

# 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
Elsie Allen High	California	10/29/2020	November 16, 2020

Contact Person:

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## 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

Comprehensive Support and Improvement

The purpose of the two Elsie Allen High School Goals is to improve student outcomes. To accomplish the two site Goals, it is expected that all students will be in school, on time and ready to learn every day.

Elsie Allen High School school wide program focuses on Evidence Based Writing across the curriculum in support of student learning. Re designation for Elsie Allen High School English Learners is priority so EL students have the ability to graduate on time.

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.

Just School wide Program and Comprehensive Support and Improvement Elsie Allen school plans to effectively meet ESSA requirements by aligning our site goals to district LCAP goals. Our goals are to prepare students to be high school, college and career ready through high quality classroom instruction. Measures of School climate will be used through the following surveys:

1) Youth Truth Survey of students, parents and staff

a) Family members at EAHS were surveyed in January 2020 about their perceptions of their school in terms of Engagement, Relationships, Culture, School Safety, Resources, and Communication and Feedback. In order to put feedback into context, this report compares EAHS family members' ratings to the ratings from family members at 119 other high schools across the country.

Compared to other participating high schools, EAHS's highest rated themes were:

Relationships

Engagement

and the lowest rated themes were:

Communication & Feedback

School Safety

This report represents feedback from 135 family members. Based on the data provided, you had a 13% response rate. Please refer to the Appendix section for more information about the demographics of the respondents.

b) Students at EAHS were surveyed in January 2020 about their perceptions of their school in terms of Engagement, Academic Rigor, Relationships, Belonging & Peer Collaboration, Culture, College & Career Readiness, and Academic Support Services. In addition, students provided feedback about STEM, School Safety, and Emotional and Mental Health. In order to put student feedback into context, this report compares EAHS students' ratings to the ratings from students at 572 other high schools across the country.

Compared to other participating high schools, EAHS's highest rated themes were:

College & Career Readiness

Culture

and the lowest rated themes were:

Relationships

Academic Rigor

Students also provided feedback about School Safety. For example, 52% of students responded positively to the question: I feel safe from harm while at school in general. Students also provided feedback about Emotional and Mental Health. For example, 37% of students responded positively to the question: When I'm feeling upset, stressed, or having problems, there is an adult in school who I can talk to about it.

This report represents feedback from 744 students. Based on the enrollment data provided, you had a 72% response rate. Please refer to the Appendix section for more information about the demographics of the respondents.

c) Staff members at EAHS were surveyed in January 2020 about their perceptions of their school in terms of Culture, Engagement, Relationships, and Professional Development & Support and School Safety.

In order to put feedback into context, this report compares EAHS staff members' ratings to the ratings of staff members from 122 other high schools across the country.

Compared to other participating high schools, EAHS's highest rated themes were:

Relationships

Engagement

and the lowest rated themes were:

Professional Development and Support

Culture

Compared to other participating high schools, EAHS's highest rated question within the key themes was:

Staff treat each other with respect (which is in the Relationships theme)

and the lowest rated question within the key themes was:

My school communicates a clear direction for the future (which is in the Culture theme)

This report represents feedback from 68 staff members. Based on the enrollment data provided, you had a 72% response rate. Please refer to the Appendix section for more information about the demographics of the respondents.

2) Google Surveys

3) District Surveys of students and parents



# 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).

This school year our school conducted the YouthTruth Survey of students, parents and staff.

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## **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 observations were done once a month by 4 admins throughout the school year. The findings show that we are still in need to work on DOK 3 (Depth of Knowledge) work in our classrooms with an emphasis on Evidence Based Writing.

## 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)

Through Professional Learning Communities, teachers analyze student assessment data and modify both classroom instruction and Response to Instruction groupings and topics.

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

Teachers use existing local assessments to modify RtI groups and topics. Teachers used program embedded assessments to monitor student growth. Data from these assessments was analyzed to determine areas of growth and need.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet current “highly qualified” standards set forth at both the state and federal levels.

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

All teachers have either appropriate credentials for subjects taught and/or Board-approved. Professional Development opportunities are offered through our District Office and also Sonoma County Office of Education addressing a range of instruction-related topics. Teachers will attend these workshops in teams or groups in order to maximize implementation of new knowledge at Elsie Allen High School.

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

Staff development this year focuses on implementing the Common Core standards through technology and the Google platform, Visible Learning, and explicit direct instructional practices, all aligned with improving delivery of our state adopted standards.

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

Professional collaboration, principal observation and support, and RtI support.

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

Our site collaborates for 100 minutes to review formative student assessment data and modify instruction based on findings from that review.

## Teaching and Learning

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

All teachers used California State Adopted Curriculum for core instruction. Teachers are using new math programs (CPM) aligned to the common core.

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

Our school wide “Embedded Support” schedule allows 25 minutes four days per week for intervention as well as accelerated learning.

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

All students have a copy of each textbook and/or workbook for core curriculum

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

The school has adopted state approved common core math curricula in all grades.

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

Daily differentiated Response to Instruction period in addition to Intensive Targeted Instruction enable underperforming students to meet grade level standards.



## Opportunity and Equal Educational Access

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

Daily differentiated Response to Instruction period in addition to Intensive Targeted Instruction enable underperforming students to meet grade level standards.

Evidence-based educational practices to raise student achievement

At Elsie Allen High School we have a Response to Intervention schedule integrated into the school day. This RtI schedule applies four days a week in all grade levels. In addition, 100 minutes per week is allocated for teacher collaboration both within and across grade levels. In addition, the district supports multiple professional development opportunities with a specific focus on student engagement and the Common Core State Standards.

## Parental Engagement

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

Staff needs to meet with parents of underperforming students more often to keep parents informed as well as offer suggestions for at-home help. We are not where we need to be as it relates to supporting our students.

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)

School Site Council and ELAC are our primary vehicles for involving families and community representatives in the planning, implementation, and evaluation of these programs.

## Funding

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

Title I and Local Control funds are used to support a certificated Title I teacher to provide targeted instruction to struggling learners. Local Control funds are used to support the After School Homework Help Program and professional development.

Fiscal support (EPC)

General funds are used to support a certificated staff at all departments.

## 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

Site Council oversees budget allocation and synthesizes input. Parent groups provide input every February on the 8 state priorities for school achievement. Input from Faculty occurs during March faculty meeting and Team Leader meetings. Student surveys are conducted and presented to parent and faculty groups. ELAC (English Language Advisory Committee) is also informed and gives input to School Site Council.

