplemental Instruction for students to retrieve credits takes place throughout the school year. This was highly effective in the 18/19 school year in that students earned approximately 330 credits in the previous model and in the 2018/19 school year students earned well over 400 credits. Additional hours will continue to be offered for students who can not be serviced through the APEX program.

#### 21st Century Learning Environment and Rigorous Curriculum-

In an effort to support literacy across the curriculum the school purchases licenses for AVID Weekly, an online journal database. Several teachers have accessed the database and many have utilized it in conjunction with writing and other WICOR strategies.

Assisting English Learners in achieving full proficiency in English is an area of focus. An EL Coordinator and bilingual secretary support English Learners. Students are initially tested and placed at an appropriate level. There is a designated counselor for EL students to ensure proper placement in classes. A bilingual aide assists in core classes with designated teachers who provide additional support. In addition, after-school tutoring with a bilingual Instructional Aid is offered after school. The EL team monitors academic grades and meetings are held with students to identify specific needs and to provide assistance. As part of the monitoring process, the EL department met individually with students who were at risk to set goals and identify resources and supports to improve their academic performance.

As part of the AVID program experience, students attended four college visits to support AVID’s mission.

Guidance Counselors attended conferences to remain up to date with changes to college admissions, as well as understanding and implementing the Multi-Tiered Systems of Support. In reviewing the potential conferences counselors may attend, funding will continue to be provided but at a reduced amount.

Several students participated in poetry workshops with professional writers who held two Saturday workshops. The facilitator of the event indicated he observed a renewed interest from his students and students were exposed to potential careers beyond high school.

The school has purchased several additional Chromebook carts for use by the teaching staff. In addition, several educators are Google certified educators. This has enabled more teachers to engage students in research and online projects, use of Google Classroom, and an increased use of the program Naviance. Through Learning Loss Mitigation Funds, Promethean Boards, head sets, mice, hotspots, Chromebooks, and other Instructional Materials have been provided.

Class sizes were reduced to 26 to enable teachers to better address the needs of students at-risk of not meeting standards. Teachers provided explicit instruction using Read 180 and math intervention.

#### Safe and Secure Positive School Culture-

The Support for Student Achievement (SSA) program, which targets freshmen failing one or more courses and behavioral intervention program, Accountability through Support (ATS), have shown positive results. In 18/19, 30% of students who complete SSA or ATS have demonstrated improvement academically, and in several cases behaviorally and in attendance. This is an increase from approximately 10% in the 2017/2018 school year (the first year of both programs). These efforts also support the WASC Critical Area of Need of identifying and supporting potentially at-risk students.

The PBIS (Positive Behavior Intervention and Support) program assists teachers and staff in identifying and encouraging appropriate behaviors. This program is a collaborative intervention program designed to increase positive student behaviors. The goal is to create a "culture of success" by fostering relationships between students and among students and staff, setting clear expectations, and promoting academic and social success. A "Be REAL!" campaign has been implemented to acknowledge and reward positive behaviors, with identified Core Values based upon staff and student input. Lancaster High School will be bringing on the SWIS program to proactively identify problematic behaviors and reasons behind the behavior to provide a context in which to intentionally teach students appropriate behaviors. Lancaster High School has hired two At-Risk Coordinators who facilitate an Accountability Through Support (ATS) program focused on addressing and teaching appropriate behavior related skills and to provide alternatives to suspension. In addition, the coordinators facilitate a Support for Student Achievement (SSA) program that works with academically at-risk students identified through queries from Powerschool. The Administrative Intern, in conjunction with the At-Risk Coordinators, was responsible for identifying, meeting with and contacting the parents of students for these programs, as well as providing on-going checks of continued student progress. The Administrative Intern also met with students upon their return from suspension in an effort to get students re-organized and to promote productive return to school. In addition, Lancaster High School students embarked on the Wolf Connection project for the second year. In 18/19, approximately 25 students engaged in an eight-week program in which students work with the Wolf Connection organization to engage in reflection, goal setting, and the development of leadership skills through their work with rescued wolf dogs.

Link Crew provides support to freshmen students as they transition to high school. In addition, Link Crew also assists during transition activities with current 8th grade students. In the summer, Link Crew has provided an orientation for freshmen, and incorporate lessons and activities learned from training.



Security personnel attended several trainings throughout the year. These ranged from school safety to cyber-bullying. Information gathered was shared with other team members to establish a stronger understanding of school safety procedures.

Communicate effectively with all stakeholders-

This goal relates to all of WASC Critical Areas for Follow-up as we see this relationship having a key impact on how our students achieve. Lancaster High School holds numerous parent events beginning in the summer with Freshman Orientation. Throughout the year, our Guidance staff offered presentations related to college applications, FAFSA, and Scholarships. Our AVID and Multimedia and Engineering programs facilitate parent evenings to assist parents in understanding the programs and expectations. Our Guidance office also provides parents workshops on Friday mornings on a monthly basis. Topics range from student academic success to registration and four-year plans. A Parent University was held on three Saturdays for any parent who wished to attend. Parent University began in February, and a total of two sessions were attended by approximately ten parents. Topics ranged from showing parents the types of classroom activities their students engaged in to Powerschool. A slight reduction in hours for the parent university was made with the intent of implementing four strategic and purposeful sessions.

A Title I Coordinator was hired to ensure compliance with Title I funding. This individual was also responsible for the development of the parent compact. A parent compact was modified and approved by the SSC and funds were spent in compliance with Federal Law.

Through paying for LiveScan fingerprinting, LnHS has multiple cleared volunteers.

A Parent Outreach and Communications Coordinator enabled Lancaster High School to further communication with parents and students. The website continues to be in the process of being fully developed, communication through Social Media has expanded greatly, and a monthly newsletter was developed and sent to parents.

Our Multimedia and Engineering Academy and AFJROTC program have many community partnerships in which professionals from organizations such as NASA, Lockheed Martin, and Edwards Air Force Base mentor students. Our Robotics program continues to thrive and connects students with professionals from multiple organizations.

Communication has been an ongoing focus for Lancaster High School. To this end, the school has implemented Eagle Alert, a smartphone app for parents and students to get up to date information, push notifications, access to a tip-line, and a variety of other important notices. The school continues to communicate utilizing an auto-dialer which also has the capability to email and send push notifications to phones. In addition, Eaglevision is pushed out to students.

Based on this review, the following areas of need were identified:

Rigor- Increase rigor in all classes at Lancaster High School continues to be an area of need. Findings indicate a need to increase rigorous activities in the classroom as indicated by both classroom observations and survey data. Classroom observations indicate implementation of a rigorous curriculum in 70% of observations collected by Digicoach in the 2018/2019 school year. In addition, as students continue to participate in Distance Learning, there is a need to support teachers in managing student work load, organizing Google Classroom, planning engaging and effective lessons, and authentically assessing student mastery.

Math and Literacy- Improvement of student achievement in the areas of Math and Literacy continues to be an area of need. Findings indicate a need to improve student performance on the SBA and PSAT as indicated by the California Dashboard. The school has a “Very low” and “Declined” percentage of students meeting or exceeding standards in ELA in the 2017/2018 school year. A “Very low” percentage of students meeting or exceeding standards in Math. This percent was “Maintained” in the 2017/2018 school year from the 2016/2017 school year.

