



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
SOAR High School (Students On Academic Rise)	19 64246 0111872	December 8, 2021	January 19, 2022

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
General Assistance

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

In order to effectively meet the ESSA requirements which are in alignment with the Local Control and Accountability Plan (LCAP), SOAR will align its goals with those in the LCAP. SOAR has many systems and processes in place in order to support students who may meet one or more of the following groups: students in poverty, minority students, students who receive special education, and English Learners. SOAR plans to meet elements of ESSA in the following ways:

- Academic Standards - SOAR has an expectation for students' performance since students are in rigorous high school and college coursework. SOAR follows Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). All courses are A-G approved and several courses per year are articulated with Antelope Valley College for dual credit. Advancement Via individual Determination (AVID) is the base support program for students; these supports are offered school wide.
- Annual Testing - All students participate in annual reading and math inventory assessments. Additionally, students in grades 10th-11th take the PSAT at no cost to families; 11th also take the SAT at no cost to families. Many students utilize fee waivers in order to take additional SATs and ACTs. During the spring, students also participate in school-wide assessments: 9th - Physical Fitness Testing, 10th/12th CA Science Test , and 11th Smarter Balanced Assessments (ELA and Math).
- School Accountability - SOAR continues to look for ways to improve academic achievement and raise proficiency levels in all academic areas. This is being addressed in a variety ways through SOAR's leadership, systems, instruction, and culture. Academic progress is tracked closely; every student meets with a counselor from both the high school and college side of the program multiple times to discuss and review students' educational plan and progress. There are currently no EL students that require further assessment to demonstrate proficiency; students must have a minimum level of English proficiency in order to complete college-level coursework. Finally, one of SOAR's continued efforts is to ensure that all students graduate from high school and are college and career ready. Behavioral expectations are high to ensure students behave in a mature manner in this unique learning environment. A major focus is also placed on students showing up and not missing out on vital content exploration or interactive time with teachers and colleagues. The program has had 100% graduation rate since its inception.
- Goals for Academic Achievement - SOAR has had tremendous academic achievement, but continues to set goals so that all students strive for a "Standard Met/Exceeded" on the Smarter Balanced Assessments.
- State and Local Report Cards - Each year, SOAR is asked to complete a School Accountability Report Card. This information is posted on both the school and district website. SOAR continues to meet accountability expectations in the following areas: test score results, graduation rates, funding, and qualified teachers.

The following questions and responses explore SOAR 's 2019-20 Comprehensive Needs Assessment process, expanding on the root cause and results:

1. What SPSA 2020-21 actions were fully implemented and which ones were not?

The vast majority of the outlined actions on the 2020-21 SPSA were implemented. There were areas

within each goal where SOAR did not or could not fully implement the desired outcome.

For Goal #1, the implementation of the AVID program school wide was the primary focus, with a secondary being the enhancement of counseling services. Of eight Annual Measurable Outcomes (AMOs), seven were fully implemented. The AMO that was not fully achieved includes providing adequate paid college tutors to support the wide range of AVID classes scheduled on campus.

For Goal #2, all of the outlined AMOs were achieved -- professional development, an emphasis on Science, Technology, Engineering, Art, and Math (STEAM), and continued exposure for students to technology.

For Goal #3, the majority of AMOs outlined in this goal were met. The action area where SOAR found it difficult to meet its outlined objectives included creating and sustaining a SOAR Parent/Extended Stakeholder Ambassador Program. This represents one of the four actions outlined in the goal.

For Goal #4, all the outline AMOs were met. This included providing a Title I Coordinator, instituting a systematic approach to improving student achievement with the Continuous School Improvement Committee which aligns with WASC and the AVID Site Team, and providing ongoing stakeholder engagement activities in which the committee mostly organizes, promotes, and executes.

2. Of those actions that were implemented, which ones were effective for improving student achievement, especially for those students not meeting or at risk of not meeting state standards? What data support these conclusions?