## Resource Inequities

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

Our site has 1040 students and 70% of our students are English Language Learners and we are Title 1 site wide. While we work hard to meet state and federal accountability requirements, we are committed to more than just the academic performance of our students. We also strive to meet our students' developmental needs --intellectual, physical, mental, and social-emotional -- through a wide variety of programs offered during and after the school day. Late hires have hindered our ability to start programs this year. For the past few years teachers have moved out of the area due to financial reasons and illness. Having the constant turnover and new teachers that are hired late have hindered our ability to move forward with some site goals.

In March of 2020 COVID 19 had a major impact in our community and as a school site we distributed over 350 chrome books and approximately 50 Hotspots for students and families that needed technology support as our School District went to Distance Learning.

# 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	1.16%	1.34%	1.07%	12	14	11
African American	1.55%	1.34%	1.26%	16	14	13
Asian	5.81%	5.66%	5.15%	60	59	53
Filipino	0.48%	0.96%	0.58%	5	10	6
Hispanic/Latino	77.71%	80.04%	82.04%	802	834	845
Pacific Islander	0.10%	0.29%	0.39%	1	3	4
White	9.88%	7.77%	8.25%	102	81	85
Multiple/No Response	2.52%	1.34%	1.26%	26	14	0
Total Enrollment				1032	1,042	1,030

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	237	287	249
Grade 10	267	263	278
Grade 11	253	267	245
Grade 12	275	225	258
Total Enrollment	1,032	1,042	1,030

**Conclusions based on this data:**

- 1. Number of students enrolled are stable
- 2. No change in student subgroups over last three years
- 3. Even distribution among grades across the three data years.

# 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	316	303	280	30.6%	29.1%	27.2%
Fluent English Proficient (FEP)	497	522	547	48.2%	50.1%	53.1%
Reclassified Fluent English Proficient (RFEP)	64	55	50	18.2%	17.4%	16.5%

### Conclusions based on this data:

1. The number of English Language learners have declined over last three years due to to Supports our Language Learner Counselor, Family Engagement Facilitator and ELA department.
2. Our number of FEP students have increased due to the work in Conclusion #1
3. The number of RFEP students have been impacted by COVID, we expect that this number in 2020/2021 will increase.

# 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 Scores			% of Enrolled Students Tested		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Grade 11	*	263		*	201		*	200			76.4	
All Grades	*	263		*	201		*	200			76.4	

\* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Grade 11	*	2488.8		*	6.50		*	17.00		*	18.50		*	58.00	
All Grades	N/A	N/A	N/A	*	6.50		*	17.00		*	18.50		*	58.00	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Grade 11	*	8.08		*	30.81		*	61.11	
All Grades	*	8.08		*	30.81		*	61.11	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Grade 11	*	9.64		*	36.04		*	54.31	
All Grades	*	9.64		*	36.04		*	54.31	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Grade 11	*	8.54		*	50.25		*	41.21	
All Grades	*	8.54		*	50.25		*	41.21	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Grade 11	*	9.64		*	38.58		*	51.78	
All Grades	*	9.64		*	38.58		*	51.78	

**Conclusions based on this data:**

1. No data for 19-20 due to COVID
2. Elsie continues to work on ELA - reading and writing
3. SPSA will contain strategies to impact ELA with our subgroups.

# 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 Scores			% of Enrolled Students Tested		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Grade 11	*	262		*	208		*	207			79.4	
All Grades	*	262		*	208		*	207			79.4	

\* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Grade 11	*	2467.1		*	0.97		*	4.83		*	15.94		*	78.26	
All Grades	N/A	N/A	N/A	*	0.97		*	4.83		*	15.94		*	78.26	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Grade 11	*	1.93		*	12.56		*	85.51	
All Grades	*	1.93		*	12.56		*	85.51	

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		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Grade 11	*	0.97		*	29.95		*	69.08	
All Grades	*	0.97		*	29.95		*	69.08	



Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Grade 11	*	2.90		*	38.16		*	58.94	
All Grades	*	2.90		*	38.16		*	58.94	

**Conclusions based on this data:**

1. No data for 19-20 due to COVID
2. SPSA will continue strategies to support our subgroups in math competency.

# School and Student Performance Data

## ELPAC Results

<b>ELPAC Summative Assessment Data</b> <b>Number of Students and Mean Scale Scores for All Students</b>								
Grade Level	Overall		Oral Language		Written Language		Number of	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
Grade 9	1517.8	1517.4	1515.0	1506.1	1520.1	1528.3	87	71
Grade 10	1516.3	1545.8	1512.4	1538.5	1519.7	1552.5	63	71
Grade 11	1492.4	1533.8	1478.6	1530.9	1505.6	1536.3	53	48
Grade 12	1490.3	1516.4	1468.6	1506.3	1511.5	1526.0	47	34
All Grades		1529.8		1521.7		1537.3	250	224

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
9	11.49	19.7	32.18	33.8	26.44	28.2	29.89	28.2	87	71
10	12.70	15.5	26.98	36.6	30.16	32.4	30.16	15.5	63	71
11	7.55	12.5	20.75	25.0	16.98	33.3	54.72	29.2	53	48
12	6.38	8.8	17.02	17.6	31.91	23.5	44.68	50.0	47	34
All Grades	10.00	11.6	25.60	30.8	26.40	29.9	38.00	27.7	250	224

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
9	27.59	19.7	29.89	33.8	19.54	23.9	22.99	22.5	87	71
10	23.81	29.6	30.16	43.7	11.11	14.1	34.92	12.7	63	71
11	15.09	22.9	20.75	33.3	13.21	18.8	50.94	25.0	53	48
12	12.77	23.5	21.28	14.7	29.79	26.5	36.17	35.3	47	34
All Grades	21.20	24.1	26.40	33.9	18.00	20.1	34.40	21.9	250	224

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
9	0.00	2.8	16.09	19.7	43.68	35.2	40.23	42.3	87	71
10	6.35	9.9	15.87	21.1	31.75	38.0	46.03	31.0	63	71
11	0.00	6.3	5.66	12.5	30.19	29.2	64.15	52.1	53	48
12	4.26	5.9	12.77	2.9	31.91	29.4	51.06	61.8	47	34
All Grades	2.40	6.3	13.20	16.1	35.60	33.9	48.80	43.8	250	224

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	
9	2.30	9.9	71.26	64.8	26.44	25.4	87		71
10	7.94	8.5	55.56	71.8	36.51	19.7	63		71
11	1.89	8.3	39.62	50.0	58.49	41.7	53		48
12	4.26	2.9	36.17	29.4	59.57	67.6	47		34
All Grades	4.00	8.0	54.00	58.5	42.00	33.5	250		224

