



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
Bridgepoint High School	01-61234-0135426	May 19, 2022	June 7, 2022

Purpose and Description

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

Schoolwide Program

Comprehensive Support and Improvement

The purpose of this plan is to outline our schoolwide program and how we use Comprehensive Support and Involvement funding to support students.

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.

The mission of Bridgepoint High School is to promote lifelong learning by motivating students to stay in school and reach their full potential. Bridgepoint High School is a safe, supportive learning environment where all students are supported and challenged to reach their full potential.

Through daily learning and collaboration, all Bridgepoint High School students will:

Take responsibility for their academic success through hard work and improved time management

Graduate with a plan for achieving their college or career goals.

Demonstrate positive citizenship and character as young adults and role models.

The purpose of this plan is to create a cycle of continuous improvement of student performance to ensure that all students progress in reaching academic standards.

Our site plan supports and is aligned with the state's approach to improving student's performance through the utilization of our LCAP funds. Our SPSA plan provides strategies and activities that will help support all of our students, especially our underserved population which aligns with our LCAP unduplicated students. Our SPSA plan dictates how our funding is used to support and meet the academics of our underserved students and it is aligned with our district's priority goals which is in line with the state's Local Control Funding Formula (LCFF).

Our LCAP funding allows us to design programs, activities and provide services that meet the needs of all our students in order for them to achieve readiness for college, career, and lifelong learning. Our SPSA planning process supports continuous cycles of action, reflection, and improvement using data to guide our decisions for the allocation of funds and it is consistent with EC 65001. Our School Site Council (SSC) members and staff helped develop and review our plan. For example, they helped establish an annual budget, make modifications to the plan that reflect changing needs and priorities as determined by our school data.

Our Comprehensive Support and Improvement funding provides services that meet the needs of students who may not graduate on time and/or may be first generation high school students. Our CSI funds provide targeted support in progress monitoring and wraparound services for students and families.

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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).

Throughout the course of the year, the administration team collected data from various stakeholders to get a deep understanding of the needs of our Bridgepoint community. Our comprehensive needs assessment process included the following surveys. The results of these surveys are included in the description:

EL Needs Assessment for Families: Parents feel that English Learners at Bridgepoint don't get adequate instructional support. Families were concerned that the instructional aide position remained vacant in 21-22 and was not posted again in 22-23.

WASC parent survey: Parents feel the school provides excellent academic counseling but are concerned about the turnover rate in the position.

SPSA Input Survey: Teachers expressed the need for improved technology and wifi, expanded mental health services and the importance of retaining the full-time counselor.

Student surveys: Students complete surveys related to advisory lessons, social-emotional learning, and evaluate schoolwide events such as the Wellness Retreat. They request additional electives and additional opportunities for mental health support such as anger management classes or counseling.

Classroom Observations

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

Bridgepoint teachers were informally observed through virtual walk-throughs on a weekly basis by the principal. They were observed on a monthly basis by the superintendent, assistant superintendent, and director of teaching and learning.

Three permanent teachers and the counselor were formally observed. Feedback was provided by the principal in formal and informal conversations.

Classroom observations showed varying levels of student engagement. Teachers provided direct instruction and independent practice time. Most teachers recognize the need to implement more student-centered instructional strategies to improve student engagement.

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)

Teachers at Bridgepoint have some opportunities to reflect and adjust instruction in response to student achievement data. Student performance goals are identified at the start of the year and are reflected in our current plans. Please see the performance goals for each available standards-based assessment below.

CAASPP:

- ELA scores will improve by 5%
- Math scores will improve by 5%

ELPAC

More students will score in the level 4 range.

Graduation Rate

Our school graduation rate will improve by 10%.

Credit attainment

Students will earn an average of 15 or more credits per quarter.

Teachers also look at informal and formal assessment results, progress on IEP goals, and attendance data.

Teachers use data to modify and individualize lessons as needed. They are encouraged to use results to determine which students might benefit from additional tutoring.

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

Student progress on curriculum-embedded assessments will be used by teachers to teach and reteach content and modify instruction for whole-class, small group and individualized instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff meets the NCLB highly qualified criteria.