Of the goals and then subsequent actions outlined, the one that has the most significant effectiveness for improving student achievement at SOAR includes fully implementing the AVID program. The AVID program supports lower performing/at risk, first generation college going, minority, and EL students structure and support through a focus on leadership, systems, instruction, and culture. SOAR commits to providing an AVID Coordinator, a strong and well-trained AVID site team, a robust and aligned elective class, tutors (college and peer) and designates funds in order to sustain the expectations and goals of AVID school wide. Each year AVID expects that the SOAR program outline separate goals to strengthen and improve the overall program and influence student achievement. SOAR met all of the goals set in place by AVID and was granted full certification based on presented data. Student achievement data used for the certification process include student proficiency which for SOAR is well above the CA state and the AVUHSD average, 100% graduation rates, access to and completion of rigorous courses (all students are enrolled in high school and college at SOAR), and high rates of students going onto four-year institutions.

3. Which actions were not effective for improving student achievement?

All actions implemented were effective in improving student achievement. This is noted by SOAR's high proficiency, graduation, and college acceptance rates. What is difficult to know is whether or not there would be a significant effect on student achievement in having an increased number of college tutors in the AVID elective classroom. Currently, SOAR provides peer tutors to support students in the elective classes. The same question is posed for the lack of SOAR Parent Ambassador Program.

4. Which actions funded with Title I will be continued or expanded and which ones will be discontinued based on answers to # 2 and #3 in the following year's SPSA?

SOAR will continue to focus on the four main goals of the plan and very similar AMOs. Because SOAR is an AVID schoolwide program, the majority of funds for Title I will continue to support this effort. College tutors will still be an area of focus; SOAR will look for ways to appeal to college students early on in the summer in order to develop a schedule and allow time for paperwork processing. SOAR will also continue its robust professional development to ensure that teachers continue to be equipped in the classroom and ready to prepare students for evolving trends of the 21st century. There will be a significant increase for technology in the upcoming plan. This is due to a need to upgrade Chromebook security needs and access for all students. SOAR will also continue to provide support in the social/emotional domain of counseling, delineating funding for overall student wellness. SOAR is going to look at ways to bring more stakeholders, not only parents, into an ambassador program in order to support new families to the program. This has been an idea in the works, but has gotten little steam to really develop this initiative. SOAR is very pleased with the newly developed CSI Committee and will continue to align its work with that of the AVID Site Team and WASC. This team is deeply committed to student achievement and allows for participants to review essential data to ensure that decisions are based on both qualitative and quantitative feedback. Additionally, SOAR will continue its continuous cycle of improvement through the work of this committee, engaging stakeholders in the process as well.

5. What new actions, if any, will be funded with Title I in the following year's SPSA, and what data will be collected to evaluate their impact?

SOAR is committed to working towards the achievement of the current actions, although funding allocations will fluctuate based on need. This has the greatest impact in the area of providing enhanced technology exposure for students. This technology will be entirely funded through the Title I program and is deemed essential based on the need for technology interaction with the curriculum. Supplemental aspects of the new math and English books make this essential. Additionally, a new social science curriculum will necessitate technology interaction as well. In order to prepare students for college and beyond, students must be trained and then allowed to apply online research, use technology/online tools for assignments, and learn to use online collaborative tools, helping them to become contributors to their school and work settings. Data on classroom instruction, collaborative tools used, and online proficiency of students will be gathered over the school year. This also aligns well with exceptions of the AVID program which is funded by Title I.

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

SOAR employs the cycle of inquiry and continuous improvement model. After the program's last WASC accreditation visit, the Continuous School Improvement Committee was created to spearhead the school's initiatives with regards to the school's goals. This committee meets often and works closely with school leadership in order to develop, review, and revise the details of the school plan. All aspects of WASC's recommendations, the district's LCAP goals, school initiatives, stakeholder engagement, and early college high school expectations influence the committee's decisions when providing feedback for the plan. The AVID Site Team also works to align AVID goals with the school's plan. Each year, SOAR's School Site Council provides input and evaluates the performance of the current SPSA in order to development the next year's goals, objectives, actions and expenditures of the SPSA. All of these groups review collected stakeholder feedback in order to take suggestions and make decisions reflective of the needs and wants of students, parents, and community members.

Resource Inequities

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

SOAR continues to work closely with the AVUHSD in order to provide technology and WIFI for all students. This has greatly improved over the years.