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
9	62.07	46.5	14.94	26.8	22.99	26.8	87	71
10	57.14	54.9	12.70	29.6	30.16	15.5	63	71
11	43.40	64.6	13.21	12.5	43.40	22.9	53	48
12	48.94	47.1	12.77	20.6	38.30	32.4	47	34
All Grades	54.40	53.1	13.60	23.7	32.00	23.2	250	224

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
9	2.30	7.0	49.43	43.7	48.28	49.3	87	71
10	7.94	14.1	41.27	45.1	50.79	40.8	63	71
11	1.89	10.4	30.19	31.3	67.92	58.3	53	48
12	6.38	8.8	34.04	14.7	59.57	76.5	47	34
All Grades	4.40	10.3	40.40	37.1	55.20	52.7	250	224

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
9	5.75	2.8	70.11	60.6	24.14	36.6	87	71
10	11.11	2.8	60.32	76.1	28.57	21.1	63	71
11	3.77	8.3	56.60	58.3	39.62	33.3	53	48
12	4.26	5.9	57.45	50.0	38.30	44.1	47	34
All Grades	6.40	4.5	62.40	63.4	31.20	32.1	250	224

**Conclusions based on this data:**

- 10th and 11th grade newcomers struggled which may be a combination of time in English Classes, and COVID.
- Improvement in over language aquisition by students moving up one level of language development overall.
- Our redesignated students are attending school and doing better during this COVID time our EL and Newcomer students

# 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
1042	78.6	29.1	1.2
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	303	29.1
Foster Youth	12	1.2
Socioeconomically Disadvantaged	819	78.6
Students with Disabilities	207	19.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	1.3
American Indian	14	1.3
Asian	59	5.7
Filipino	10	1.0
Hispanic	834	80.0
Two or More Races	13	1.2
Pacific Islander	3	0.3






Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
White	81	7.8

**Conclusions based on this data:**

1. Over 78% of our total student population is identified as Socioeconomically Disadvantaged.
2. Almost 20% of our population are student with disabilities.
3. Almost 30% of our students are EL.

# School and Student Performance Data

## Overall Performance

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

**Conclusions based on this data:**

1. Suspension Rate and Chronic Absenteeism are not reflective of the great work during the 19/20 school year in which both of these categories declined.
2. College/Career has improved in the 18/19 due to significant increase in college admissions among our senior class.
3. We are unclear regarding what the criteria and data sets are for College and Career Readiness



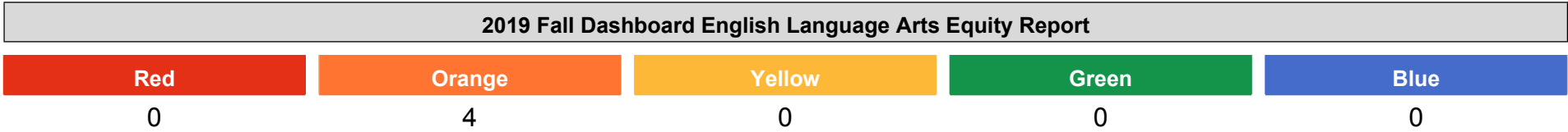
# School and Student Performance Data

## Academic Performance English Language Arts

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



This section provides number of student groups in each color.



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

## 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

### All Students



Orange

94.9 points below standard

195

### English Learners



Orange

143.8 points below standard

86

### Foster Youth



No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

4

### Homeless



No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2

### Socioeconomically Disadvantaged



Orange

100.1 points below standard

164

### Students with Disabilities











Orange

151.8 points below standard

41

### 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 2	 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 10	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 101.9 points below standard 161	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 29.3 points below standard 18

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
174.9 points below standard	122.1 points below standard	52.5 points below standard
35	51	36

#### Conclusions based on this data:

1. Writing remains a focus for English Department with a realization that strong writing supports all departments.

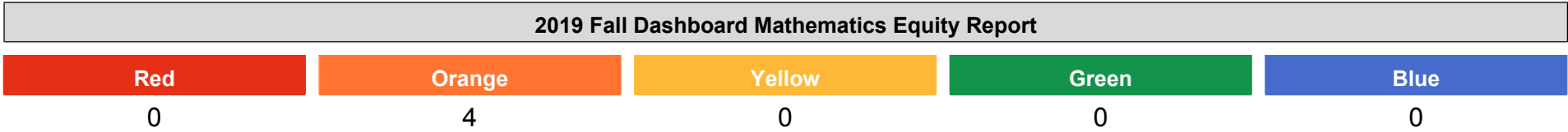
# School and Student Performance Data

## 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



Orange

163.1 points below standard

203

### English Learners



Orange

199.1 points below standard

88

### Foster Youth



No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

4

### Homeless



No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2

### Socioeconomically Disadvantaged



Orange

167.4 points below standard

171







### Students with Disabilities



Orange

231.1 points below standard

42

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<b>Filipino</b>
<b>Hispanic</b>  Orange 166.5 points below standard 167	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>Pacific Islander</b>	<b>White</b>  No Performance Color 125.2 points below standard 19

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> 231.7 points below standard 34	<b>Reclassified English Learners</b> 177.6 points below standard 54	<b>English Only</b> 146.8 points below standard 39

#### Conclusions based on this data:

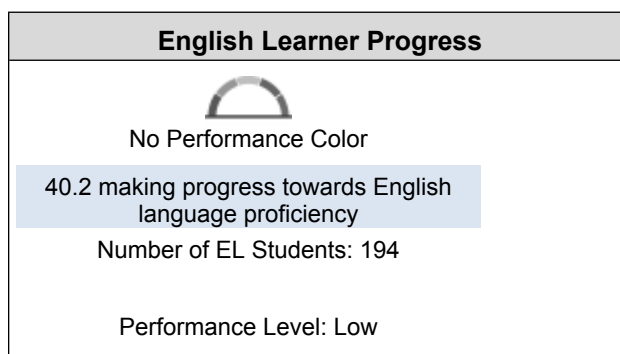
1. No data for 2019/2020 due to COVID

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
35	81	6	72

#### Conclusions based on this data:

1. Some students were not able to be certified at the end of the 19/20 schools year as they could not complete all portions of the certification process.
2. Most of our students moved one level closer to being certified at the end of the 19/20 school year. This is not reflective in the data shown above.
3. Work with our Restorative Response Specialist to support EL students with connecting with students and staff.

