



# 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
Merced Scholars Charter School	24102490106518	October 8, 2020	October 19, 2020

## Purpose and Description

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

Schoolwide Program

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

Merced Scholars Charter School (MSCS) operates a Schoolwide Program and receives funds through the Consolidated Application. The proposed expenditures of funds allocated to the school are reviewed annually and updated by the School Site Council. The SPSA is aligned with the school goals for improving student achievement.

The SPSA meets the ESSA requirements in alignment to the Local Control Accountability Plan (LCAP). The SPSA includes goals to improve pupil outcomes, evidence-based strategies, actions, or services, proposed expenditures, monitoring process, and parent involvement process.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Student, parent, and teacher surveys are administered and analyzed at least twice yearly.

The 2019-2020 spring Parent Survey English/Spanish survey responses indicated the following percentages of parents/families who agree or strongly agree with the following statements:

- 100% feel safe at school
- 94% teachers treat students fairly
- 99% students are motivated to learn
- 100% academic success is promoted for all
- 91% the school keeps parents well informed about school activities
- 97% the school offers high quality academic supports for students
- 100% the school creates a welcoming environments for all families in the community.
- 100% the school provides families with information and resources to support student learning and development in the home.
- 97% the school builds their capacity and supports their family to effectively engage in parent committee and decision making.
- 96% the school offers opportunities to provide input on policies and programs.

We also survey parents in the area of Distance Learning in the spring. 88% agree or strongly agree that the school communicated with them during the transition to Distance Learning. 93% agree or strongly agree that the school is continuing to provide high quality academic work through Distance Learning.

The 2019-2020 spring Student survey responses indicated the following percentages of student who agree or strongly agree with the following statements:

- 98% I feel safe on campus.
- 80% I look forward to coming to school.
- 94% believe that the teachers and staff members truly care for me.
- 70% I trust my ability to solve difficult problems.
- 84% I usually expect to have a good day at school.
- 70% When I feel upset, frustrated or angry, there is an adult on campus I can talk to.
- 56% I have at least one friend at school who I can talk to when I am having a difficult day.
- 90% I feel supported by school staff.
- 96% I believe that being prepared for high school, college and the world of work is important.

We also surveyed students in the area of Distance Learning in the spring.

- 88% agree or strongly agree that they know how to ask for help while working on assignments from home.
- 82% agree or strongly agree that they feel supported by the school staff while working from home.
- 92% agree or strongly agree that they enjoy getting to set their own pace and schedule.

Students could use more help in the following areas:

- Math 56%
- Reading 10%

The 2019-2020 spring Staff survey responses indicated the following percentages of staff who chose full implementation or full implementation with sustainability in the following topics by subject:

Rate the school's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- ELA 50%
- ELD 38%
- Math 63%
- Science 0%
- History/SS 25%

Rate the progress of having instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

- ELA 38%
- ELD 38%
- Math 50%
- Science 25%
- History/SS 25%

Rate the progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

- ELA 38%
- ELD 25%
- Math 25%
- Science 13%
- History/SS 25%

Rate the progress in implementing each of the following academic standards adopted by the State Board of Education for all students.

- Career Technical Education (CTE) 63%
- Health Education 50%
- Physical Education 25%
- Visual/Performing Arts 38%
- World Languages 25%

During the 2019-2020 school year (including summer), rate the success at engaging in the following activities with teachers and school administrators.

- Identifying the professional learning needs of groups of teachers or staff as a whole. 63%
- Identifying the professional learning needs of individual teachers. 50%
- Providing support for teachers on the standards they have not yet mastered. 63%

The 2019-2020 spring Staff survey feedback in the area of Parent Engagement indicated the following percentages of staff who chose full implementation or full implementation with sustainability in the following topics:

- Developing the capacity of staff to build trusting and respectful relationships with families 91%
- Creating welcoming environments for all families of the community 91%
- Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children 45%
- Developing multiple opportunities to engage in 2 way communication between families and educators using language that is understandable and accessible 73%
- Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families 64%
- Providing families with information and resources to support student learning and development in the home 45%
- Implementing policies/programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes 82%
- Supporting families to understand and exercise their legal rights and advocate for their own students 82%
- Building the capacity of and supporting staff to effectively engage families in advisory groups and with decision making 64%
- Providing opportunities to have families, teachers, principals, and district admin work together to plan, design, implement and evaluate family engagement activities at school and district levels 64%
- Providing all families with opportunities to provide input on policies/programs and implementing strategies to reach and seek input from any underrepresented groups in the school community 64%

## Classroom Observations

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

Classroom, or personalized learning session (PLS), observations are conducted formally and informally throughout the year. The school administrator conducts classroom/PLS observations regularly to support, help develop, and continue engaging, rigorous, safe and welcoming environments that will support students to reach higher levels of achievement. Classroom/PLS observations serve several purposes: ensuring a collaborative partnership between the teachers, student, parent, monitoring of standards based adopted programs, implementation of research based instructional support strategies, and to develop collaborative work in learning and refining craft. The data collected from observations is for continual improvement of practices, extracting trend data, and determining future professional developmental growth areas.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

MSCS utilizes data from state and local assessments including the California Assessment of Student Performance and Progress (CAASSP), English Language Proficiency Assessment of California (ELPAC), NWEA Diagnostic Assessment, Smarter Balanced Interim Assessments, and curriculum-based assessments to identify the appropriate supports and tiered interventions to ensure academic success of all students. This year we will utilize local data only, due to the state suspending the 2019-2020 SBAC and Summative ELPAC administration as a result of the COVID pandemic.