Evidence Based Interventions

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

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

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.)

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 & William, 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 2022-23 SPSAs

<u>Funding Source</u>	<u>Descriptions</u>
Title III + District Targeted	Bilingual Instructional Aides <ul style="list-style-type: none">• Support immigrant newcomer students in Designated ELD Elective course, and LTELs in Core subjects at each site
District Targeted	DO Targeted Salaries for Division of Student Support <ul style="list-style-type: none">○ 1 Director of Student Support / Multilingual Programs○ 2 Program Coordinators for Multilingual Programs Support○ 2 EL TSAs○ EL Coordinator - 1/6 (2 release periods are recommended)○ Bilingual Secretaries○ VP supporting EL programs○ EL Counselor
COVID Relief Funds + District Targeted , 3-year Implementation Plan, 2021-24 Districtwide	Ellevation <ul style="list-style-type: none">• Ellevation is an EL-focused dashboard updated daily with PowerSchool data.• 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.• 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.• Sites submit EWAs paid for with District Targeted funds.
District Targeted	Student Monitoring for ELs and Reclassified students <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">• Site teams may decide a plan to fulfill EL Student Monitoring, individually or as collaborative teams.• Sites submit EWAs paid for with District Targeted funds.

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 Targeted

Various Parent Workshops for Parents of English Learners

Disciplina Positiva’s parent educator team, with Tony and Lisseth 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 for Disciplina Positiva paid for with District Targeted 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, plus career ready.

Identified Need

The Comprehensive Needs Assessment revealed a need for continued college and career support through the AVID program/activities and enhanced counseling services.

Annual Measurable Outcomes

Metric/Indicator	Baseline – 2019 Dashboard	Year 1 Outcome 2021-22	Year 2 outcome 2022-23	Year 3 outcome 2023-24
Graduation Indicator-Dashboard	100%	100%	100%	
English Learner Indicator-Dashboard	n/a	n/a	n/a	
RFEP-DataQuest	n/a	n/a	n/a	
EL Progress and Proficiency-ELPAC/Dashboard	n/a	n/a	n/a	
College & Career Indicator-Dashboard	96%	98%	99%	
Percentage of students taking an AP exam	0% - Students take actual college courses instead of AP	0%	0%	
AP/IB Courses offered	0	0	0	
A-G Rates	98%	100%	100%	
CAASPP/EAP-DataQuest/CAASPP Scores	ELA - 92%(Standard Met/Exceeded) /Math - 71%(Standard Met/Exceeded)	ELA - 95%(Standard Met/Exceeded) /Math - 75%(Standard Met/Exceeded) - if taken (local indicators will be used if testing is	ELA - 95%(Standard Met/Exceeded) /Math - 75%(Standard Met/Exceeded)	

Metric/Indicator	Baseline – 2019 Dashboard	Year 1 Outcome 2021-22	Year 2 outcome 2022-23	Year 3 outcome 2023-24
		not an option this school year).		
A-G Completion	98%	98%	98%	
CTE Pathway Completion	n/a	n/a	n/a	
CAASPP ELA	n/a	n/a	n/a	
CAASPP Math	n/a	n/a	n/a	
Local Math Assessment: NWEA MAP (11th grade)	n/a	n/a	n/a	
Local ELA Assessment: NWEA Map (11th grade)	n/a	n/a	n/a	
EAP % Students Prepared for College ELA	n/a	n/a	n/a	
EAP % Students Prepared for College Math	n/a	n/a	n/a	
Implementation of Academic Standards (Local Indicator)	n/a	n/a	n/a	
Seal of Biliteracy	19%	29%	30%	

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

Fully Implement the AVID Program and Enhance Academic and College/Career Counseling

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)
18717 Provide an AVID Coordinator (Yvonne Campos - AVID Coordinator - 1 section - Title I)	Title I
11,500.00 Provide College Tutors	Title I
12280 Provide Access to College Field Trips	Title I
2000 Purchase Organization and Test Prep Materials	Title I
23436 Provide Collaborative Planning Time for AVID Site Team	Title I
380 Provide Classified Hours for Summer Bridge Activities	Title I
250 Purchase Supplies/Materials for Summer Bridge	Title I
51300 Provide College Tutors	District Funded
48074 Instructional Resources & Classroom Supplies	Unrestricted
9432 Operating Expenses	Unrestricted