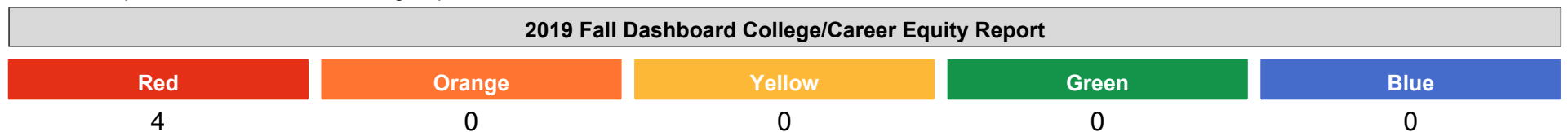
# School and Student Performance Data

## 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>  Red 8.4 Declined -5.2 238	<b>English Learners</b>  Red 3.4 Declined -2.6 87	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<b>Socioeconomically Disadvantaged</b>  Red 8.2 Declined -4.9 220	<b>Students with Disabilities</b>  Red 0 Maintained 0 53



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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 13.3 Declined Significantly -20 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Red 8.1 Declined -3.2 186	 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	 No Performance Color 13 Increased +3 23

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	13.6 Prepared	8.4 Prepared
Approaching Prepared	13.6 Approaching Prepared	13.4 Approaching Prepared
Not Prepared	72.8 Not Prepared	78.2 Not Prepared

#### Conclusions based on this data:

1. Need to establish better systems and supports to improve the rate of students graduating with A-G completion
2. Continue to provide teachers with time to collaborate. This is a goal in our SPSA.
3. Need to improve preparing our students for College/Career by having our Family Engagement support and College and Career Counselor do more out reach with students and families and also collaborating with teachers.

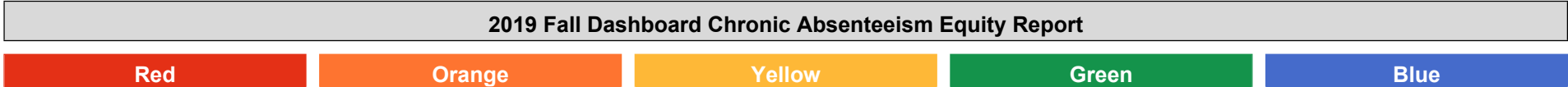
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Chronic Absenteeism rates went down substantially across all subgroups in the 2019-2020 school year prior to COVID distance learning.

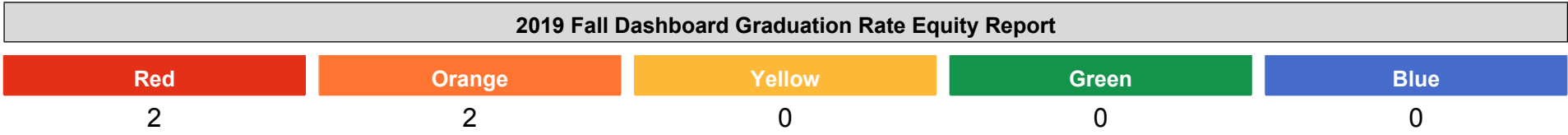
# School and Student Performance Data

## Academic Engagement Graduation Rate

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



This section provides number of student groups in each color.



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

## 2019 Fall Dashboard Graduation Rate for All Students/Student Group

### All Students



Orange

72.3

Declined -1.8

242

### English Learners



Red

64.4

Declined -5.3

90

### Foster Youth



No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

9

### Homeless



No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

10

### Socioeconomically Disadvantaged



Orange

73.3

Declined -1.2

225

### Students with Disabilities











Red

56.6

Declined -1.1

53

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 86.7 Declined -7.8 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 74.4 Maintained +0.8 191	 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	 No Performance Color 60.9 Maintained -0.4 23

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
74.2	72.3

#### Conclusions based on this data:

1. Graduation rates and academic performance continue to focus goals especially with our subgroups - ELA learners and Special Education students.
3. Graduation numbers must improve. Attendance and tardies play a huge part in student learning.

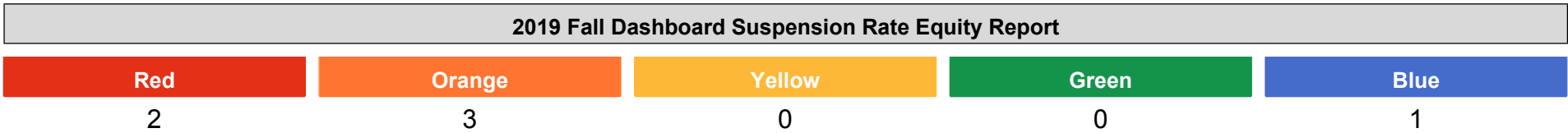
# School and Student Performance Data

## Conditions & Climate Suspension Rate

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



This section provides number of student groups in each color.



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

## 2019 Fall Dashboard Suspension Rate for All Students/Student Group

### All Students



Orange

9.3

Maintained +0.2

1213

### English Learners



Red

13.9

Increased Significantly +3.1

353

### Foster Youth



No Performance Color

0

Declined -22.2

19

### Homeless



No Performance Color

23.1

13

### Socioeconomically Disadvantaged



Orange

9.4

Increased +0.9

977

### Students with Disabilities











Red

12.5

Increased Significantly +10.3

256

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

<b>African American</b>  No Performance Color 10 Declined -5.8 20	<b>American Indian</b>  No Performance Color 12.5 16	<b>Asian</b>  Blue 0 Declined -4.9 64	<b>Filipino</b>  No Performance Color 9.1 11
<b>Hispanic</b>  Orange 9.7 Increased +0.6 962	<b>Two or More Races</b>  No Performance Color 17.2 Increased +6.7 29	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not 5	<b>White</b>  Orange 9.4 Maintained -0.2 106

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	9.1	9.3

#### Conclusions based on this data:

1. Suspensions decline in school year 2019-2020, prior to COVID distance learning.



## Site Summary Data Points

2018-19 SRCS Demographic Percentages										
SCHOOL	CSI School	ENROLLMENT	SED	SWD	EL	HMLS	FY	Hisp	Wht	Af Am
EAHS	Yes	1114	81.51%	20.56%	28.99%	0.99%	1.35%	80.07%	7.63%	1.44%

Attendance									
SCHOOL	%	SED	SWD	EL	HMLS	FY	Hisp	Wht	Af Am
EAHS	32.59	NA	NA	NA	NA	NA	NA	NA	NA
2019-20	26.97								

Suspensions									
SCHOOL	Totals / %	SED	SWD	EL	HMLS	FY	Hisp	Wht	Af Am
EAHS	113 / 9.32%				NA	NA			NA
2019-20	57 / 4.81%								

Math											
SCHOOL	Overall	SED	SWD	EL	HMLS	FY	Hisp	Wht	Af Am	Asian	Filip
EAHS					NA	NA			NA	NA	NA

ELA											
SCHOOL	Overall	SED	SWD	EL	HMLS	FY	Hisp	Wht	Af Am	Asian	Filip
EAHS					NA	NA			NA	NA	NA

**Conclusions based on this data:**

**1.**

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Provide A Coherent, Rigorous and Relevant Teaching and Learning Program to Graduate College and Career Ready Students.