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

Annually, the school administration along with staff review assessments to be implemented and monitored that will measure student progress and modify instruction as needed. Such assessments include curriculum-based measures, weekly and unit assessments, and formative assessments. The core program provides common formative and summative assessments. The assessments are used to monitor student progress and modify instruction. Supplemental materials in both ELA and math are provided for student support Tier II interventions. Data is systematically collected and analyzed by teachers and administration to ensure proper student placement and appropriate instructional delivery based on individual student need.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Full Time Equivalent teachers of MSCS meet or exceed the requirements of the Every Student Succeeds Act (ESSA, 2015) and are considered highly qualified. At our school, there are 6 Full Time Equivalent teachers.

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

MSCS meets the requirements of sufficiently credentialed teachers (see question 3). Teachers have received training from the publishers in the instructional materials. Follow up professional development specific to these materials occurs once to twice per year. Documentation for all professional development offerings is on the School Accountability Report Card. Additional professional learning occurs during teacher collaboration times and staff meetings.

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

Staff development activities align with Common Core State Standards and research based practices, such as the mathematical practices associated with Common Core State Standards for mathematics. Student performance in the mastery of standards is measured several times throughout the year through the administration of standardized state tests, district benchmark assessments, curriculum-based classroom assessments, and through common formative assessments.

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

Teachers engage in opportunities to refine their craft by participating in professional development in a variety of settings: conferences, MCOE Professional Development offerings, site-based professional development, and instructional coaching.

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

Teachers collaborate their professional work that occurs during staff meetings or other designated meeting times throughout the year. Articulation of student achievement information occurs weekly, as teachers and other staff monitor student progress data and make adjustments to meet student needs.

## Teaching and Learning

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

MSCS core materials were selected based on the State Board of Education Adoption recommendations. The curriculum is aligned to Common Core State Standards (CCSS). Instructional pacing guidelines help teachers in selecting specific standards for targeted instruction. Research supported instructional strategies are the foundation of teaching. Methods, such as direct instruction, Academic Discourse, and numerous other strategies, are applied during personalized learning sessions or support classes.

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

MSCS utilizes a daily engagement record and an assessment of the time value of the work assigned to the student each week. Students are assigned courses utilizing legally compliant master agreements that dictates the expectation for all students. Course and work are assigned to be equivalent to the California Department of Education's instructional minute requirements for classroom-based charter programs in all subjects.

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

The MSCS Middle School follows the recommended instructional pacing guide in all subjects. The teachers use the units of instruction within the curriculum to align knowledge of standards to student needs. Identified students who require further support to access grade-level standards receive targeted interventions such as individual or small group tutoring. A flexible intervention schedule is embedded within the school's master schedule.

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

Standards-based instructional materials are available to all student groups at our school. All core standards-based materials contain digital and print options that allow for instructional differentiation to accommodate student achievement levels.

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

Students access standards through the use of both digital and text standards-aligned resources as well as direct instruction and other research based strategies during personalized learning sessions and support classes. Intervention materials are available for students who require further support. English Learners are provided with supplemental materials through the English 3D and Writable programs.

## Opportunity and Equal Educational Access

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

The regular program offers counseling and academic support in the form of tutoring to ensure underperforming students meet standards. The counselor and/or school psychologist provide social/emotional support through student and family outreach, monitoring student self reports of emotional state, and providing teachers with resources to support students' social-emotional well-being. The instructional support specialist works with students individually or in small groups to offer support in attaining necessary academic skills that are lacking.

Evidence-based educational practices to raise student achievement

Research-based educational practices promoted by the school and district include direct instruction, academic discourse, justification of answers, vocabulary development, completion of standards-based formative assessments, as well as integration of technology.

## Parental Engagement

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

MSCS understands the importance of the parent in the learning of their child in a nonclassroom-based program. The parents are their child's first teachers and the school encourages parents to participate in the educational program of their children, especially to help promote the success of under-achieving students. Many opportunities exist for parents to participate in the educational and decision-making process at our school. Opportunities for parental involvement include: attending personalize learning sessions with their child, Advisory Board/School Site Council, Back to School Night, schools events and activities, graduation, and parent workshops. Additional opportunities to participate in district-wide Local Control Accountability Plan (LCAP) forums, as well as site-based LCAP activities are available.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Stakeholders have adequate opportunities to participate in the development of school-wide programs at Title I schools and categorical programs. This participation is in coordination with federal law (No Child Left Behind Act of 2001 and subsequent Every Student Succeeds Act of 2015), California Education Code, and the policies and regulations of the Merced County Office of Education. Parents elected to serve on the Advisory Board/School Site Council advise the school administration and approve the expenditures from the categorical program budgets.