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

Enhance Academic and College/Career Counseling

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)
1890 Provide Access for Students and Families to the Counselor Outside of School Hours (summer, nights, weekends, etc.)	Title I
570 Provide Access for Students and Families to the Pupil Services Technician Outside of School Hours (summer, nights, weekends, etc.)	Title I
1149 Purchase x2Vol Student Community Service Addition to Compliment Naviance/Family Connection	Title I

4680 Purchase Printed Handbooks and Planners for Students

Targeted Funds

3890 Provide Hours to Manage College/Career Testing

Targeted Funds

Goal Expenditure Summary Goal 1 - 189,548.00

Annual Review

SPSA Year Reviewed: 2021-22

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.

For Goal #1, the implementation of the AVID program school wide was the primary focus, with a secondary being the enhancement of counseling services. Of eight Annual Measurable Outcomes (AMOs), seven were fully implemented. The AMO that was not fully achieved includes providing adequate paid college tutors to support the wide range of AVID classes scheduled on campus.

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

The major difference between intended implementation and actual only includes the amount of college AVID tutors that were provided to support AVID elective classes during the school year.

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

Our Comprehensive Needs' Assessment revealed that our educational partners saw a need to enhance access to college and career support as well as a wide variety of counseling services.

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

Our Comprehensive Needs' Assessment identified a need to provide all students with an enriched curriculum and implement instructional supports to increase communication, collaboration, critical thinking, and creativity in the classroom, which will lead to academic, collegiate, professional and personal growth.

Annual Measurable Outcomes

Metric/Indicator	Baseline – 2019 Dashboard	Year 1 Outcome 2021-22	Year 2 outcome 2022-23	Year 3 outcome 2023-24
Classroom Walk-throughs that Demonstrate Integration of Technology	No quant. data available - technology use observed in walkthroughs	Technology use across the board -- 100% of students and faculty	Technology use across the board -- 100% of students and faculty	
Professional Development Focused on 21st Century Teaching/Learning	Teachers had multiple PDs with expose to 21st century teaching/learning	Minimally one 21st century teaching/learning PD exposure for each teacher	Minimally one 21st century teaching/learning PD exposure for each teacher	
Upgrades to Technology Systems (WiFi, hardware, software, etc.)	Purchased three new Chromebook carts to start to replace all carts on campus - purchased teacher technology and programs to support online learning	Purchased technology for upgrades	Purchase technology for upgrades	
AP exams with qualifying score (+3)	n/a	n/a	n/a	
Percentage of qualifying AP scores	n/a	n/a	n/a	
AP Students in District	Unknown	Unknown	Unknown	

Metric/Indicator	Baseline – 2019 Dashboard	Year 1 Outcome 2021-22	Year 2 outcome 2022-23	Year 3 outcome 2023-24
AP Exams taken	Unknown	Unknown	n/a	
Access to a Broad Course of Study (Local Indicator)	College Courses on Student Ed Plan	College Courses on Student Ed Plan	College Courses on Student Ed Plan	
CTE Pathway Completion	n/a	n/a	n/a	
A-G Completion	98%	98%	98%	
Graduation Rate	100%	100%	100%	
Golden State Seal Merit Diploma	63%	81%	82%	

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

Increase Professional Development Opportunities for AVID Site Team Members

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 Send Admin, Counseling, Certificated and Classified AVID Site Team members to workshops, conferences, and trainings

11340 Certificated observations of others' practice and collaboration hours - NTE 10 hours per teacher (TEG funds)

10000 Provide Opportunities for AVID Site Team members and Classified Staff to Engage in Professional Development

Source(s)

Title I

District Funded

Targeted Funds

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

Enhance Student Exposure to Science, Technology, Engineering, Art, and Math (STEAM)

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)
81648 Provide Hours for Teachers to Tutor and Provide Enrichment Activities	District Funded
8000 Purchase STEAM Supplies	Targeted Funds
10820 Provide a Well Rounded Educational Opportunities in an Effort to Raise Academic Achievement	Title IV