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

All teachers have been provided with professional learning on adopted curriculum, culturally responsive teaching practices, benchmark assessment systems, and social-emotional learning strategies.

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

Staff development is aligned with district goals, Common Core and Content standards, and site needs as determined by the school team.

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

Appropriate instructional assistance is provided by the administration through site and district professional development with instructional coaches, Teachers on Special Assignment, or content experts. Teachers are paired with mentors through the Induction program and Peer Coaching and are often coached informally by colleagues.

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

Bridgepoint's small staff size makes grade-level collaboration challenging. Teachers are usually a single teacher per subject area. There are no departments. However, teachers are provided opportunities to attend department meetings at Newark Memorial and are encouraged to network with subject area colleagues at NMHS.

Teaching and Learning

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

All curriculum adopted by NUSD and any subsequent school based program is aligned to grade level standards for the core content areas and to the ELD Framework. Student performance on iReady tests, benchmark, ELPAC, SBAC, and curriculum embedded assessments provides basis for teacher instruction. Instruction is aligned through grade level collaboration, action planning, and curriculum mapping.

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

N/A as we serve grades 10-12+. However, we exceed recommended instructional minutes for continuation high schools.

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

Teachers discuss and refine the pacing of lessons to best introduce and to sequence skills to maximize student performance.

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

All students receive instruction using state adopted, standards-based curriculum.

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

We will continue to use District provided materials.

Opportunity and Equal Educational Access

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

Bridgepoint students are each provided an individualized learning plan that details areas of credit deficiency and documents interventions. This document is shared with students, parents, and staff. Students can also receive additional tutoring. Special Education students are provided additional supports from their case manager.

Evidence-based educational practices to raise student achievement

Bridgepoint has a renewed commitment to consistently use evidence-based educational practices to raise student achievement. These include, but are not limited to, higher-level questioning, building on student prior knowledge, quizzing, pre-testing, use of graphic organizers, scaffolding, chunking material, modeling and student discussions.

Parental Engagement

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

Bridgepoint staff will make an effort to partner with families, the school, district, and community organizations to assist underachieving students. Our Coordination of Services Team meets biweekly to discuss student/family needs and to provide additional services, referrals, and resources.

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)

SSC, ELAC, LCAP community meetings

Funding

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

Comprehensive Support and Improvement funding has provided for additional academic support for students in danger of not graduating through the 1.0 FTE Alternative Education counselor. CSI funding has provided for additional mental health support services for these students. The school social worker position funded via CSI was vacant for the 22-23 school year. When we have qualified, we have used Title 1 funds to purchase updated technology and culturally relevant materials.

Fiscal support (EPC)

Additional funding supports are provided through our site discretionary fund, district federal funding, and donations from community partners.

Fiscal support is identified in the Goals, Strategies, & Proposed Expenditures sections. There is an articulated source for each strategy and activity outlined.

Educational Partner 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

Our school community seeks input from a wide range of stakeholders to ensure that our strategies support the needs of the community we serve, particularly the needs of our English Learners. The following is a description of different opportunities for input that we provided.

The SSC members were established through an election process at the start of the year. The school does explicit recruitment of parents that represent the diversity of our school, including languages.

The SSC met 5 times in 22-23 (August 23, 2022, October 25, 2022, January 24, 2023, April 4, 2023, and May 9th, 2023) and ELAC met once in 22-23 (August 23, 2022.) We reviewed the SPSA strategies and budget and discussed revisions to the plan.

In addition to the SSC and ELAC, we also receive input through 2 community events including one held during our regular Friday Coffee with the Principal, and through an open survey that asked community members to share their thoughts about teaching and learning, facilities, communication and other topics.

Resource Inequities

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

In the development of our SPSA, the SSC and school leaders regularly disaggregated student data to focus on students, specifically our Special Education students and English Learners. We looked

at attendance, behavior, academic performance, and engagement as our key metrics. We then compared our SpEd and EL students to our non- SpEd and non-EL student population, looking specifically at growth and improvement. We then considered the programs and services for these students.

We noticed the following barriers for our English Learners:

- -Additional support needed for reading and mastery of basic skills to be able to reclassify.