## Funding

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

Our school provides numerous programs to benefit underperforming students. These services are:

- Provide a safe and welcoming learning environment.
- Offer a robust educational program that includes Career Technical Education, college coursework, and a-g courses.
- Collaborate, monitor, and discuss student academic progress at all levels.
- Track disaggregated student achievement data.
- Develop and implement tiered levels of re-engagement support.
- Provide instructional coaching and professional learning opportunities aligned with research-based practices.
- Use data-driven decision making to identify supplemental services and materials for students.
- Implement intervention best practices based on the collaboration of staff and tiered intervention reengagement process.

## Fiscal support (EPC)

The school's general and categorical funds are coordinated, prioritized, and allocated to align with the results of the California School Dashboard for the subjects of English Language Arts/ English Language Development, Mathematics, Suspension Rate, and Chronic Absenteeism; the Local Control Accountability plan and the School Plan for Student Achievement.

# 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

Meaningful involvement of parents, students and other stakeholders is critical to the development of the SPSA. The SPSA involvement and review process aligns with the school's LCAP engagement plan. The purpose of engagement is to align the efforts of LCAP, LCAP Addendum, WASC and SPSA for a system-wide program to address the strengths and needs of the school.

Established review processes included outreach to parents, classified and certificated staff, administration, and the community. The following groups and committees were a part of the review process and input gathering for the development of the SPSA:

- Advisory Board/School Site Council – October 2020
- Teaching Staff – through survey and staff meetings – May 2020 and ongoing
- Other Staff – through survey and staff meetings – May 2020 and ongoing
- Administration – through survey and Leadership meetings – May 2020 and ongoing
- Parents – through multiple surveys – May 2020 and ongoing
- Students – through surveys and one-on-one meetings with teachers – May 2020 and ongoing
- Community – through surveys, webpage postings, Board meetings – May 2020 and ongoing



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	1.55%	0.67%		2	1
African American	2.42%	4.65%	8.05%	3	6	12
Asian	0.81%	1.55%	2.01%	1	2	3
Filipino	%	0.78%	0.67%		1	1
Hispanic/Latino	63.71%	65.89%	67.11%	79	85	100
Pacific Islander	0.81%	0.78%	0.67%	1	1	1
White	27.42%	19.38%	18.12%	34	25	27
Multiple/No Response	%	%	2.68%			0
Total Enrollment				124	129	149

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 5			1
Grade 6	4	7	13
Grade 7	11	12	10
Grade 8	13	22	22
Grade 9	18	19	25
Grade 10	26	23	22
Grade 11	23	27	26
Grade 12	29	19	30
Total Enrollment	124	129	149

### Conclusions based on this data:

- Overall student enrollment has increased over the past several years with a major jump in enrollment from the previous year.
- The largest subgroup continues to be the Hispanic/Latino subgroup.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	6	5	7	4.8%	3.9%	4.7%
Fluent English Proficient (FEP)	29	30	38	23.4%	23.3%	25.5%
Reclassified Fluent English Proficient (RFEP)		0	0	0	0.0%	0.0%

### Conclusions based on this data:

1. The percentage of English Learners has remained below 5% for the previous three years.
2. The percentage of English Learners and Fluent English Proficient students has remained steady over the past three years.
3. No English Learners have been reclassified over the past three years.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*	*	7	*	*	6	*	*	6			85.7
Grade 7	12	12	17	11	12	17	11	12	17	91.7	100	100
Grade 8	*	16	25	*	16	24	*	16	24		100	96
Grade 11	32	23	34	30	23	34	30	23	34	93.8	100	100
All	57	55	83	53	55	81	53	55	81	93	100	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	2537.	2525.	2490.	0.00	0.00	0.00	63.64	50.00	17.65	18.18	41.67	41.18	18.18	8.33	41.18
Grade 8	*	2558.	2521.	*	0.00	8.33	*	50.00	37.50	*	37.50	12.50	*	12.50	41.67
Grade 11	2593.	2574.	2581.	13.33	17.39	17.65	46.67	34.78	35.29	23.33	30.43	23.53	16.67	17.39	23.53
All Grades	N/A	N/A	N/A	7.55	7.27	11.11	41.51	41.82	30.86	26.42	36.36	23.46	24.53	14.55	34.57