## Goal 1

Increase successful course completion (C or better) while increasing the rate of A-G course completion (C or better).

## Identified Need

English learners make up approximately 30% of the school population, with Spanish speakers making up about 29% of the school population. English Learners have the highest rates of Ds and Fs of any subgroup; well over the school average. In the past three years, an average of 5% of English Learners met ELA CAASPP standards. This is 4% less than the California average. An average of 3% of English Learners met CAASPP Math standards, 2% less than the California average. Students with disabilities are the lowest percentage of students meeting or exceeding standards in math (0%). 5% of students with disabilities met standards in English. As a whole, a lower percentage of Elsie Allen students meet standards in ELA and Math compared to both Santa Rosa City Schools students and all California students.

College and Career Readiness has declined by more than 12% between 2017 and 2019. According to the "YouthTruth" survey, when asked "what is one area in which your school could improve?"the highest rated answer was "My school does not do enough to inspire me to do my best."

Creating and focusing support for all students, playing special attention to predominate subgroups of students including English Learners, students with learning disabilities, students with social emotional needs, and students who need support to meet academic standards

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Graduation rates and A-G completion rates for the last three years.</p> <p>Attendance.</p> <p>Credits, GPA,</p> <p>Number of students using After school courses (A-G, credit recovery), Zero Period (A-G, credit recovery).</p> <p>Number of students that are reclassified each year</p> <p>Tracing of referrals and utilization of Peer tutors</p> <p>% of general ed classes taken by SPED students</p> <p>% of teachers who have completed PD in the targeted instruction strategies.</p> <p>% of teachers using those strategies in classroom</p> <p>Pre/Post data measure teacher changes in classroom</p> <p>Pre/post survey following college and career readiness education</p> <p>Tracking utilization of College and Career Center</p> <p>CDC Dashboard - College and Career Readiness Data</p> <p>Youth Truth and School or Subject specific surveys to staff, students and families.</p> <p>Number of courses tied to life success</p>	<p>2017/2018</p> <p>EL's 30.6%</p> <p>FEP 48.2%</p> <p>RFEP 18.2%</p> <p>2017 ELA SBAC Info</p> <p>Standard Exceeds: Level 4 14%</p> <p>Standard Met: Level 3 29%</p> <p>Standard Nearly Met: Level 2 32%</p> <p>Standard Not Met: Level 1 25%</p> <p>2017 MATH SBAC Info</p> <p>Standard Exceeds: Level 4 2%</p> <p>Standard Met: Level 3 7%</p> <p>Standard Nearly Met: Level 2 20%</p> <p>Standard Not Met: Level 1 71%</p>	<p>Time for an EL student to be redesignated is reduced</p> <p>Increased Graduation rate by 2%</p> <p>Lower # of D and F grades</p> <p>Increase proficiency in Math by 3% and ELA by 3% for EL's and students with disabilities on CAASPP exam</p> <p>Increase course completion for all students by 3%</p> <p>Staff are able to id which students have IEPs and 504 accommodations and implement.</p> <p>Decrease chronic absenteeism by 3%</p> <p>Decrease suspension and expulsion rates in all subgroups</p> <p>Increase A-G course completion for all students by 3%</p> <p>Increase of general ed classes taken by SPED.</p> <p>Union/Site approves new bell schedule</p> <p>Increase % of students taking more than 6 classes each semester</p> <p>Increase College and Career Readiness by 3%</p>

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 will be served by the strategies listed above

#### Strategy/Activity

EL Master Plan Review providing strategies for properly identifying and placing English Language learners through a coordinated intake process, vertical articulation based on skill level, development of PD to improve English Learning achievement.

The Intervention/SOLL counselor will work collaboratively with regular guidance counselor to identify EL students who are not on track to fulfill A-G requirements or not reclassified and ensure proper course/remediation program placement as well as opportunities for our EL students to get reclassified. .

In-Class tutoring for struggling learners - Biliterate and bicultural aides, Peer Tutor Coordinator, Incentives for students to become Peer tutors, requesting services form for peer tutor, peer tutor training, online tutoring training, trips to SSU and SRJC tutoring centers, training in focused note taking)

Create process for disseminating information for IEP and 504 accommodations and train new teachers/staff on the process

Provide one-on-one and small group support for subgroups and students struggling academically. This support may include tutoring, peer tutoring, summer algebra academy, parent outreach and education, and other forms of student support.

Continue to work with Cook/CCLA in providing vertical integration

Maintain and expand collaboration within and between departments for 9th and 10th graders

#### 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)

6000

0500 - Supplemental  
1122 - Teacher Release Time  
Release time

20000

0500 - Supplemental  
1112 - Teacher Extended Day  
Extended Day

4568.25

3010 - Title I  
2213 – Classified Overtime (Family Mentor, Tech Assist etc.)  
overtime support for parent and student meetings

17500

0500 - Supplemental  
4300 - Materials / Supplies (Consumables)

	Materials and Supplies
1250	3010 - Title I 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Materials/Supplies
3000	3010 - Title I 2913 – Classified Extra Duty (Childcare-parent engagement) Childcare for parent outreach and education

"Monitoring of Effectiveness" How will this activity be monitored?

The following data will be used to monitor this activity: grades, A-G progress, CAASPP increase in sub-groups

## Strategy/Activity 2

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

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

All students will be served by the strategies above

EL students will be served by the strategies above

### Strategy/Activity

Professional development for all staff to improve English Learner achievement and support student achievement in core subjects (math/ELA/science)

Prepare Gen ED and Special Ed departments on co-teaching model with emphasis on Math/ELA - professional development on specific learning disabilities with strategies for each disability

Peer Tutor Training and support

Use teacher feedback to identify, implement and sustain a professional development program that uses data driven instructional practices in order to increase student academic achievement....including an accountability component. Ensure alignment with district professional development goals.