We noticed the following barriers for our Special Education students:

- -Additional support needed for socio-emotional health

In order to address these barriers we have committed to the following in our SPSA:

- -Additional bilingual aide to support push-in reading support
- -Professional learning on designated ELD
- -Continued partnership with agency to provide additional mental health clinicians

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 10		1	1
Grade 11	5	4	9
Grade 12	44	57	52
Total Enrollment	49	62	62

Conclusions based on this data:

1. There were no sophomores enrolled at Bridgepoint during the 19-20 and 20-21 school year.
2. There was a decline in enrollment starting in the 20-21 school year.
3. There was an increase in enrollment for the 21-22 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	13	22	19	26.50%	35.5%	30.6%
Fluent English Proficient (FEP)	17	15	20	34.70%	24.2%	32.3%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. The percentage of English Learner students enrolled at Bridgepoint decreased in 22-23 by 5%.
2. Over 30% of Bridgepoint students are English Learners.
3. There was a decrease in the total number of English Learners enrolled.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	16	23		0	22		0	22		0.0	95.7	
All Grades	16	23		0	22		0	22		0.0	95.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2475.			0.00			4.55			40.91			54.55	
All Grades	N/A	N/A	N/A		0.00			4.55			40.91			54.55	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Conclusions based on this data:

1. There was an increase in percentage of students tested in English Language Arts in 21-22.
2. In 21-22, approximately 55% of students tested in English Language Arts scored below standard in overall achievement. This is an improvement on 18-19 scores.
3. In 21-22, approximately 40% of students tested in English Language Arts scored near standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	16	23		0	22		0	22		0.0	95.7	
All Grades	16	23		0	22		0	22		0.0	95.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2446.			0.00			0.00			4.55			95.45	
All Grades	N/A	N/A	N/A		0.00			0.00			4.55			95.45	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Conclusions based on this data:

- In 21-22, there was an increase in percentage of enrolled students tested in Mathematics from 86% to 95.7%.
- In 21-22, 4.5% of students tested in Mathematics scored near standard.
- Between 18-19 and 21-22, there was an approximately 7% decrease in the number of students scoring below standard in Mathematics.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*		*	*		*	*		*	10	
12	*	*		*	*		*	*		6	7	
All Grades										9	18	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	5.56		*	50.00		*	44.44		*	0.00		*	18	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	27.78		*	61.11		*	11.11		*	0.00		*	18	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	5.56		*	16.67		*	72.22		*	5.56		*	18	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	*	5.56		*	77.78		*	16.67		*	18	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	*	75.00		*	25.00		*	0.00		*	16	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	*	5.56		*	72.22		*	22.22		*	18	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	*	0.00		*	100.00		*	0.00		*	16	

Conclusions based on this data:

1. The total number of students completing the ELPAC Summative assessment increased between 20-21 and 21-22.
2. 5.5% of students tested in 21-22 scored at the Well-developed level overall.
3. 22.2% of students tested in 21-22 scored at the Beginning level of Speaking.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
62	56.5	35.5	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Bridgepoint High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	22	35.5
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	35	56.5
Students with Disabilities	26	41.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	16.1
American Indian		
Asian	3	4.8
Filipino	4	6.5
Hispanic	40	64.5
Two or More Races		
Pacific Islander		
White	5	8.1

Conclusions based on this data:

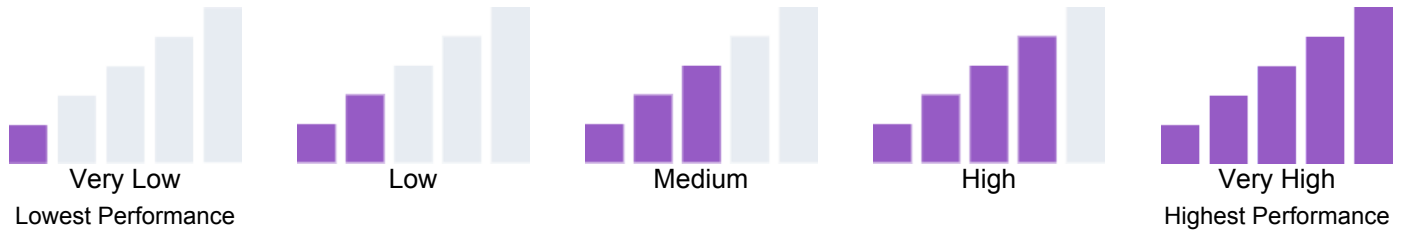
1. Nearly 57% of our total student population in 21-22 qualify for free or reduced price meals or have parents/guardians who did not graduate from high school.
2. Nearly 42% of our total student population in 21-22 are students with disabilities.
3. Latinx students make up over 64% of the total student population.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