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	36.36	8.33	5.88	36.36	83.33	47.06	27.27	8.33	47.06
Grade 8	*	12.50	20.83	*	75.00	37.50	*	12.50	41.67
Grade 11	40.00	30.43	35.29	40.00	47.83	41.18	20.00	21.74	23.53
All Grades	30.19	20.00	24.69	45.28	63.64	39.51	24.53	16.36	35.80

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	9.09	0.00	0.00	72.73	75.00	52.94	18.18	25.00	47.06
Grade 8	*	12.50	0.00	*	62.50	66.67	*	25.00	33.33
Grade 11	16.67	21.74	32.35	53.33	52.17	47.06	30.00	26.09	20.59
All Grades	11.32	12.73	13.58	50.94	60.00	53.09	37.74	27.27	33.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	18.18	0.00	5.88	63.64	66.67	52.94	18.18	33.33	41.18
Grade 8	*	18.75	0.00	*	75.00	75.00	*	6.25	25.00
Grade 11	16.67	21.74	11.76	76.67	60.87	73.53	6.67	17.39	14.71
All Grades	13.21	14.55	6.17	69.81	69.09	70.37	16.98	16.36	23.46

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	18.18	8.33	11.76	63.64	75.00	47.06	18.18	16.67	41.18
Grade 8	*	12.50	16.67	*	75.00	50.00	*	12.50	33.33
Grade 11	33.33	30.43	26.47	46.67	65.22	44.12	20.00	4.35	29.41
All Grades	22.64	20.00	20.99	49.06	69.09	44.44	28.30	10.91	34.57

**Conclusions based on this data:**

1. The percentage of all students who achieved Standard Exceeded increased over previous years.
2. The percentage of students who achieved Standard Not Met increased from previous years.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*	*	7	*	*	6	*	*	6			85.7
Grade 7	12	12	17	11	12	17	11	12	17	91.7	100	100
Grade 8	*	16	25	*	16	24	*	16	24		100	96
Grade 11	32	23	34	31	23	34	31	23	34	96.9	100	100
All	57	55	83	54	55	81	54	55	81	94.7	100	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	2509.	2476.	2468.	0.00	0.00	0.00	9.09	8.33	5.88	54.55	50.00	41.18	36.36	41.67	52.94
Grade 8	*	2494.	2482.	*	0.00	0.00	*	12.50	16.67	*	31.25	20.83	*	56.25	62.50
Grade 11	2526.	2505.	2515.	3.23	0.00	2.94	12.90	4.35	0.00	29.03	30.43	41.18	54.84	65.22	55.88
All Grades	N/A	N/A	N/A	1.85	0.00	1.23	9.26	7.27	6.17	31.48	34.55	34.57	57.41	58.18	58.02

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	0.00	0.00	0.00	45.45	33.33	35.29	54.55	66.67	64.71
Grade 8	*	6.25	8.33	*	25.00	25.00	*	68.75	66.67
Grade 11	3.23	0.00	2.94	38.71	17.39	17.65	58.06	82.61	79.41
All Grades	1.85	1.82	3.70	33.33	23.64	23.46	64.81	74.55	72.84

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	9.09	0.00	0.00	36.36	41.67	35.29	54.55	58.33	64.71
Grade 8	*	6.25	8.33	*	75.00	41.67	*	18.75	50.00
Grade 11	3.23	0.00	2.94	45.16	34.78	35.29	51.61	65.22	61.76
All Grades	3.70	1.82	3.70	37.04	47.27	37.04	59.26	50.91	59.26

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	0.00	0.00	0.00	63.64	66.67	52.94	36.36	33.33	47.06
Grade 8	*	0.00	4.17	*	56.25	50.00	*	43.75	45.83
Grade 11	9.68	8.70	2.94	58.06	56.52	55.88	32.26	34.78	41.18
All Grades	5.56	3.64	2.47	51.85	58.18	54.32	42.59	38.18	43.21

**Conclusions based on this data:**

1. The percentage of students who achieved Standard Exceeded and Standard Met has decreased.
2. The majority of students still perform at Standard Not Met.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	*		*		*		*	
Grade 8	*	*	*	*	*	*	*	*
Grade 9		*		*		*		*
Grade 10	*		*		*		*	
Grade 11	*		*		*		*	
Grade 12	*		*		*		*	
All Grades							*	4

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*	*	*	*	*		*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*	*	*		*	*	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	*	*	*	*		*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*	*	*		*	*	*

**Conclusions based on this data:**

1. The number of English learners tested each year remains less than 10. No performance level information is available due to the low number of students tested.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
129	67.4	3.9	0.8
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	5	3.9
Foster Youth	1	0.8
Homeless	1	0.8
Socioeconomically Disadvantaged	87	67.4
Students with Disabilities	9	7.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	4.7
American Indian	2	1.6
Asian	2	1.6
Filipino	1	0.8
Hispanic	85	65.9
Two or More Races	7	5.4
Pacific Islander	1	0.8
White	25	19.4







### Conclusions based on this data:

1. Almost 68% of students are considered to be Socioeconomically Disadvantaged.
2. The number of English Learners, Foster Youth, and Homeless continue to be low compared to all other groups.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Graduation Rate</b>  No Performance Color	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Red	<b>Chronic Absenteeism</b>  Orange	
<b>College/Career</b>  No Performance Color		

#### Conclusions based on this data:

1. The suspension rate continues to be zero and school climate is identified as blue.
2. Chronic Absenteeism and English Language Arts are both in the orange band.
3. Mathematics is in red and needs significant improvement.