Target training for specialized programs - CTE, AVID, AP, ELD, PLC

Ongoing technology training for teachers

new teacher and peer to peer training

### 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)
15145	0500 - Supplemental 1122 - Teacher Release Time Release Time
2000	0500 - Supplemental 1112 - Teacher Extended Day Extended Day
12000	0500 - Supplemental 4412 - Hardware (under \$5,000) Equipment
10000	0500 - Supplemental 5215 - Staff Travel & Conferences Staff Travel & Conference
1250	3010 - Title I 4300 - Materials / Supplies (Consumables) Materials and Supplies

“Monitoring of Effectiveness” How will this activity be monitored?  
The following data will be used to monitor this activity: CAASPP, PD survey data, A-G completion, % of GE classes taken by SPED students,

**Strategy/Activity 3**

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

(Identify either All Students or one or more specific student groups)  
All students will be served by the strategies above

**Strategy/Activity**

Provide students with up to date learning environment which includes classroom, student, and teacher technology and software upgrades.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
2500	0500 - Supplemental 4300 - Materials / Supplies (Consumables) Materials/Supplies Classroom/Building upgrades: tables, desks, stools, chairs, technology, whiteboards, equipment, software
4000	0500 - Supplemental 4312 - Software Go Guardian, other software needs
1000	0500 - Supplemental 4412 - Hardware (under \$5,000) hot spots

"Monitoring of Effectiveness" How will this activity be monitored?

The following data will be used to monitor this activity: percentage of teachers/students that have tools for learning

## Strategy/Activity 4

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

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

EL students will get support in their core course  
EL students will be served by the strategies above

### Strategy/Activity

.20 FTE ELD TOSA to support or ELD department  
.20 FTE Intensive ELD 1 Lab. Teach an Intensive ELD Lab for newcomer students. The curriculum will be a focus on language acquisition.  
Our EL Students will have access to the core courses and the .4 positions will support our students so that they can have a lab for English. All of our EL's will have a 4-6 year academic plan to ensure a successful college and/or career pathway.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
68492.34	0500 - Supplemental 1000-1999: Certificated Personnel Salaries Certificated Salary

“Monitoring of Effectiveness” How will this activity be monitored?  
The following data will be used to monitor this activity: reclassification data

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**  
(Identify either All Students or one or more specific student groups)  
All students will be served by activities listed above

Strategy/Activity  
.20 FTE Math 1  
To help reduce math class numbers across the entire math department

**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)
34246.17	0500 - Supplemental 1000-1999: Certificated Personnel Salaries Certificated Saleries

“Monitoring of Effectiveness” How will this activity be monitored?  
The following data will be used to monitor this activity: CAASPP data, grades

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**  
(Identify either All Students or one or more specific student groups)  
All students will be served by activities listed above



## Strategy/Activity

.80 FTE AVID Sections:

Teach one 9th Grade, two 10th /11th Grade, and one 12th Grade class to provide college-going strategies to First Generation College-going Students and students currently receiving B's and C's

Provide resources for an AVID coordinator

Provide materials/supplies, field trip monies and other financial supports to support the program

Provide Professional Development for AVID staff and Elsie Allen Staff on key college and career life skills and strategies

## 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)
78995.38	3010 - Title I 1000-1999: Certificated Personnel Salaries Certificated Salary - Position Numbers 879, 818, 2260
1500	3010 - Title I 4300 – Materials/Supplies (Consumables, snacks for parent meetings)
10000	3010 - Title I 5215 - Staff Travel & Conferences
500	3010 - Title I 5800 – Other Services (Consultants; Field Trip Admissions, etc)
2500	3010 - Title I 5832 - Field Trip Transportation
10500	3010 - Title I 1112 - Teacher Extended Day AVID

“Monitoring of Effectiveness” How will this activity be monitored?

The following data will be used to monitor this activity:grades, A-G completion, graduation rate, college/career readiness

**Strategy/Activity 7**

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

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

All students

**Strategy/Activity**

Explore revision of bell schedule to facilitate more opportunities for students to make up failed classes, take electives, support college and career readiness goals, English and math support classes, prepare for CAASPP test, receive SEL Support  
Time allocated in bell schedule to support implementation of college and career readiness programming

**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)  
"Monitoring of Effectiveness" How will this activity be monitored?

The following data will be used to monitor this activity: implementation of new bell schedule or reaffirmation of existing bell schedule

**Strategy/Activity 8**

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

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

All students served by strategy

**Strategy/Activity**

Create, implement and sustain a meaningful and school wide college and career readiness program including:  
  
Staff identifying a list of professional development training to implement and sustain college and career readiness skills  
Create, implement and sustain targeted annual education centered around college and career readiness for all students including a structured curriculum and implementation plan  
Create internship/mentorship programs for which time and credit is embedded into the curriculum including structured curriculum and implementation plan.

**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)
3826.17	3010 - Title I 1112 - Teacher Extended Day EA for targeted teacher involvement in program creation
3000	3010 - Title I 2913 – Classified Extra Duty (Childcare-parent engagement) childcare resources for parent meetings

“Monitoring of Effectiveness” How will this activity be monitored?  
The following data will be used to monitor this activity: increase rate of college and career readiness

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)  
All students served with this activity

Strategy/Activity  
Implement the District's Industry concentration Process to meet the CDE criteria for industry sector pathways - develop and/or implement courses offered that are tied to life success.

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)
“Monitoring of Effectiveness” How will this activity be monitored?	
The following data will be used to monitor this activity: more classes tied to CTE life success	

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.

All strategies were implemented over the 2019-2020 school year and had varying degrees of effectiveness. The English Department spent much of the year prior to COVID working on Professional Development with a key writing focus. There was also a focus on English Language Learner strategies across departments. In math our department continued to work with our feeder school for vertical alignment. Further, the site started to have discussion regarding academic expectations and ways to align expectations across all departments. COVID interrupted much of this work as the various groups moved from defining the problem and learning new approaches to implementation strategies. Data collection and methodology continued to be expanded and processes were put into place to better inform key decision makers regarding student performance. Credit Recovery and ELA intensive labs were offered to students. A special ELA Math class was used as a vehicle to strength math skills for ELA students. While many of these strategies and activities showed promise all of them were impacted by COVID and a movement to Distance Learning. Distance Learning presented its own set of unique challenges including clear evidence of a technology gap with some of our subgroups.

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

We used the strategies/activities as outlined until COVID required Distance Learning for both students, teachers and administrators.

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.

This goal is both changing and remaining the same. The focus of academic achievement through the lenses of A-G completion, Grades, graduation rate remains the same. We have added a significant goal regarding college/career readiness and have highlighted the need to focus on two of our subgroups - ELA students and Special Ed students which make up a significant portion of of student population. This focus will provide opportunities for all of our students to increase academic achievement and show proficiency in Math and ELA.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Increase student and family wellness and engagement through the full service community school model.

## Goal 2

Increase student participation in Wellness programs and increase overall student and parent involvement and engagement.