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

Enhance Core and Elective Offerings by Providing Technology, Supplemental Curriculum, Supplies, and Supports

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)
10000 Purchase Supplemental Texts and Materials	Title I
15114 Provide Opportunities to Expose Students to Experiences and Opportunities for Academic, Collegiate, Professional, and Personal Growth (field trips, workshops, presentations, etc.)	Targeted Funds
7500 Purchase Techology and Technology Complements to Support Student Learning	Title I
10000 Purchase Supplemental Texts and Materials	Targeted Funds
5946 NonCapitalized Equipment & Technology	Unrestricted
1498 Books & Reference Materials	Unrestricted

Goal Expenditure Summary Goal 2 - 186,866.00

Annual Review

SPSA Year Reviewed: 2021-22

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.

For Goal #2, all of the outlined AMOs were achieved -- professional development, an emphasis on Science, Technology, Engineering, Art, and Math (STEAM), and continued exposure for students to technology.

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

In order to provide an instructional program that can transform every student's learning experience, our Needs' Assessment revealed the need to enhance core and elective offerings by upgrading our technology, purchasing supplemental texts and materials, and providing opportunities that will expose students to experiences for academic, collegiate, professional, and personal growth.

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.

As a result of other funding sources, unused money for technology will be reallocated in the upcoming school year. Where, there continues to be a need to provide upgraded technology, there is also a need for additional supplemental materials and access to learning that occurs outside the traditional classroom which will enhance our students' academic experience.

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

Stakeholders have identified social/emotional and wellness as a need to address, especially with the rigor and high behavioral/academic expectations.

Annual Measurable Outcomes

Metric/Indicator	Baseline – 2019 Dashboard	Year 1 Outcome 2021-22	Year 2 outcome 2022-23	Year 3 outcome 2023-24
Suspension Indicator-Dashboard	0%	0%	0%	
Suspension Rate-DataQuest	0	0	0%	
Attendance Rate	98%	98.5%	98.5%	
Chronic Absenteeism-DataQuest/A2A	3%	5%	5%	
Truancy-DataQuest	n/a	n/a	n/a	
Dropout Rate-DataQuest	0	0	0%	
Expulsion Rate-DataQuest	0	0	0%	
Williams Textbook Sufficiency-Dashboard	100%	100%	100%	
Williams Facilities Reviews-Dashboard	100%	100%	100%	
Appropriately Assigned Teachers	100%	100%	100%	
Local Climate Survey (Local Indicator)	Positive Survey Results	Positive Survey Results	Positive Survey Results	

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

Enhance and Support Student Wellness and Social Emotional Learning (SEL)

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)
2500 Provide Training for Admin, Counseling Staff, and Members of the AVID Site Team	Targeted Funds
2500 Purchase Supplies/Materials to Support Students' Social/Emotional Needs	Targeted Funds
18717 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

Support a SOAR Stakeholder Ambassador Program

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
24866 Provide Hours for the AVID Site Team to Collaborate with Families	Title I
1500 Purchase Supplies/Materials for Stakeholder Engagement Activities	Title I
250 Cover Costs for Parent/Guardian Volunteer Clearances	Title I
3000 Host Events to Promote School Culture	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 SOAR Ambassador 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)

2500 Purchase Supplies/Materials for Stakeholder Engagement Activities

Source(s)

Targeted Funds

Goal Expenditure Summary Goal 3 - 55,833.00

Annual Review

SPSA Year Reviewed: 2021-22

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.

For Goal #3, the majority of AMOs outlined in this goal were met. However, as a result of the pandemic, many of the action items that were funded went unspent. As such, there is a need to continue many of these goals into the '22-23 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.

This goal was mostly fulfilled, but did not fully create a SOAR Parent Ambassador Program, therefore these funds were unused. In the transition between school leadership, there was a focus on building and establishing relationships with our educational partners and how to best support the SEL at SOAR High School.

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.

There will be a shift from "parents" to "educational partners" with the intent to find additional participants who can support the ambassador program, potentially alumni or grandparents and other community stakeholders. SOAR will continue to allocate resources and include SEL into all aspects of our school site to support students socially and emotionally, knowing that this important domain influences the entire student and can have repercussions and influence on student achievement if not addressed.