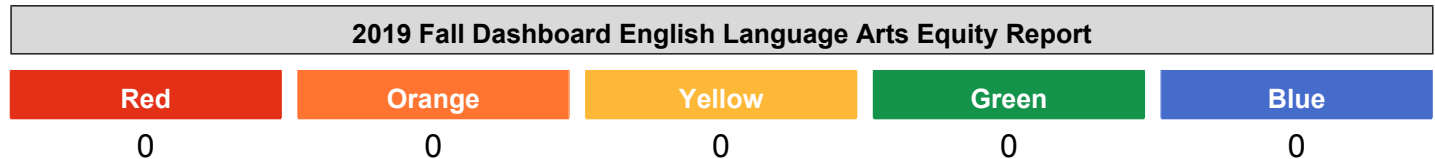
# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Orange 20 points below standard Declined -9.9 points 63	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  No Performance Color 11.9 points below standard Increased Significantly ++28.5 points 42	<b>Students with Disabilities</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 24.1 points below standard Declined -9.4 points 41	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color 3.3 points above standard Declined Significantly -16.8 points 13

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 4	Less than 11 Students - Data Not Displayed for Privacy 4	19.7 points below standard Declined -9 points 48

#### Conclusions based on this data:

1. While overall student performance declined, the students overall score remains only 20 points below standard.
2. Socioeconomically Disadvantaged student performance increased significantly and is only 11.9 points below standard.
3. The Hispanic subgroup is furthest away from standard at 24.1 points below standard.

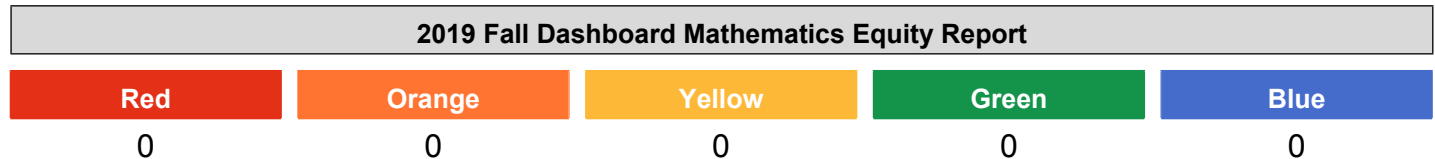
# School and Student Performance Data

## Academic Performance Mathematics





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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 105.8 points below standard Maintained ++0.2 points 63	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	 No Performance Color 109.3 points below standard Increased Significantly ++22.2 points 42	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Hispanic</b>  No Performance Color 109.9 points below standard Increased ++7.7 points 41	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  No Performance Color 87.6 points below standard Declined Significantly -26.5 points 13

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> Less than 11 Students - Data Not Displayed for Privacy 4	<b>Reclassified English Learners</b> Less than 11 Students - Data Not Displayed for Privacy 4	<b>English Only</b> 103.6 points below standard Increased ++3 points 48
-----------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------

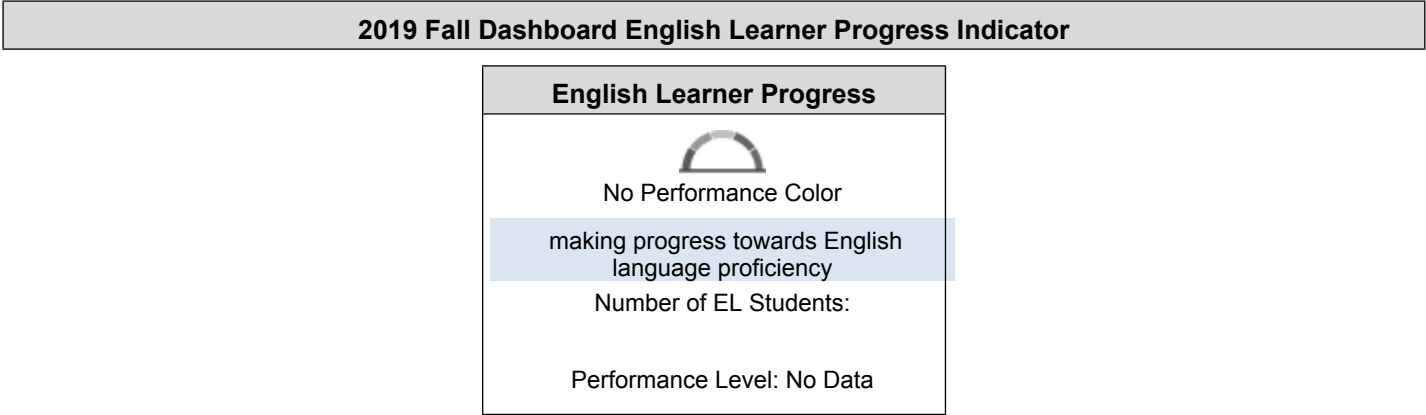
#### Conclusions based on this data:

- Overall performance remained relatively unchanged, but continues to be 105.8 points below standard.
- The Hispanic subgroup has increased by 7.7 points from the previous year.
- The Socioeconomically Disadvantaged subgroup showed a significant increase of 22.2 points.

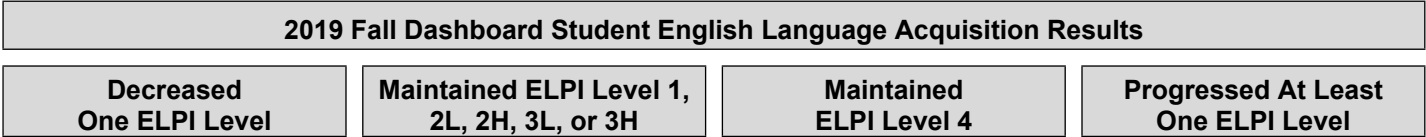
# School and Student Performance Data

## Academic Performance English Learner Progress

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



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



Conclusions based on this data:

1. The number of English learners remains less than 10. No performance level information is available due to the low number of students.

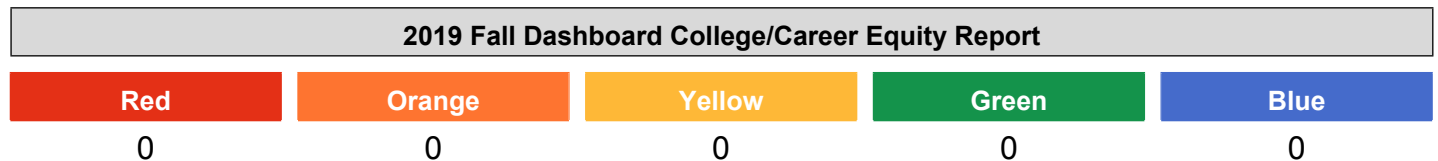
# School and Student Performance Data

## Academic Performance College/Career







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
<b>All Students</b>  No Performance Color 10 Declined -2.1 20	<b>English Learners</b>  No Performance Color 0 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  No Performance Color 11.1 Increased +3.4 18	<b>Students with Disabilities</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

### 2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 7.1 Declined -6.5 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

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

### 2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	12.1 Prepared	10 Prepared
Approaching Prepared	30.3 Approaching Prepared	20 Approaching Prepared
Not Prepared	57.6 Not Prepared	70 Not Prepared

#### Conclusions based on this data:

1. The percentage of students who were college/career prepared decrease by 2.1% from 2018 to 2019.
2. The Socioeconomically Disadvantaged subgroup showed an increase of 3.4% to 11.1%.
3. The amount of students who were not prepared increased by almost 13%.

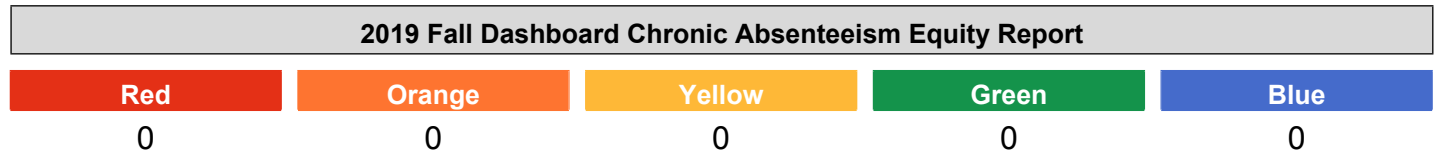
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Orange 13 Increased +7.1 54	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Socioeconomically Disadvantaged</b>  No Performance Color 15.8 Increased +10.5 38	<b>Students with Disabilities</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Hispanic</b>  No Performance Color 9.1 Increased +9.1 33	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

### Conclusions based on this data:

1. Chronic absenteeism increased from the prior year overall and in all measurable subgroups.
2. Socioeconomically Disadvantaged students had the most significant overall rate and increase in Chronic Absenteeism.