## Identified Need

According to the most recent Youth Truth Survey, 39% of Elsie Allen students enjoy coming to school each day. Elsie Allen scored in the 14 percentile in the category "the degree to which students feel welcome at their school and have collaborative relationships with their classmates." This is far below that of other Santa Rosa city Schools (27%). Overall the "Belonging and Peer Collaboration" category as rated by Elsie Allen students was far below typical Youth Truth schools at 35% compared to 48% for a typical school. Elsie Allen students also scored the question "I really feel like part of my school's community" very low (14%).

The number of parents attending ELAC meetings is less than 15 per meeting. The number of parents attending Back to School Night is also very low. We believe that if students and families feel more connected to the school and have a voice in school-wide decision making, that student motivation will improve, and student achievement will increase.

## Annual Measurable Outcomes

### Metric/Indicator

Beginning and End of the Year student surveys - focused on behaviors, attitudes and beliefs  
Parent and Student Youth Truth Survey  
Education Program Surveys  
Track parent and community participation at school events.  
Analytics for Instagram, Facebook, Website and Snapchat

### Baseline/Actual Outcome

Suspension and expulsions are down  
Chronic absenteeism is up  
Students of Concerns that are given to the Intervention Team were offered services when appropriate.

### Expected Outcome

Decrease chronic absenteeism by 3%  
Decrease suspension and expulsion rates in all subgroups by 3%  
New SLO's created by the end of the 2020/2021 school year  
Increase student and parent participation in Youth Truth Student survey  
Decrease in disciplinary issues during lunch

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data from Link Crew Data for MTSS intervention teams Attendance		Increase of 3% in student participation in school events Increase parent participation in school programs and events by 3% Increase A-G completion rates by 3%

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 will benefit from activities listed above

#### Strategy/Activity

Continued focus on the development and implementation of Tier II and Tier III MTSS strategies for students who need social-emotional and/or academic support. Coordinate student intervention services to provide wrap-around support including working with off campus organizations such as SAY and 10,000 Degrees.

#### 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)

6,205.20

3010 - Title I  
1122 - Teacher Release Time  
Release Time

"Monitoring of Effectiveness" How will this activity be monitored?

The following data will be used to monitor this activity -Decreasing chronic absenteeism and decrease of suspension and expulsion rates, attendance

### Strategy/Activity 2

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

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

All students will benefit from activities listed above

#### Strategy/Activity

Specialized programs for outreach and social/emotional/academic support such as:

LINK Crew Service

Academic Tutorial services

WASC Coordination

Family/community outreach - postage

Parent/community meetings - build family leadership network,

Field Trips

Transportation

Postage

#### 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)

18888.60

3010 - Title I  
1112 - Teacher Extended Day  
Link Crew

500

3010 - Title I  
4300 – Materials/Supplies (Consumables, snacks for parent meetings)  
Link Crew/parent meetings

500

3010 - Title I  
5800 – Other Services (Consultants; Field Trip Admissions, etc)  
Link Crew

500

0500 - Supplemental  
4300 – Materials/Supplies (Consumables, snacks for parent meetings)

4000	3010 - Title I 2113 - Classified Overtime (Instructional Aides) tutoring support
2,000	0500 - Supplemental 5901 - Postage Postage parent meetings
5000	0500 - Supplemental 2213 – Classified Overtime (Family Mentor, Tech Assist etc.) parent and student support
1836.51	0500 - Supplemental 2913 - Classified Extra Duty - Childcare, Interpreter Classified Overtime: Child care, translation, parent & community meetings, student support, community events

“Monitoring of Effectiveness” How will this activity be monitored?

The following data will be used to monitor this activity: attendance, suspension and grades

### Strategy/Activity 3

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

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

All students will benefit from activities listed above

#### Strategy/Activity

Outreach (Social Media, School Website) for our students, families and community. Build parent and community involvement in the Elsie Allen High School Community using the following action steps:

ID effective means of parent communication - text, application, email, social media, signs around town, radio ads, personal phone calls, etc...

Increase parent engagement in the school community by including parents in school/classroom activities, projects, field trips, and curriculum development - 2020/201 Planning year for 2021/2022 implementation

Creation of parent groups as identified as necessary - Athletic Booster Club for example.

Create implementation plan for the creation of a regularly scheduled parent education program with information on wide range of subject. Program would include food and child care. 2020/2021 Planning Year with pilot program aimed at supporting parents during COVID occurring in 2020/2021.



**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
500	3010 - Title I 4300 – Materials/Supplies (Consumables, snacks for parent meetings) parent education
3767.31	0500 - Supplemental 2913 – Classified Extra Duty (Childcare-parent engagement) Classified extra duty, clerical, campus supervision, Family Engagement, Community outreach
500	0500 - Supplemental 4300 – Materials/Supplies (Consumables, snacks for parent meetings)

“Monitoring of Effectiveness” How will this activity be monitored?

The following data will be used to monitor this activity: attendance at school events, analytics with social media and website, surveys

**Strategy/Activity 4**

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

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

All students will benefit from the activities listed above

**Strategy/Activity**

Develop a set of staff agreed upon criteria and procedures to improve attendance and tardy rates that all staff will follow. Create necessary criteria/procedures/programs to support attendance in a distance learning environment as well as hybrid and full return to school.

**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)
“Monitoring of Effectiveness” How will this activity be monitored?	

The following data will be used to monitor this activity: attendance and tardy information

### **Strategy/Activity 5**

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

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

All students will benefit from the activities listed above

#### **Strategy/Activity**

Creating of Targeted annual student education centered around social-emotional well-being for all students beginning with freshman and adding an additional grade level each year. Given Covid and Distance Learning, 2020/2021 will focus on planning for the 2021/2022 school year with a full implementation and piloted programing for the Spring of 2021.

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

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

Amount(s)

Source(s)

"Monitoring of Effectiveness" How will this activity be monitored?

### **Strategy/Activity 6**

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

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

All students will benefit from activities listed above

#### **Strategy/Activity**

Revise the sites Student Learner Outcomes with greater emphasis on academic achievement in order to achieve a balanced message to students between importance of character traits (safe, respectable, responsible, humble, etc.) vs academic achievement (hard work, personal discipline, growth mindset). NEW SLO's to be unveiled for the 2021/2022 school year.

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

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

Amount(s)

Source(s)

6718

0500 - Supplemental  
1112 - Teacher Extended Day

teacher support for revising student learner outcomes/school profile

"Monitoring of Effectiveness" How will this activity be monitored?