Graduation Rates, A-G, AP Enrollment- Findings indicate a need to increase the graduation rates of the following student groups: Students with Disabilities, African American, English Learners, and Homeless as the rates are considered “Low” or “Very low.” There is a need to improve the percentage of Lancaster High School graduates who are A-G eligible as indicated by a decline in A-G rates. There is a need to broaden enrollment in Advanced Placement/Honors Program enrollment, specifically for African American students and male students.

College/Career Indicator- Findings indicate a need to increase the percent of students meeting the College/Career Indicator in the following student groups: Students with disabilities and African American students as they are considered “Very Low” and either “Maintained” (SWD) or “Declined” (AA from the 2016/17 school year).

Suspension Rate- Findings indicate a need to decrease the suspension rate in the following student groups: Foster Youth, Students with Disabilities, and African American students as they are considered “Very High” in all three student groups.

Social Emotional Learning- Findings indicate a need to support students and staff in Social Emotional Learning as indicated by student and staff survey responses.

#### Strategic Plan of Action:

Rigor- Implement strategies and best practices to ensure that all lessons in all classrooms provide rigorous instruction for all students ensuring that graduates are college and career ready. Provide ongoing professional development and resources to enhance the use of Interactive Notebooks, the effective implementation of WWH2 and increased collaboration within and among departments. Develop a site plan to increase the effective use of technology. Use Catapult strategies (AOL) in alignment with consultant and guided walkthroughs. Science teachers will work with consultant in implementing NGSS effectively. Align course outcomes to Graduate Student Profile, College and Career Readiness Standards, Observable Learning Activities, and Assessment. Provide professional development specific to Distance Learning and Google Classroom.

Math and Literacy- Implement the strategies developed by Catapult (ALT/AOL) school-wide. Expand the use of collaborative teams in department areas. Use professional development to focus on data, such as the PSAT and SBA. Implement a strategic focus on writing across all content areas. Provide additional interventions such as mentoring, after school and Saturday workshops through the Low Performing Student Block Grant. Utilize the Reading Inventory and Math Inventory to assist in identifying students for advanced coursework or support as necessary.

Graduation Rates, A-G, AP Enrollment- Increase the graduation rate of identified student groups, increase A-G rates, and broaden enrollment in Advanced Placement/Honors classes. Use Naviance and AP Potential to identify areas of interest and align program offerings, and utilize college and career preparation activities. Continue with Freshman Focus- specifically feeder school outreach, academic supports such as SSA and Link Crew Intervention Days, and mandatory tutoring for

athletes. Offer an AP Human Geography and AP Computer Science course with priority for freshmen. Send teachers to AP training. Modify course sequencing for Math to the following: Algebra 1, Algebra 2, Geometry or Geo/Trig to improve student pass rates in both Math and Chemistry.

College/Career Indicator- Re-address and provide training for Strategies for Success courses to focus on the development of skills and use of AVID-like tutorials. Provide additional technology for classrooms to provide access to Google Suite, Kahn, Princeton Review, Big Ideas, Springboard, and other programs as appropriate.

Suspension Rate- Identify at-risk incoming 9th grade students during their 8th grade year, and provide workshops and incentives at least twice during the eighth grade year to connect students to the school and personnel prior to entering. Utilize At-Risk Coordinators to facilitate an effective Student Support Center and provide services to students in lieu of certain suspensions. Connect all incoming 9th grade students with a program, activity, or sport.

Social Emotion Learning- Provide ongoing Professional Development in the components of Social Emotional learning, including the Habitudes curriculum.

Support from LEA:

Through District & Site Leadership meetings data was reviewed regularly. LCAP goals were evaluated during these meetings. District staff provided input through the development of the SPSA.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The school utilized a number of avenues throughout the year to review progress on the goals outlined in the SPSA, as well as update the SPSA. Advisories who reviewed data and evidence and provided input on the SPSA include: ELAC and School Site Council. In addition, evaluation and revision to the SPSA occurred during Site Leadership Team meetings, Administrative meetings, WASC Focus Group meetings, and Department meetings. A number of data sources were reviewed which included assessments, observation, and survey data. This data was shared with these advisories, followed by discussion and suggestions. As an example, the School Site Council indicated a need for improved parent communication, and this was addressed in the SPSA.

## Resource Inequities

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

Graduation Rates, A-G, AP Enrollment-

Findings indicate a need to increase the graduation rates of the following student groups: Students with Disabilities, African American, English Learners, and Homeless as the rates are considered "Low" or "Very low." Inequities found through the needs assessment include teaching Student with Disabilities specific skills to improve their success in classes. In addition, intensive monitoring and review of student progress is not as systematic to allow for deficiencies to be identified and addressed earlier in the term. The Support for Student Achievement program targets freshmen and



referrals are based solely on failing grades as opposed to other factors such as ethnicity or special programs. Therefore, not all students in these student groups are serviced through this program. Opportunities for credit recovery are primarily limited to Summer School and Senior Supplemental Instruction. Tutoring is also open to all students, but specific students are not mandated to go to tutoring other than students involved in Athletics or AVID.

There is a need to improve the percentage of Lancaster High School graduates who are A-G eligible as indicated by a decline in A-G rates. Several Special Education students are enrolled in a blended model course of study (GenEd and SDC). Students who take SDC courses are taking courses that are not A-G. Grade Improvement opportunities are limited by the amount of personnel available. There is a need to broaden enrollment in Advanced Placement/Honors Program enrollment, specifically for African American students and male students. Recruitment for these courses has been cast wide, but not specifically targeted at specific student groups.

College/Career Indicator- Findings indicate a need to increase the percent of students meeting the College/Career Indicator in the following student groups: Students with disabilities and African American students as they are considered “Very Low” and either “Maintained” (SWD) or “Declined” (AA from the 2016/17 school year). Student access to programs that would satisfy components of the College/Career Indicator is voluntary with some recruitment. However, this recruitment is not targeted towards student groups. Student schedules (particularly Students with Disabilities) do not allow for room for students to access various programs. Some current programs and academies may not appeal to all students, and students may therefore not access them. Lastly, students complete a four year plan, but typically do not complete a six year plan unless they are services through the Multimedia and Engineering Academy.

Suspension Rate- Findings indicate a need to decrease the suspension rate in the following student groups: Foster Youth, Students with Disabilities, and African American students as they are considered “Very High” in all three student groups. A possible resource inequity could be a lack of a specific referral process for students to specified services (Counselor, Foster Ed Liaison, Community Attendance Worker, Psychologist, Homeless contact, etc.). Prior to the current year, there was not a clear plan for transitioning At-Risk incoming 9th grade students to high school.

## Evidence Based Interventions

Indicate the Name of the evidenced-based intervention identified as a result of the needs assessment process

READ 180- Source-What Works Clearinghouse (WWC)

WWC-Read 180 Intervention Report- Adolescent Literacy 11/2016

Outcome Measure - Northwest Evaluation(NWEA) Measures of Academic Progress(MAP) Reading

Comparison- Read 180 vs Business as Usual

Period- 1 year / Sample- 619 students / Significant- Yes

Improvement Index- 6 / ESSA Rating- Tier 1

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## PBIS- Source-WWC

Implementation of PBIS has been formally evaluated in a number of descriptive, evaluation, and experimental studies. Findings indicate that PBIS is experimentally associated with reduction in office discipline referrals (Bradshaw et al. 2010, 2012; Horner et al. 2009; Safran and Oswald 2003), reduction in out of school suspensions and expulsions (Bradshaw et al. 2010), improved social emotional competence (Bradshaw et al. 2012), improved organizational efficiency (Bradshaw et al. 2008, 2009), improved academic outcomes (Horner et al. 2009), improved perception of safety (Horner et al. 2009; Ross et al. 2012), and reduction in bullying (Ross and Horner 2009; Waasdorp et al. 2012).