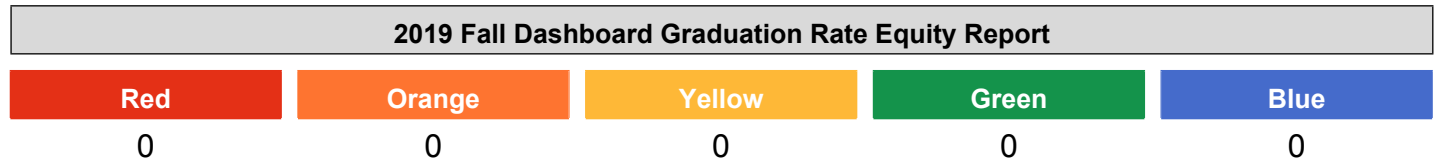
# School and Student Performance Data

## Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>  No Performance Color <div>80</div> Increased +4.2 20	<b>English Learners</b>  No Performance Color 0 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  No Performance Color <div>77.8</div> Increased +8.6 18	<b>Students with Disabilities</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color <b>85.7</b> Increased +3.9 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

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

### 2019 Fall Dashboard Graduation Rate by Year

2018	2019
75.8	80

#### Conclusions based on this data:

1. The graduation rate increased by almost 5% from 2018 to 2019.
2. The graduation rate also increased for both the Socioeconomically Disadvantaged and Hispanic subgroups.

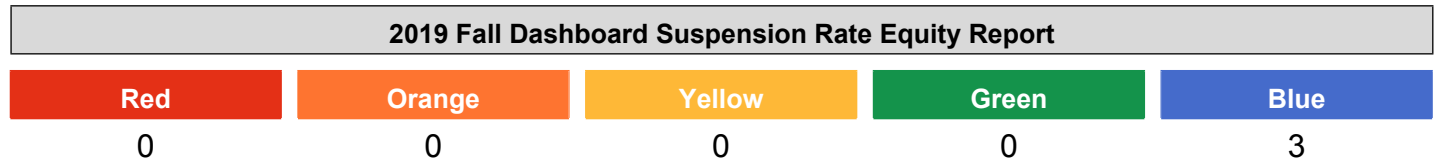
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Blue 0 Maintained 0 189	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not 7	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 2
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 2	<b>Socioeconomically Disadvantaged</b>  Blue 0 Maintained 0 142	<b>Students with Disabilities</b>  No Performance Color 0 Maintained 0 11

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 9	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 3	<b>Asian</b>  No Performance Color Less than 11 Students - Data 2	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 2
<b>Hispanic</b>  Blue 0 Maintained 0 125	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data 9	<b>Pacific Islander</b>	<b>White</b>  Blue 0 Maintained 0 39

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0

#### Conclusions based on this data:

1. The school continues to be in the blue with a zero suspension rate.
2. Three subgroups were also listed in the blue band.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academics – ELA

## LEA/LCAP Goal

Inclusive Academic and Behavioral Instruction – Provide universal academic and behavioral supports and targeted interventions for students to help increase student proficiency. (LCAP Goal 4)

## Goal 1

65% of students in grades second through twelve will show positive growth in ELA as measured by the NWEA Reading Diagnostic Assessment. Growth will be measured based on the students fall to spring RIT Score.

## Identified Need

Increase the percentage of students who demonstrate academic growth and proficiency needed to ensure they are college and career ready. The data used to arrive at this need was the California School Dashboard data and qualitative data from stakeholder meetings.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase scaled score from fall to spring on NWEA Reading Assessment	2018-19: 58.77%	65%
State Standardized Assessments as measured by CAASPP ELA scores in Met and Exceeded Standards (Priority 4)	2016/17: 49.06% 2017/18: 49.09% 2018/19: 41.97%	50%
Increase percent prepared on College and Career Readiness indicator	2016/17: N/A 2017/18: 12.1% 2018/19: 10%	15%

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

Additional instructional support staff to provide individualized and small group tutoring to support students. Students identified for additional support based on assessment data, grades, social/emotional needs, or by student study team. (LCP In Person, Action 3/LCAP Goal 4, Action 5)

### **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)
26,600	Title I Part A 2000-2999: Classified Personnel Salaries
20,389	Title I Part A 3000-3999: Employee Benefits

### **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**

Purchase tiered academic intervention supplemental materials to support and improve student academic outcomes. (LCP In Person, Action 1/LCAP Goal 4, Action 1).

### **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)
12,000	Title I Part A 5000-5999: Services And Other Operating Expenditures

### **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**

Purchase additional devices for new students or to upgrade outdated devices to make sure students have access to online curriculum, resources, and support. (LCP In Person, Action 5/LCAP Goal 1, Action 6)

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

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

Amount(s)	Source(s)
32,000	Title I Part A 4000-4999: Books And Supplies

## 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 overall implementation of the strategies/activities were effective in maintaining performance. Additional needs were identified in order to increase student academic performance. Because of the pandemic, there is no available state assessment data to compare performance from previous years.

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

There was a carryover of funds from 2019-20 because of the school closure due to the pandemic. Additional devices were ordered but not delivered due to the shortage of available devices caused by the pandemic. These devices are being ordered for 2020-21 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.