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

Our Comprehensive Needs' Assessment revealed that all educational partners identified a need for more information/contact with the counseling staff, increased parent and student workshops, and increased communication about program/opportunities available to students.

Annual Measurable Outcomes

Metric/Indicator	Baseline – 2019 Dashboard	Year 1 Outcome 2021-22	Year 2 outcome 2022-23	Year 3 outcome 2023-24
Stakeholder Engagement Offerings	Minimally one per month	One per month	One per month	
Parent Workshop Participation	30% on average per grade level	40% on average per grade level	40% on average per grade level	
Digital Visits - Web Site Visits, App Downloads	134% of overall population subscribers for app (605 following)	100 website visits per month/75% of overall population subscribers for app	100 website visits per month/75% of overall population subscribers for app	
Parent Portal PowerSchool usage including PowerSchool App	63 parent sign in per day on average	100 parent sign in per day on average	100 parent sign in per day on average	
Parent participation	n/a	n/a	n/a	
Parent and Family Engagement (Local Indicator)	n/a	n/a	n/a	

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

Provide a Title I Coordinator (Jaylene Schaeffer - Title I Coordinator - Hourly NTE \$5,040 - Title I)

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)
4800 Pay Hours to Address Compliance, Training, Outreach, and Accountability	Title I
356 Postage	Unrestricted

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

Provide Events and Resources that Support Positive Communication Among Stakeholders

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)
12600 Provide Hours for Counseling and Certificated AVID Site Team Members to Collaborate with Families	Title I
2000 Purchase Supplies/Materials for Stakeholder Engagement Activities	Title I
2550 Provide Hours for Classified AVID Site Team Members to Support and Collaborate with Families	Title I
3100 Provide Hours for Classified Staff to Maintain the SOAR Website with Up to Date Information	Targeted Funds

Goal Expenditure Summary Goal 4 - 25,406.00

Annual Review

SPSA Year Reviewed: 2021-22

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.

For Goal #4, all the outline AMOs were met. This included providing a Title I Coordinator, instituting a systematic approach to improving student achievement with the Continuous School Improvement Committee which aligns with WASC and the AVID Site Team, and providing ongoing stakeholder engagement activities in which the committee mostly organizes, promotes, and executes.

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

This goal was fulfilled with the intention in which it was created. Funds allocated were spent to support the AMOs of this goal fully.

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.

There will be no changes to this goal or its AMOs, except that all funding for PD and collaborative time will decrease slightly in order to put more money towards Goal #3. This is still a priority, most especially designating someone to help with compliance and implementation of the Title I program. SOAR's continuous cycle of inquiry and improvement through the Continuous School Improvement Committee will also remain. The work of this committee is documented, reported out to staff, and again will be used to propel efforts of WASC and the AVID Site Team. The AVID digital crate, along with documents collected on the team drive for the Continuous School Improvement Committee will be used as evidence of 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	\$152,256.00
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	\$457,653.00

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	\$153,238.00
Title IV	\$10,820.00

Subtotal of additional federal funds included for this school: \$164,058.00

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

State or Local Programs	Allocation (\$)
District Funded	\$163,005.00
Targeted Funds	\$65,284.00
Unrestricted	\$65,306.00

Subtotal of state or local funds included for this school: \$293,595.00

Total of federal, state, and/or local funds for this school: \$457,653.00

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
Wendi Johnston	Principal
Keisha Como	Other School Staff
Jenny Agnew	Classroom Teacher
Katy Nelsen	Classroom Teacher
Stephanie Franklin	Classroom Teacher
Angela Forbes	Classroom Teacher
Jeanne Bendickson	Parent or Community Member
Pamela Perry	Parent or Community Member
Gary Graves	Parent or Community Member
Andrew Arreola	Secondary Student
Victoria Ogunmakinwa	Secondary Student
Anthony Rivera Estrada	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
	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 10/7/2022.

Attested:

Principal, Wendi Johnston on 10/7/2022
SSC Chairperson, on 10/7/2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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