Systematic Educational Barriers for Latino Students and a Program Attempting to Close the Gap-  
AVID- Source-ERIC

Carrasco Ramos, Daisy

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## AVID

ProQuest LLC, 2018 Ed.D. Dissertation, Azusa Pacific University

The case study design collected data through interviews, archival documents, and observations. The data showcased that the AVID program was successful in getting Latino students to graduate high school and transition to higher education. Two main themes emerged from the AVID program: 1. AVID structure of having one key person per four-year class and 2. having a strong college-going culture that embeds financial aid literacy, college trips, overnight college trips, parent education, and college tutors.

## AVID

An Exploratory Study of the Influence of the Advancement via Individual Determination (AVID) Program on African American Young Men in Southeastern North Carolina- Source-ERIC

Parker, Michele A.; Eliot, Jessica; Tart, Michael

Journal of Education for Students Placed at Risk, v18 n2 p153-167 2013

This is a qualitative study of how the Advancement Via Individual Determination (AVID) program influenced 9 African American young men in southeastern North Carolina. To understand the impact of the program, a cross-section of current and past AVID participants were interviewed. The African American male students were asked about their attitudes toward education and how AVID influenced them socially and academically. Four themes that emerged from the data were: (a) Supportive, family-like relationships are built within the AVID classroom; (b) the students strive to do better academically; (c) specific AVID methodologies improve student achievement in preparation for college; and (d) AVID positively affects student attitudes toward education. These themes are discussed in relation to the literature. Finally, we suggest how this research might inform future studies. (Contains 1 table.)

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## MATH-Intervention Classes-Multiple Studies and References

"The low and inequitable mathematics performance of students in urban American high schools has been identified as a critical issue contributing to societal inequities (Moses & Cobb, 2001) and poor economic performance (Madison & Hart, 1990). The need for teachers to explicitly attend to students' understanding of the ways they need to work is consistent with a broad research literature on formative assessment. The main tenets of formative assessment are that students must have a clear sense of the characteristics of high quality work, a clear sense of the place they have reached

in their current work, and an understanding of the steps they can take to close the gap between the two (Black & Wiliam, 1998). The idea that careful attention needs to be paid to students' awareness of expected ways of working is also supported by the work of Delpit (1988), who has argued that teachers must make explicit the unarticulated rules governing classroom interactions that support different schooling practices, and students must be given opportunities to master those ways of being, doing and knowing. To not support students in code switching (Heath, 1983) is to participate in perpetuating inequality." (Boaler, 2008) The new intervention classes seeks to change the curriculum to include more mindset shifts for teachers, and students. Additionally new curriculum will be created by the teachers in conjunction with Envision Learning to support these concepts being taught and understood in the context of mathematics.

#### Reference

Boaler, J., & Staples, M. (2008). Creating mathematical futures through an equitable teaching approach: The case of Railside School. *Teachers College Record*, 110(3), 608-645.

# District Level Supports

## EL Support & Alt. Support Programs with District Title III, Title I, and Targeted Funds Descriptions for 2020-21 SPSAs

<u>Funding Source</u>	<u>Descriptions</u>
<b>Title III + District Targeted</b>	<b>Bilingual Instructional Aides</b> <ul style="list-style-type: none"> <li>• Support immigrant newcomer students in Designated ELD Elective course, and LTELs in Core subjects at each site</li> </ul>
<b>District Targeted</b>	<b>DO Targeted Salaries for Division of Student Support</b> <ul style="list-style-type: none"> <li>○ 1 Director of Student Support / Multilingual Programs</li> <li>○ 2 Program Coordinators for Multilingual Programs Support</li> <li>○ 2 EL TSAs</li> <li>○ EL Coordinator - 1/6 (2 release periods are recommended)</li> <li>○ Bilingual Secretaries</li> <li>○ VP supporting EL programs</li> <li>○ EL Counselor</li> </ul>
<b>COVID Relief Funds + District Targeted , 3-year Implementation Plan, 2020-23 Districtwide</b>	<b>Ellevation</b> <ul style="list-style-type: none"> <li>• Ellevation is an EL-focused dashboard updated daily with PowerSchool data.</li> <li>• Ellevation's platform with EL data and instructional strategies will assist EL TSAs and EL IPs to support teachers with Long-Term ELs and dual-identified ELs in SPED for students to stay on track to graduate and reclassify.</li> <li>• Ellevation's dashboard platform is adaptable for each administrator, EL TSA, Instructional Partners, EL Site Team, and teacher to understand an EL student's English linguistic level to plan instructional support.</li> <li>• Sites submit EWAs paid for with District Targeted funds.</li> </ul>
<b>District Targeted</b>	<b>Student Monitoring for ELs and Reclassified students</b> <p>EL Site Teams and the EL Counselor should monitor EL students during the instructional day and after-school.</p> <ul style="list-style-type: none"> <li>• Site teams may decide a plan to fulfill EL Student Monitoring, individually or as collaborative teams.</li> <li>• Sites submit EWAs paid for with District Targeted funds.</li> </ul>

**District Title I**

**EL Tutoring**

- Site-based EL Tutoring for Core subjects ensures consistent district-wide EL tutoring is available at each site to support Newcomer ELs, Long-Term ELs, and ELs in Special Education.
- EL Tutoring addresses the needs of EL students, mitigates learning loss, and provides essential continuity of instruction to access the core curriculum during distance learning and the transition to a blended-model / hybrid-model with in-school instruction.
- Sites submit EWAs paid for with District funds.

**District Targeted**

**ELPAC Assessment Support and Student Practice**

- Site-based ELPAC practice to support ELs after-school or on Saturdays to practice for the annual English Learner Proficiency Assessment of California exam, administered district-wide in Spring 2021.
- District goal is to ensure ELs advance one proficiency level on the ELPAC each year.
- Students need to earn an Overall 4 on the annual ELPAC exam to qualify for reclassification. Site reclassification rates are important indicator in the California Dashboard.
- Sites submit EWAs paid for with District funds.

**District Targeted**

**ELAC Parent Engagement and Parent Outreach**

- The DO will provide DO Targeted funds to pay for EL Site Team staff (EL Program Site Advisor, Bilingual Secretary, and Bilingual Instructional Aide and other EL Staff) to work after contractual hours to support the ELAC and parent outreach.
- Outreach includes telephoning parents, translating documents for mailings and meetings, translating at ELAC meetings.
- The English Learner Advisory Committee (ELAC) is comprised of parents of EL students and community members who advise schools to make important decisions related to services for ELs.
- Sites submit EWAs paid for with District funds.

**District Title I**

**Parent Workshops for Parents of English Learners**

Disciplina Positiva's parent educator team, with Tony and Liseth Orozco, provide online workshops for parents to address learning at home, academics with their children, mental health issues, and improve study routines at home during the pandemic.