The need for an additional instructional support staff to provide the targeted small group and individualized support was needed and added to this goal. The addition of online prescribed curriculum proved beneficial and continues to this year. The need for additional and/or replacement devices is needed to access the additional online resources.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academics - Math

## LEA/LCAP Goal

Inclusive Academic and Behavioral Instruction – Provide universal academic and behavioral supports and targeted interventions for students to help increase student proficiency. (LCAP Goal 4)

## Goal 2

70% of students in grades second through twelve will show positive growth in math as measured by the NWEA Mathematics Diagnostic Assessment. Growth will be measured based on the students fall to spring RIT Score.

## Identified Need

Increase the percentage of students who demonstrate academic growth and proficiency needed to ensure they are college and career ready. The data used to arrive at this need was the California School Dashboard data and qualitative data from stakeholder meetings.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase scaled score from fall to spring on NWEA Mathematics Assessment	2018/19: 66.09%	70%
State Standardized Assessments as measured by CAASPP ath scores in Met and Exceeded Standards (Priority 4)	2016/17: 11.11% 2017/18: 7.27% 2018/19: 7.4%	12%
Increase percent prepared on College and Career Readiness indicator	2016/17: N/A 2017/18: 12.1% 2018/19: 10%	15%

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

Additional instructional support staff to provide individualized and small group tutoring to support students. Students identified for additional support based on assessment data, grades, social/emotional needs, or by student study team. (LCP In Person, Action 3/LCAP Goal 4, Action 5)

### **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)

Title I Part A

cost in Goal 1

### **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

Purchase tiered academic intervention supplemental materials to support and improve student academic outcomes. (LCP In Person, Action 1/LCAP Goal 4, Action 1).

### **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)

Title I Part A

cost in Goal 1

### **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

Purchase additional devices for new students or to upgrade outdated devices to make sure students have access to online curriculum, resources, and support. (LCP In Person, Action 5/LCAP Goal 1, Action 6)

### **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)

## 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 overall implementation of the strategies/activities were effective in maintaining performance. Additional needs were identified in order to increase student academic performance. Because of the pandemic, there is no available state assessment data to compare performance from previous years.

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

There was a carryover of funds from 2019-20 because of the school closure due to the pandemic. Additional devices were ordered but not delivered due to the shortage of available devices caused by the pandemic. These devices are being ordered for 2020-21 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.

The need for an additional instructional support staff to provide the targeted small group and individualized support was needed and added to this goal. The addition of online prescribed curriculum proved beneficial and continues to this year. The need for additional and/or replacement devices is needed to access the additional online resources.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Culture - Attendance

## LEA/LCAP Goal

Strong and Positive School Culture – Maintain a safe, welcoming learning environment where all students feel connected to the school. (LCAP Goal 1)

## Goal 3

Decrease Chronic Absenteeism and maintain at or below 5% annually.

## Identified Need

Increased attendance is directly correlated to academic work completion and student participation in meetings and class. . The data used to arrive at this need was the California School Dashboard data on Chronic Absenteeism, stakeholder survey results and qualitative data from stakeholder meetings.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease in percentage of chronically absent students	2017/18: 5.9% 2018/19: 13%	5%
Maintain average percentage of 85% or higher of students who feel supported at school (based on student school climate survey)	2019/20: 82%	85%

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 opportunities to increase student engagement through workshops and school activities to encourage positive attendance. (LCP In Person, Action 2/LCAP Goal 1, Action 2)

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,620.01	Title I Part A 5000-5999: Services And Other Operating Expenditures

# 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	\$101,609.01
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	\$101,609.01

## 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 Part A	\$101,609.01

Subtotal of additional federal funds included for this school: \$101,609.01

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 (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$101,609.01

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

## Expenditures by Funding Source

Funding Source

Amount

Title I Part A

101,609.01

## Expenditures by Budget Reference

Budget Reference

Amount

2000-2999: Classified Personnel Salaries

26,600.00

3000-3999: Employee Benefits

20,389.00

4000-4999: Books And Supplies

32,000.00

5000-5999: Services And Other Operating Expenditures

22,620.01

## Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

2000-2999: Classified Personnel Salaries

Title I Part A

26,600.00

3000-3999: Employee Benefits

Title I Part A

20,389.00

4000-4999: Books And Supplies

Title I Part A

32,000.00

5000-5999: Services And Other Operating Expenditures

Title I Part A

22,620.01

## Expenditures by Goal

Goal Number

Total Expenditures

Goal 1

90,989.00

Goal 3

10,620.01



# 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
- 1 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Gezelle Barba-Turner	Parent or Community Member
Lo'vell Taylor	Secondary Student
Christy Tatum	Classroom Teacher
Mark Pintor	Principal
Daniel Ayala	Other School Staff
Tito Granados-Miranda	Secondary Student
Cheryl Vining	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
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 10/8/2020.

Attested:

Principal, Mark Pintor on 10/8/2020
SSC Chairperson, Tito Granados-Miranda on 10/8/2020

# 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 **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](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