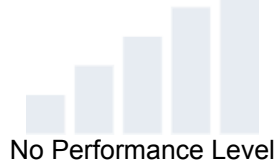
2022 Fall Dashboard Overall Performance for All Students

Academic Performance

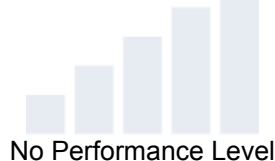
English Language Arts



Mathematics



English Learner Progress

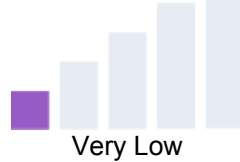


College/Career

Not Reported in 2022

Academic Engagement

Graduation Rate



Conditions & Climate

Suspension Rate



Conclusions based on this data:

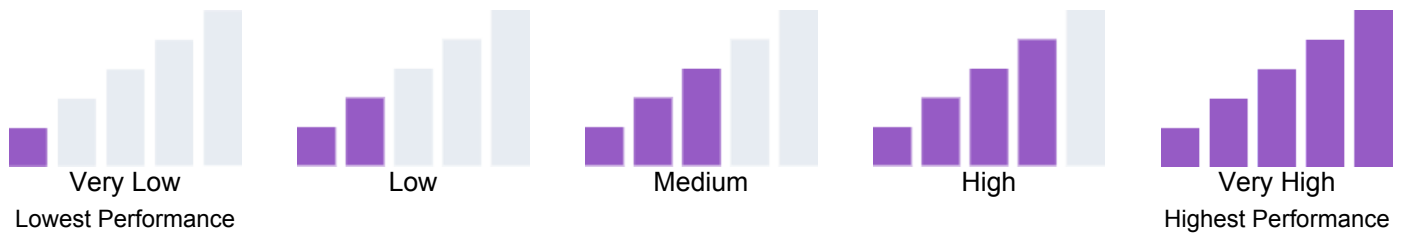
1. Our Graduation rate is a critical area of improvement
2. Our graduation rate increased in 21-22.
3. Our Suspension rate was at medium level in 21-22.

School and Student Performance Data

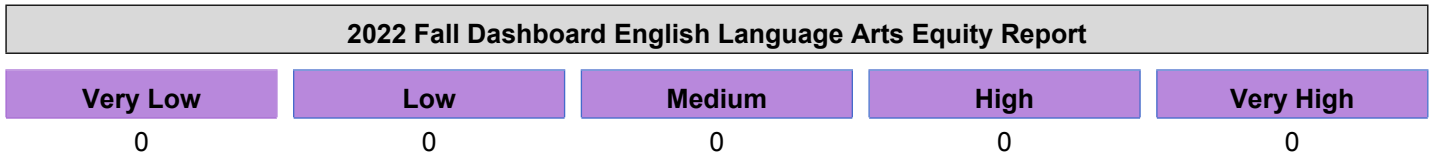
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