- Virtual workshops are offered in English and Spanish.
- Workshops are promoted with parent leaders at the DELAC and at each site's ELAC parent committees, and Title I Parent Committee.
- Sites submit EWAs paid for with District Title I funds.



**District Targeted****EL Professional Development at Sites**

- Sites should provide at least one EL-focused Professional Development each semester.
- EL Site Teams can decide to offer EL-focused PD at a staff meeting, Department Meeting, Non-Student day breakout sessions, after-school PD, or Flex-Day options.
- EL PD for Core Subject Certificated Staff
- Sites submit EWAs paid for with DO Targeted Funds.

**District Targeted****District Office Trainings and PD to Support EL Programs**

- ELPAC Training for summative ELPAC exam (DO Targeted)
- EL Quarterly Trainings, facilitated by DO Team to support EL Programs district-wide (DO Targeted)
- EL Site Leadership Trainings
- EL Program Site Advisor & EL Counselor Trainings
- Bilingual Secretary for EL Site Programs Trainings
- Bilingual Instructional Aides Trainings
- DO EL Team will submit EWAs paid with District funds.

**District Title I****Long Term English Learner (LTEL) Supports and Interventions**

Additional interventions, instructional resources, and professional development to provide additional support for LTELs to advance in their proficiency with English language acquisition.

- Long-Term EL Leadership Steering Committee
- EWA's
- Professional Development-LACOE
- Local CAFE workshops for Parents
- Rosetta Stone Licenses- District Title I (\$42,548)
- DO EL Team will submit EWAs paid w DO TI funds

**District Targeted****ELD core curriculum Trainings and Support for Designated ELD Elective with immigrant Newcomer students**

- ELD Core Curriculum - Teacher Trainings
- ELD Consultant to ensure core ELD curriculum is implemented with fidelity
- Edge core curriculum e-Assessments (diagnostic exam, unit exams) and Comprehension Coach (\$21,385)
- Books / Materials / Supplies
- Contracts / Consultants (\$25,000)
- DO EL Team will submit EWAs paid with District funds.



## DESCRIPTION OF DISTRICT TITLE I FUNDED ALTERNATIVE SUPPORT PROGRAMS - AVUHSD 20-21

Title I Alternative Supports – 2020-2021 is reserved for students from Schoolwide Programs. All of our schools are Title I Schoolwide. Schoolwide programs serve all students within the school, and seek to upgrade the school's entire educational program to ensure that all students, particularly those who are low-achieving, attain high levels of academic proficiency

### **AVID - DISTRICTWIDE**

Advancement Via Individual Determination (AVID) operates with one guiding principle: Hold students accountable to the highest standards, provide academic and social support, and they will rise to the challenge. Our AVID Secondary system brings research-based curriculum and strategies to students each day that develop critical thinking, literacy, and math skills across all content areas. For more than 16 years in our district, AVID has prepared students for college readiness and success through focus on Writing, Inquiry, Collaboration, Organization, and Reading, as well as bi-weekly tutorial sessions with college tutors.

### **1:1 TECHNOLOGY INITIATIVE**

#### **RESERVED FOR THE HIGHEST POVERTY SCHOOLS**

Helps lower student-to-technology ratios in the classroom and common school areas such as intervention and innovation labs and school libraries. Provides greater access to technology and technology based textbooks and interventions, which allow students to receive the support they need at their individual skill level. Schools who have the highest percentage of low-income students are selected to receive this additional support.

### **READ 180 - DISTRICTWIDE**

Intervention software that provides reading instruction targeted at the student's lexile level in order to accelerate student achievement in reading and close skill gaps for students, which will give students greater access to core curriculum standards. Students are selected to receive this intervention by lexile level.

### **MATH LITERACY PROJECT - DISTRICTWIDE**

A project-based Geometry and Algebra I courses that reimagines math literacy through real-world, hands-on applications. Students are selected by lexile level.

### **DIGI COACH - DISTRICTWIDE**

Classroom Observation and walk-through tool that allows Admin and Instructional partners to collaborate and provide ongoing reports and feedback to teachers on classroom instruction.

### **SUPPLEMENTAL EDUCATIONAL SERVICES (SES) - DISTRICTWIDE**

Tutoring services outside of the school that provides in-home tutoring instruction options to students in order to provide additional support to address skill gaps and meet students current educational need, available when schools reopen from COVID-19 related school closures. English learners, students with exceptional needs, foster youth and homeless students are eligible to participate in this program and will be mailed applications. Students identified as struggling academically will receive applications by request.

### **APEX TUTORING - DISTRICTWIDE**

Online curricular units in core subject areas that allow students to retrieve credits in core content classes, where they have not been previously successful. Students are selected to receive this intervention by grades.

### **LONG TERM ENGLISH LEARNER (LTEL) SUPPORTS AND INTERVENTIONS - DISTRICTWIDE**

Additional interventions, materials and supplies and professional development to provide additional support for LTELs to advance in their proficiency with English language acquisition.

### **PARENT AND FAMILY ENGAGEMENT - DISTRICTWIDE**

District Title I funding is set aside to increase opportunities and capacity for parents and families to engage in meaningful, two-way communication that supports the increase of communication between school and home while increasing awareness of districtwide TI alternative supports and interventions. Staff and parents collaborate in an effort to close student gaps and increase student access to quality interventions and supports that can increase student achievement.

### **HOMELESS STUDENTS - DISTRICTWIDE**

District Title I funding is set aside to support the enrollment, attendance, and success of homeless youths. Identified homeless students have priority enrollment, additional access to classroom materials and supplies, tutoring, clothes, hygiene products, and social-emotional and academic supports through additional counseling services.

## **Description of CTE funded supports**

Career Technical Education (CTE) funding allows the sites of the AVUHSD to expand, enhance and sustain high-quality CTE pathways that align with the graduate student profile and prepare students for the following college and career opportunities:

- student field trips to colleges, universities and related industries
- professional development to address trends, rigor and relevance
- value added industry certifications
- work-based learning opportunities
- equipment/technology for classrooms and labs
- leadership training and competitions for students

To address both academic and technical proficiency, in the student performance indicators, the funding also provides for the following:

- academy/pathway specific tutoring
- course offerings outside of the school day
- standards-aligned instruction and assessments
- interdisciplinary instruction
- small learning cohorts of students in academic and CTE courses
- course development to meet a-g requirements
- process for course articulation and dual enrollment

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

Ensure that students are academically proficient and prepared for college and career ready.

### Identified Need

Findings indicate a need to increase rigorous activities in the classroom as indicated by both classroom observations and survey data.

Findings indicate a need to improve student achievement on the SBA and PSAT as indicated by a low percentage of students meeting or exceeding standard in ELA and a very low percentage of students meeting or exceeding standards in Math.

Findings indicate a need to increase the graduation rates of the following student groups: Student with disabilities, African American, English Learners, and Homeless as the rates are considered low or very low. There is a need to improve the percentage of Lancaster High School graduates who are A-G eligible as indicated by a decline in A-G rates. There is a need to broaden enrollment in AP and Honors courses as student enrollment does not match the percentages of students in the school.

Findings indicate a need to increase the percent of students meeting the College/Career Indicator in the following student groups: Students with disabilities and African American students as they are considered "Very Low" and either "Maintained" (SWD) or "Declined" (AA from the 2016/17 school year).