The following data will be used to monitor this activity

## **Strategy/Activity 7**

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

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

All students will benefit

### **Strategy/Activity**

Student engagement activities during school day - activities might include intramural sports, music in quad, games, competitions, etc... Given COVID and Distance Learning, key stakeholders will work in planning student engagement activities for RTS. Further, virtual activities will be planned to support student engagement including surveys, virtual spirit week, virtual costume contests, etc....

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

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

Amount(s)

Source(s)

"Monitoring of Effectiveness" How will this activity be monitored?

The following data will be used to monitor this activity: participation numbers

## **Strategy/Activity 8**

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

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

All students will benefit

### **Strategy/Activity**

Increase student participation in school wide events by highlighting our communities cultures through events such as "Tamale Togetherness, LGBTQ club and events, Asian Club, MeChA Mole Competitions, school rallies, athletic events, VAPA and student recognition. The 20/21 school year due to COVID will focus on planning for the 2021/2022 school year. Further, virtual events and recognition events will be planned during Distance and Hybrid learning environments.

**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)  
"Monitoring of Effectiveness" How will this activity be monitored?

The following data will be used to monitor this activity

**Strategy/Activity 9**

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

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

All students will benefit

Strategy/Activity

Increase student voice by engaging all student leaders throughout campus including sports captains, club presidents, leadership class through the creation of a student council. The 20/21 school year will be a planning and development year with the leadership class providing the leadership on this issue due to COVID.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)  
"Monitoring of Effectiveness" How will this activity be monitored?

The following data will be used to monitor this activity

**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.

Intervention teams and MTSS support systems continued to develop through 2019/2020. Our Link Crew program was exceptionally strong and there was antidotal and measured improvement among the freshman class with students accessing programs for social/emotional needs and academic success. Website site and social media communication tools continued to improve and provided needed relevant information to students, parents and the community. Targeted field trips for students to SRJC and Sonoma State were taken to show support mechanisms as well as an academic/career path for students. Increased support by our admin and counseling team helped in developing and supporting both attendance and support goals. The onset on COVID and distance learning slowed or stalled many strategies and created new challenges around student attendance and engagement.

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

Due to COVID and distance learning, budget items related to Field Trips, community meetings, water bottle filtering stations were not used or completed.

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.

This goal is being reworded and outcomes, metrics and strategies are changing. In the 2019/2020 school year, Elsie Allen drafted a new WASC plan. This plan required a significant look at all aspects of Elsie Allen including grade data, attendance data, campus culture, parent participation and used additional surveys and metrics for evaluation. For the 2020/2021 SPSA, Elsie Allen is aligning the SPSA with the draft WASC recommendations which will substantially increase strategies and actions as well as setting up clear metrics to evaluate strategy development and success. Some of these strategies will be modified to address the current COVID distance learning environment.

# 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	\$130,952.25
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$364,688.93

## 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 (\$)
3010 - Title I	\$151,483.60

Subtotal of additional federal funds included for this school: \$151,483.60

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 (\$)
0500 - Supplemental	\$213,205.33

Subtotal of state or local funds included for this school: \$213,205.33

Total of federal, state, and/or local funds for this school: \$364,688.93

# 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
3010 - Title I	151,483.60	0.00
0500 - Supplemental	213,205.33	0.00

## Expenditures by Funding Source

Funding Source	Amount
0500 - Supplemental	213,205.33
3010 - Title I	151,483.60

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	181,733.89
1112 - Teacher Extended Day	61,932.77
1122 - Teacher Release Time	27,350.20
2113 - Classified Overtime (Instructional Aides)	4,000.00
2213 – Classified Overtime (Family Mentor, Tech Assist etc.)	9,568.25
2913 - Classified Extra Duty - Childcare, Interpreter	1,836.51
2913 – Classified Extra Duty (Childcare-parent engagement)	9,767.31

4300 - Materials / Supplies (Consumables)	21,250.00
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	1,250.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	3,500.00
4312 - Software	4,000.00
4412 - Hardware (under \$5,000)	13,000.00
5215 - Staff Travel & Conferences	20,000.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	1,000.00
5832 - Field Trip Transportation	2,500.00
5901 - Postage	2,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0500 - Supplemental	102,738.51
1112 - Teacher Extended Day	0500 - Supplemental	28,718.00
1122 - Teacher Release Time	0500 - Supplemental	21,145.00
2213 – Classified Overtime (Family Mentor, Tech Assist etc.)	0500 - Supplemental	5,000.00
2913 - Classified Extra Duty - Childcare, Interpreter	0500 - Supplemental	1,836.51
2913 – Classified Extra Duty (Childcare-parent engagement)	0500 - Supplemental	3,767.31
4300 - Materials / Supplies (Consumables)	0500 - Supplemental	20,000.00
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	0500 - Supplemental	1,000.00
4312 - Software	0500 - Supplemental	4,000.00



4412 - Hardware (under \$5,000)
5215 - Staff Travel & Conferences
5901 - Postage
1000-1999: Certificated Personnel Salaries
1112 - Teacher Extended Day
1122 - Teacher Release Time
2113 - Classified Overtime (Instructional Aides)
2213 – Classified Overtime (Family Mentor, Tech Assist etc.)
2913 – Classified Extra Duty (Childcare-parent engagement)
4300 - Materials / Supplies (Consumables)
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings
4300 – Materials/Supplies (Consumables, snacks for parent meetings)
5215 - Staff Travel & Conferences
5800 – Other Services (Consultants; Field Trip Admissions, etc)
5832 - Field Trip Transportation

0500 - Supplemental
0500 - Supplemental
0500 - Supplemental
3010 - Title I
3010 - Title I
3010 - Title I
3010 - Title I
3010 - Title I
3010 - Title I
3010 - Title I
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3010 - Title I
3010 - Title I
3010 - Title I
3010 - Title I

13,000.00
10,000.00
2,000.00
78,995.38
33,214.77
6,205.20
4,000.00
4,568.25
6,000.00
1,250.00
1,250.00
2,500.00
10,000.00
1,000.00
2,500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	313,773.31
Goal 2	50,915.62

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

Name of Members	Role
Gabriel Albavera	Principal
Mayra Sosa	Other School Staff
Kamala Brown	Classroom Teacher
Sara Riddick	Classroom Teacher
Kathy Hayes	Other School Staff
Maisha Khakaba	Secondary Student
Ariana Tapia Vasquez	Secondary Student
Chelsy Reyes Ramirez	Secondary Student
Jimena Olvera	Secondary Student
Edith Sanchez-Munoz	Parent or Community Member
Aide Tapia Cuevas	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**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/29/2020.

Attested:



Principal, Gabriel Albavera on 10/29/2020



SSC Chairperson, Sara Riddick on 10/29/2020

# 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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **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/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

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