Findings indicate a need to decrease the suspension rate in the following student groups: Foster Youth, Students with Disabilities, and African American students as they are considered "Very High" in all three student groups.

The Comprehensive Needs Assessment process identified a need to support the professional growth of teachers through coaching and professional development. In addition, there is a need for collaboration time for teachers of Algebra 1, Algebra 2, and Science to develop consistency and data-based instruction through the use of co-planning and the development and review of common assessments. There is a need to provide support services for student achievement.

### Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome	Actual Outcome
Graduation Indicator-Dashboard	In 2018/2019, the graduation rate for African American students increased by 3.8% (Green on Dashboard), English Learners increased by 8.9% (Yellow on Dashboard), Homeless increased by 3.1%, and Students with	Increase or maintain the graduation rates of all students. Increase graduation rates of the following student groups by 1.5%: Students with Disabilities, English Learners, Socio Economically Disadvantaged,	

Metric/Indicator	Baseline	Expected Outcome	Actual Outcome
	Disabilities increased by 1.0%. Students with disabilities are still considered Very Low at 65.6% (red) and English Learners are Low at 75.6% (yellow). Our Socioeconomically Disadvantaged and Hispanic students maintained graduation rates and also fall in the yellow category.	Hispanic, and African American.	
English Learner Indicator-Dashboard	As of 2018/2019, 47.1% making progress towards English language proficiency	Maintain or increase the percent of students making progress towards English language proficiency.	
RFEP-DataQuest	6.6% of English Learners were reclassified in 2018/2019.	Maintain or increase the percent of students reclassified.  Increase the number of growth points for RFEP students in the 2020-2021sy.	
EL Progress and Proficiency-ELPAC/Dashboard	47.1% making progress towards English language proficiency Number of EL Students: 104 Performance Level Medium	Increase the percent of students making progress towards EL proficiency to greater than 50%	
College & Career Indicator-Dashboard	In 2018/2019, African American students increased by 8.1% in meeting the College Career Indicator and are considered "Low" in the yellow category on the Dashboard. Students with Disabilities increased	Increase the percent of Students with Disabilities and White students meeting the College Career Indicator by 2%. Increase or maintain the percent of all students meeting the	



Metric/Indicator	Baseline	Expected Outcome	Actual Outcome
	by 2.5% and are still considered very low but are in the orange category on the Dashboard. White students declined by 2.2% in this indicator, and all students maintained.	College Career Indicator.	
Percentage of students taking an AP exam	The percent of students who took at least one AP exam in 19/20 was 25.1%	Increase the percent of students taking at least one AP exam.	
AP/IB Courses offered	There is a need to broaden enrollment in AP and Honors courses as student enrollment does not match the percentages of students in the school. African American (41%, 21.5% of demo.), Hispanic (57%, 51% of demo.), and White (59.4%, 16% of demo.) student groups' enrollment in AP is at a higher percentage than demographics for the school. Socioeconomically Disadvantaged (48%, 64% of demo.) student group enrollment is lower than the demographics for the school.	Broaden AP and Honors course enrollment to match the demographics of the school, with an emphasis on Socioeconomically Disadvantaged students.	
A-G Rates	The A-G rate increased from 33.2% to 35.9% in the 19/20 school year.	Maintain or increase the percent of graduates who are A-G eligible.	

Metric/Indicator	Baseline	Expected Outcome	Actual Outcome
CAASPP/EAP-DataQuest/CAASPP Scores	Student achievement on the SBA and PSAT has indicated a low percentage of students meeting or exceeding standard in ELA and a very low percentage of students meeting or exceeding standards in Math according to the last SBA and PSAT given.	Increase percent of students meeting or exceeding standard in ELA and Math.	
Suspension Indicator-Dashboard	In the 2018/2019 school year, the suspension indicator for Foster, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and African American students was very high.	Decrease suspension rates of Foster Youth, Students with Disabilities, and African American students.	
Grade Analysis	In the 2019/2020 school year, the percent of F grades for the 1st Semester was 19%. The percent of F grades for the 1st semester of 2020/2021 was 23%	Decrease the percent of F grades.	

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Hire Instructional Coaches to support teachers in improving instructional practices to most effectively implement AVID strategies, CCSS, Academic Language Development, AOL instructional model, digital literacy, data collection/analysis/utilization, and building positive relationships with students, to help ensure a highly effective instructional program for students (modified due to COVID-19).

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

125,000 One period release for four Instructional Partners

Source(s)

Title I

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Support the AVID program through hiring an AVID coordinator, paying for: substitutes for professional development, collaboration time, professional development and conferences, additional collaboration hours, and AVID tutors (modified due to COVID-19).

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

9,750 Substitutes for professional development, collaboration time (Extra Hours for AVID Site Team- 75, Substitutes for AVID Elective Teacher Planning- 30 days)

6,000 Subs, registration, and conference trip necessities for professional development and conferences

65,000 AVID tutor hours

25,000 AVID Coordinator release time (0.2 FTE)

30,000 Provide additional hours for AVID tutors, including hiring additional tutors to support teachers and students in blended classrooms, and in-class activities and assignments.

Source(s)

Title I

Title I

Title I

Title I

Title I

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Provide a College/Career Liaison with an Advanced Placement Emphasis to monitor progress of AP students, pull performance data, provide AP-specific tutoring/workshops and parent workshops

to improve student achievement in AP classes and on AP exams (Eliminated for 2020/21 due to COVID).

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0 College and Career Liaison release period  
(0.2 FTE)

Targeted Funds

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Hire College and Career Liaison/s to plan college and career visits, collaborate with teachers in incorporating college prep activities and Naviance into classes, ensure career information is emphasized, and plan college/career fair (Eliminated for 2020/21 school year due to COVID-19).

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0 College and Career Liaison release period  
(0.2 FTE)

Targeted Funds

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Support extension of Biomedical Pathway in fourth year, replace consumed items for all years, update/replace equipment as necessary. Purchase software and equipment to support digital literacy. Support Biomedical Sciences Pathway development through additional hours for Biomedical teachers in developing pathway according to PLTW and Linked Learning concepts. Develop a Biomedical Sciences "Demonstration Space."

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

50,000 Consumable, equipment, etc.	Targeted Funds
5,000 Provide 100 additional hours to Coordinator/s to work on developing Linked Learning aligned Pathway.	Targeted Funds
8,000 Develop "Demonstration Space" for Biomedical Sciences to include new furniture, computer stations, and power as needed.	Targeted Funds

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Provide additional tutoring/student supports for Learning Loss and Credit Recovery.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
25,000 500 Hours Certificated	Title I
3,600 200 Hours Classified	Title I

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Provide opportunities for teachers to collaborate in developing common assessments, reviewing data, etc.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,000 NTE 400 Hours	Title I

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity



Provide Instructional Materials for Interactive Notebooks, Read 180, Arts, etc.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
15,000 Purchase of supplies/materials for collaboration lab, interactive notebooks, etc.	Title I
24,126.56 Purchase of supplies/materials/etc. for Visual and Performing Arts- Title IV	Title IV
25,000 Purchase of instructional materials and supplies.	Targeted Funds
2917.44 Provide additional collaboration hours for VAPA teachers.	Title IV
30,000 Purchase additional Supplementary instructional materials, supplies, and instructional technology	Title I

### **Strategy/Activity 9**

#### **Students to be Served by this Strategy/Activity**

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

All Students

#### **Strategy/Activity**

Continue emphasis on Freshman Focus to ensure freshmen are supported in the following areas: Feeder School Outreach (Road Show & LINK Crew Activities), Academic Supports (Tutoring/Monitoring), Transition Activities (Freshman Conference), and Parent Outreach.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
7,000 Roadshow substitutes and transportation, substitutes, extra hours, and materials for freshman conference.	Targeted Funds

### **Strategy/Activity 10**

#### **Students to be Served by this Strategy/Activity**

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

All Students

#### **Strategy/Activity**

Pay for subs/conference periods for proctoring ELPAC, AP, SBAC, and SAT (modified due to nature of COVID-19). Pay additional hours for testing coordinator.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

2700 20 hours for organization/possible proctoring; 34 Hours for Testing Coordinator

Targeted Funds

### **Strategy/Activity 11**

#### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Support the development of Algebra I and Algebra 2 Teams to align lesson plans, develop common assessments, review data on a consistent basis, and provide interventions.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

20550 Additional collaboration hours for Curriculum teams (Math, Science, Cross-curricular teams)- 30 sub days (7500) and additional hours NTE 260 hours (13,000).

Title I

9600 Math specific substitutes (12 teachers, 4 sub days each).

Title I

### **Strategy/Activity 12**

#### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Support student retention in programs through holding parent conferences throughout the year to discuss academics, goals, etc.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

15,000 20 teachers @ 3 release days each.

Title I

### Strategy/Activity 13

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Support teacher attendance at conferences and other professional development 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.

#### Amount(s)

15,000 Substitutes, registration, lodging and transportation at conferences

#### Source(s)

Title I

### Strategy/Activity 14

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Supplemental Instruction and Grade Improvement (10th, 11th, and 12th)

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

0 One section for Senior Supplemental Instruction and Grade Improvement through site staffing allocation.

15,000 Provide Saturday Credit Recovery & Grade Improvement- Hours for planning and implementing (NTE 300)

34585 Provide additional Supplemental Instruction and Credit Recovery to support student progress through impact of Distance Learning (NTE 690 hours).

#### Source(s)

Targeted Funds

Title I

### Strategy/Activity 15

#### Students to be Served by this Strategy/Activity

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

Special Education Students

Strategy/Activity

Senior Supplemental Instruction Additional Hours

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

3600 Additional hours for SSI (NTE 72 hours)

Source(s)

Targeted Funds

**Strategy/Activity 16**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Support an AP Coordinator to assist with program management and testing logistics.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2500 Additional hours for Coordinator (NTE 50 hours)

Source(s)

Targeted Funds

**Strategy/Activity 17**

**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Support Science teacher collaboration.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

6400 Substitutes (8 teachers @ 4 days)

Source(s)

Targeted Funds

**Goal Expenditure Summary Goal 1 - 601,329.00**

# Annual Review

## SPSA Year Reviewed: 2019-20

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.

Instructional Partners worked extensively with staff through observing, providing feedback, co-planning, modeling, and planning professional development to increase rigor, WICOR strategies, and Academic Learning Time. Credit Recovery for Seniors was successful in that approximately 400 credits were recovered, a larger number than the prior school year.

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

N/A

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.

Specific planning and evaluation time has been allotted to both Algebra 1 and Algebra 2 teachers. In addition, strategic planning time will be provided to Science teachers to collaborate and evaluate implementation of NGSS.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

Provide a 21st Century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional and personal growth.

### Identified Need

Findings indicate a need to increase rigorous activities in the classroom as indicated by both classroom observations and survey data.

Findings indicate a need to improve student achievement on the SBA and PSAT as indicated by a low percentage of students meeting or exceeding standard in ELA and a very low percentage of students meeting or exceeding standards in Math.

Findings indicate a need to increase the graduation rates of the following student groups: Student with disabilities, African American, English Learners, and Homeless as the rates are considered low or very low. There is a need to improve the percentage of Lancaster High School graduates who are A-G eligible as indicated by a decline in A-G rates. There is a need to broaden enrollment in AP and Honors courses as student enrollment does not match the percentages of students in the school.

Findings indicate a need to increase the percent of students meeting the College/Career Indicator in the following student groups: Students with disabilities and African American students as they are considered "Very Low" and either "Maintained" (SWD) or "Declined" (AA from the 2016/17 school year).

Findings indicate a need to support students in the Distance Learning environment to be successful as indicated by the increase in the number of F grades from Quarter 1 of the 19/20 school year and Quarter 1 of the 20/21 school year. In addition, student survey responses regarding Distance Learning indicate a need to support teachers in reflecting on student work load, organization of Google Classrooms, and lesson and assessment planning. Provide time for teachers to collaborate on maintaining appropriate workloads for students, organizing their Google Classrooms, providing a variety of assessments for students, and overall planning and implementing engaging lessons.

Additional Action Item #2- Provide Social Emotional Learning professional development to understand core concepts and implement strategies to support SEL for students. In addition, support teachers in resiliency through Social Emotional learning and other supports.

Additional Action Item #3- Provide Professional Development for Classified employees in Google Suite.

The Comprehensive Needs assessment identified a need to support English Learners through strategic monitoring and intervention. In addition, AVID and the Multimedia and Engineering Programs have shown success and indicate a need to continue support of these programs. Multiple opportunities for students to engage in activities that promote academic, collegiate, and personal growth continues to be a need.

### Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome	Actual Outcome
AP Course Enrollment	25.6% of students took at least one AP course in the 2019/20 school year.	Increase % of students taking at least one AP course.	
AP Exams with "Qualifying Score"	31.5% of exams taken in 2018 earned a qualifying score, and 27.3% in 2019. 41.4% of exams taken earned a qualifying score in 2020.	Maintain or Increase % of exams earning a qualifying score.	
Classroom Walk-throughs	79% of walkthroughs recorded in Digicoach from 8/12/19-3/3/20 indicated that rigor was apparent at the exemplary or evident level.	Maintain or increase % of walkthroughs which indicate that rigor is apparent at the exemplary or evident level.	
A-G Rate	The A-G rate increased from 33.2% to 35.9% in the 19/20 school year.	Maintain or increase the percent of graduates who are A-G eligible.	
College & Career Indicator-Dashboard	In 2018/2019, African American students increased by 8.1% in meeting the College Career Indicator and are considered "Low" in the yellow category on the Dashboard. Students with Disabilities increased by 2.5% and are still considered very low but are in the orange category on the Dashboard. White students declined by 2.2% in this indicator, and all students maintained.	Increase the percent of Students with Disabilities and White students meeting the College Career Indicator by 2%. Increase or maintain the percent of all students meeting the College Career Indicator.	
Grade Analysis	In the 2019/2020 school year, the percent of F grades for the 1st Semester	Decrease the percent of F grades.	

Metric/Indicator	Baseline	Expected Outcome	Actual Outcome
	was 19%. The percent of F grades for the 1st semester of 2020/2021 was 23%		

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Purchase licenses for AVID Weekly

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

4000 Licenses to AVID Weekly

#### Source(s)

Title I

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

EL Students

#### Strategy/Activity

Support an EL Coordinator to ensure EL program is providing appropriate services and supports in re-classifying EL students.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

One period of release time for EL Coordinator.

#### Source(s)

District Funded

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

EL Students

#### Strategy/Activity

Support a bilingual secretary to support the EL program and other Spanish-speaking parents and students.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

Bilingual Secretary Position

District Funded

#### **Strategy/Activity 4**

##### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Support Multimedia and Engineering Academy teacher collaboration for non-CTE funded teachers.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

5000 Subs/extra hours

Targeted Funds

#### **Strategy/Activity 5**

##### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Support student participation in the Reagan Library Leadership Program (may be cancelled due to COVID-19).

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

2000 Transportation and additional hours for lead teacher for the program to work with students in completing the leadership project identified in the summer 2019.

Targeted Funds

#### **Strategy/Activity 6**

##### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Support student participation in the Stem Expo.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

500 Supplement supplies

Targeted Funds

760 Teacher mentoring/prep

Targeted Funds

### **Strategy/Activity 7**

#### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Provide opportunities for students to attend college visits and other enrichment activities and field trips (will be reduced due to COVID-19, virtual tours and costs?).

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

7200 Four AVID College Visits (2 subs, transportation) @ 1800 each.

Title I

3000 I'm Going to College UCLA Trip

Targeted Funds

3600 Two Biomed College Visits/Field Trips (2 subs, transportation) @ 1800 each

Targeted Funds

1800 One AFJROTC College Visits/Field Trips (2 subs, transportation) @ 1800 each

Targeted Funds

9600 Six non-program related College Visits/Field Trips (2 subs, transportation) @ 1800 each

Targeted Funds

5000 VAPA Field Trips- Title IV

Targeted Funds

### **Strategy/Activity 8**

#### **Students to be Served by this Strategy/Activity**

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

All Students

#### Strategy/Activity

Support Guidance Counselor attendance at workshops and 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.

Amount(s)

7000 Counselor attendance at workshops and conferences (registration, lodging, etc.)

Source(s)

Targeted Funds

#### Strategy/Activity 9

##### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Provide poetry workshops for students with professional poets on two Saturdays.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6000 Pay for presenters and materials (up to 6,000).

Source(s)

Targeted Funds

#### Strategy/Activity 10

##### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Update and purchase additional technology (TV displays, Chromebooks, etc.) and equipment.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

157378.00 Updates to computer labs, information displays, and additional technology (Chromebooks, etc.).

Source(s)

Targeted Funds



163370.00 Updates to computer labs, information displays, and additional technology (Chromebooks, accessories, etc.).

Title I

## Strategy/Activity 11

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Support teacher attendance at conferences and other professional development opportunities. Provide time for teachers to collaborate on maintaining appropriate workloads for students, organizing their Google Classrooms, providing a variety of assessments for students, and overall planning and implementing engaging lessons.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

15000 Substitutes, registration, lodging and transportation at conferences.

10000 Support additional hours for collaboration and professional development in Google Classroom, assessing student work load, developing engaging lessons and authentic assessments.

#### Source(s)

Title I

Targeted Funds

## Strategy/Activity 12

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Reduce Class Sizes for English 9 and Algebra 1 Intervention courses.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

These classes will be capped at a lower cap of 26 as long as sections may be offered within General Fund.

#### Source(s)

## Strategy/Activity 13

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Support teacher training and equipment as needed to develop a Computer Science pathway.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

AP Teacher Training

Source(s)

District Funded

#### **Strategy/Activity 14**

##### **Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Support an Academy Coordinator for the Multimedia and Engineering Academy.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Two periods of release time for Coordinator

Source(s)

District Funded

#### **Goal Expenditure Summary Goal 2 - 401,208.00**

## **Annual Review**

### **SPSA Year Reviewed: 2019-20**

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.

The EL Coordinator and team effectively monitored progress of English Learners, held parent outreach events, and provided intervention for students who were struggling. Class size reduction enabled teachers to better support low-performing students. The Academy Coordinator led teachers in developing a Senior Defense and ensuring Linked Learning's pillars were in place.

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

N/A

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.

Additional resources is allocated for teacher collaboration specific to the Multimedia and Engineering Academy to enable analysis of student achievement data and identification of interventions on a regular basis.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

Cultivate a safe and secure, positive school culture that supports all students' personal and academic growth.

### Identified Need

Findings indicate a need to decrease the suspension rate in the following student groups: Foster Youth, Students with Disabilities, and African American students as they are considered "Very High" in all three student groups.

Findings indicate a need to increase the graduation rates of the following student groups: Student with disabilities, African American, English Learners, and Homeless as the rates are considered low or very low. There is a need to improve the percentage of Lancaster High School graduates who are A-G eligible as indicated by a decline in A-G rates. There is a need to broaden enrollment in AP and Honors courses as student enrollment does not match the percentages of students in the school.

As students engage in Distance Learning and as reflected in student and teacher survey responses, there is a need to provide Social Emotional Learning professional development to understand core concepts and implement strategies to support SEL for students. In addition, support teachers in resiliency through Social Emotional learning and other supports.

The Comprehensive Needs Assessment process identified a need to support students in developing and exhibiting appropriate behavior through providing additional systematic support services. Ongoing professional development to ensure a safe campus environment and Social Emotional Learning is also a need.

### Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome	Actual Outcome
Suspension Indicator-Dashboard	In the 2018/2019 school year, the suspension indicator for Foster, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and African American students was very high.	Decrease Suspension Indicator of Foster Youth, Students with Disabilities, and African American students.	
Suspension Rate-DataQuest	In the 2018/2019 school year, the suspension rate for all students was 9.9%, 20.4% for African American students, 7.3%for Hispanic	Decrease suspension rates for African American students.	

Metric/Indicator	Baseline	Expected Outcome	Actual Outcome
	students, and 5.5% for White students.		
Attendance Rate	The attendance rate in 18/19 was 93.45% and was 92.10% in the 19/20 school year (93.24% from August to March).	Increase the attendance rate to 94%.	
Chronic Absenteeism-DataQuest	In 2017/2018 the chronic absenteeism rate for all students was 20%, 31.3% for African American students, 17.1% for Hispanic students, and 18% for White students. In 2018/2019, the chronic absenteeism rate for all students was 18.4%, 28.1% for African American students, 15.2% for Hispanic students, and 16.99% for White students	Decrease chronic absenteeism rate.	
Truancy-DataQuest	The truancy rate for 2017/2018 was 51.57 which is similar to the district's 51.0.	Decrease truancy rate.	
Dropout Rate-DataQuest	The dropout rate was 1.3% which is lower than the district, county, and state.	Maintain or reduce dropout rate.	
Expulsion Rate-DataQuest	In 2018/2019, the expulsion rate for all students was 0.21%, 0.33% for African American students, 0.27% for Hispanic students, and 0% for White students.	Maintain or decrease the expulsion rate for African American students.	

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

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Hire At-Risk Coordinators to facilitate the Accountability Through Support and Support for Student Achievement programs, as well as man the SSC and assist in identifying freshmen who are not involved in a program on campus. Provide a PBIS Coordinator to assist in coordinating MTSS services and to man SSC.

**Proposed Expenditures for this Strategy/Activity**

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

**Amount(s)****Source(s)**

0 Two release periods for At-Risk Coordinators

District Funded

0 One release period for PBIS Coordinator

District Funded

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Send Link Crew Coordinators and students to a conference over the summer and hold events throughout the year.

**Proposed Expenditures for this Strategy/Activity**

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

**Amount(s)****Source(s)**

3000 Registration and transportation.

Targeted Funds

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Support the ATS and SSA program with supplies and a trip at the end of each quarter to reward student who successfully complete the program and maintain positive behaviors and academics.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
2,500 Materials, substitutes, transportation	Targeted Funds

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All Students
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**Strategy/Activity**

Send Security personnel to professional development conferences.
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**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
5,000 Registration, lodging, travel	Targeted Funds

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

All Students
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**Strategy/Activity**

Support PBIS implementation. Support Social Emotional Learning for students and staff. Support the development of a positive school environment through upgrades around campus (marquees, updating cafeteria, etc.)
---

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1,500 Release time and additional hours for PBIS team to meet.	Targeted Funds
10,000 Additional hours for Professional Development utilizing Social Emotional Learning Curriculum and concepts.	Targeted Funds
46,570 School environment upgrades around campus.	Targeted Funds

**Goal Expenditure Summary Goal 3 - 68,570.00**



# Annual Review

## SPSA Year Reviewed: 2019-20

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.

At-Risk Coordinators held regular sessions of the ATS and SSA program. In addition, students who were sent out of class on a teacher suspension met with an At-Risk Coordinator or a counselor to identify needs. The program serviced the following students: 131 males and 55 females; 89 of which were African American students and 80 of which were White students. This is an increase from the 2017/2018 school year. In the fall semester F grades were reduced by 1.4% and the percent of students earning A-G qualifying grades increased by 3%. Link Leaders not only supported current 9th grade students, but they also helped to facilitate a "Road Show" at LnHS highlighting our programs for incoming freshman, and worked with our At-risk feeder school students at two different workshops throughout the year.

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

N/A

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.

The Student Support Center will be fully manned and the operation will be such that it will be in lieu of in-school suspensions and some out of school suspensions. The program will focus on academic instruction, as well as social-emotional lessons.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

Communicate effectively with all stakeholders and continue to build relationships in the community that help provide our students with innovative educational opportunities.

### Identified Need

Findings indicate a need to increase the graduation rates of the following student groups: Student with disabilities, African American, English Learners, and Homeless as the rates are considered low or very low. There is a need to improve the percentage of Lancaster High School graduates who are A-G eligible as indicated by a decline in A-G rates. There is a need to broaden enrollment in AP and Honors courses as student enrollment does not match the percentages of students in the school.

Findings indicate a need to increase the percent of students meeting the College/Career Indicator in the following student groups: Students with disabilities and African American students as they are considered "Very Low" and either "Maintained" (SWD) or "Declined" (AA from the 2016/17 school year).

Findings indicate a need to decrease the suspension rate in the following student groups: Foster Youth, Students with Disabilities, and African American students as they are considered "Very High" in all three student groups.

The Comprehensive Needs Assessment identified a need to more meaningfully engage parents through parent workshops and communication to inform parents and work together to better support student achievement.

### Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome	Actual Outcome
Parent Outreach-Surveys-Community Forums-Parent Workshops	89 Parents took the Community Forum Survey. Satisfied responses for all four goals ranged from 74 (school safety) to 81% in our three other goals. Parent workshops were held on Friday mornings once a month. In addition a parent university began in April and sessions were conducted in April and May.	Increase parent engagement in school-based parent programs offered by school personnel or other agencies.	
Student engagement	Student engagement has been a focus to ensure students are	Increase student engagement as indicated by a	

Metric/Indicator	Baseline	Expected Outcome	Actual Outcome
	accessing the curriculum through distance learning.	reduced number of students being contacted for missing three or more days within a week from Semester 1 of 20/21 to end Semester 2 of 20/21.	
Parent Portal PowerSchool usage including PowerSchool App	An average of 533.7 students login to Powerschool daily and an average of 73.6 parents login.	Increase the average number of parents and students using PS.	

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Support a series of parent workshops to be held in the evenings and on Saturdays through Parent Project, Proactive Discipline program, or another program.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

2400 Additional hours for teachers to prep and participate in events (48 hours: 6 hours for 2 teachers for 4 days).

500 Supplies

8000 Presenter fees and materials for two series of Parent Workshops.

#### Source(s)

Title I

Title I

Title I

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Hire a Title I Coordinator to ensure compliance and assist in parent outreach. Provide additional hours for classified staff to assist in Title I specific office preparations. Provide professional development to classified staff in Google Applications.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
6500 Additional hours (NTE 130 hours)	Title I
400 Additional classified hours (NTE 15)	Title I
5000 Additional hours for Classified staff for professional development in Google Suite Apps.	Targeted Funds

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

All Students

#### **Strategy/Activity**

Support the development of a Parent Resource Center, and pay for LiveScan fingerprinting for parent and community volunteers.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
4000 Pay for LiveScan fingerprinting for parent and community volunteers.	Title I
40,000 Develop Parent/Student Resource Center in room 306, including additional furniture, technology equipment, printers and scanners, and materials and supplies.	Title I Part A: Parent Involvement

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

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

All Students

#### **Strategy/Activity**

Hire a Parent/Community Outreach and Communications Liaison to make purposeful contact with parents, assist in developing partnerships with community members to support unique learning experiences, maintain social media and update webpage on a regular basis.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
20000 One release period for Liaison	Title I

Goal Expenditure Summary Goal 4 - 86,800.00

## Annual Review

SPSA Year Reviewed: 2019-20

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 universities began in April and a total of two sessions were attended by approximately ten parents. Through paying for LiveScan fingerprinting, LnHS has 13 cleared volunteers. The website is in the process of being fully developed, communication through Social Media has expanded greatly, and a monthly newsletter was developed and sent to parents.

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

The number of parent workshops delivered were greatly less than originally planned.

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.

A slight reduction in hours for the parent university has been made with the intent of implementing four strategic and purposeful sessions. This change can be found within this goal.

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$747,499.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,157,907.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$680,455.00
Title I Part A: Parent Involvement	\$40,000.00
Title IV	\$27,044.00

Subtotal of additional federal funds included for this school: \$747,499.00

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

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$0.00
Targeted Funds	\$410,408.00

Subtotal of state or local funds included for this school: \$410,408.00

Total of federal, state, and/or local funds for this school: \$1,157,907.00

# School Site Council Membership

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

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

Name of Members	Role
Kristen Tepper	Principal
Gavin McElroy	Classroom Teacher
Lance Pierson	Classroom Teacher
Robyn Calzada	Classroom Teacher
Chad Shrout	Classroom Teacher
Mario Villalobos	Other School Staff
Melissa Smith	Parent or Community Member
Tanzi Cole	Parent or Community Member
Berea Thompkins	Parent or Community Member
Amanda Lifonzo (Alternate)	Parent or Community Member
Julie Haro	Secondary Student
Alexandria Perea	Secondary Student
Dayana Vazquez Reyes	Secondary Student
Katelin Garoy (Alternate)	Secondary Student

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







## Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	District Site Leadership Team (DSLTL) for Schools in CSI, TSI and ATSI
	Title I Parent Committee
	Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 12/16/2020.

Attested:

	Principal, Dr. Kristen Tepper on 12/16/2020
	SSC Chairperson, Chad ShROUT on 12/16/2020

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019