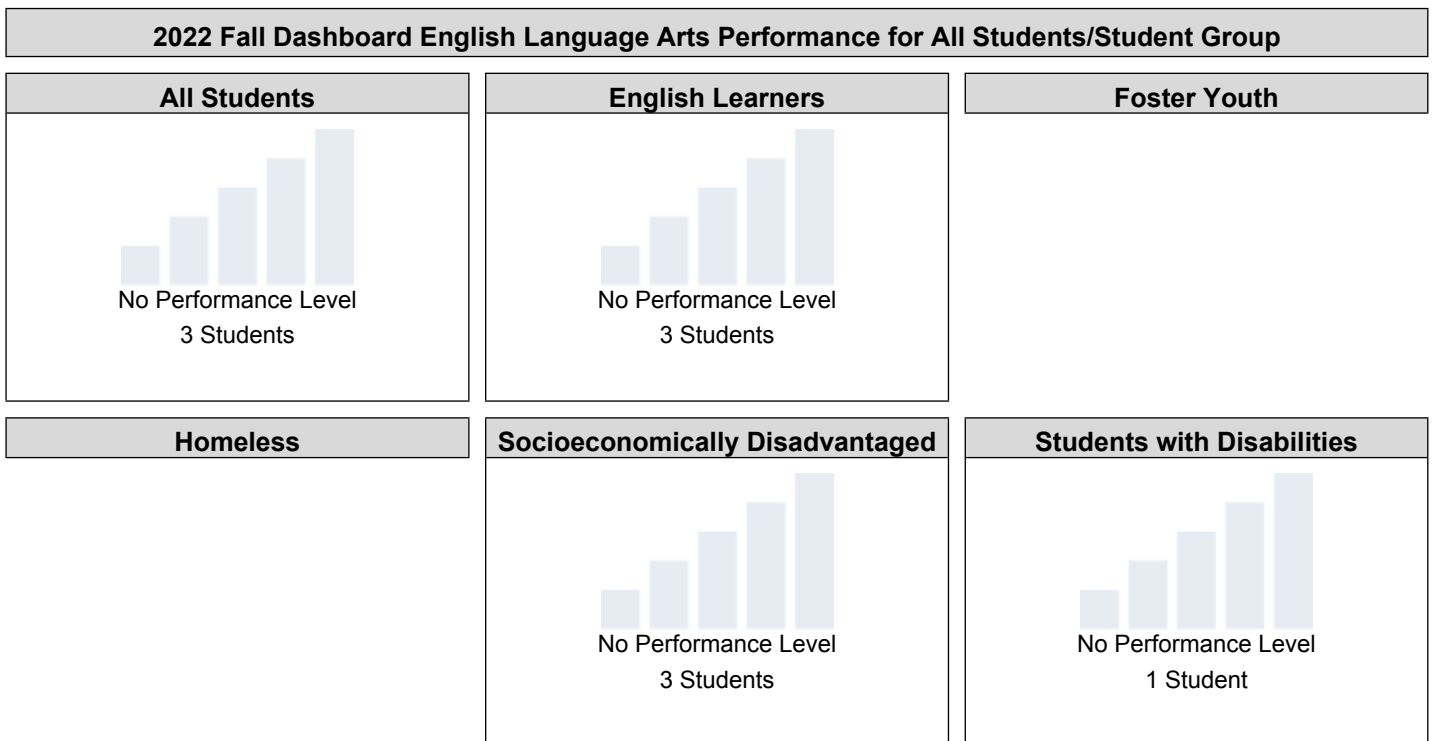
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
3 Students	0 Students	1 Student

Conclusions based on this data:

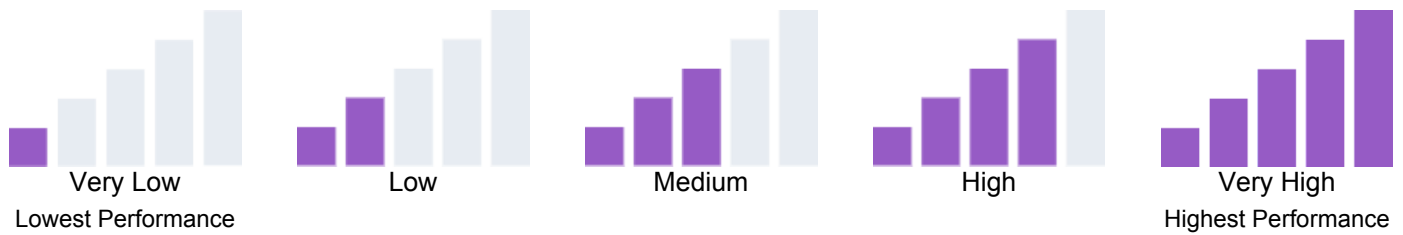
1. In 2021-22, we had no Dashboard English Language Arts data due to the small number of total students tested.
2. There were 3 English Learners tested in 21-22.
3. There were 3 socioeconomically disadvantaged students tested in 21-22.

School and Student Performance Data

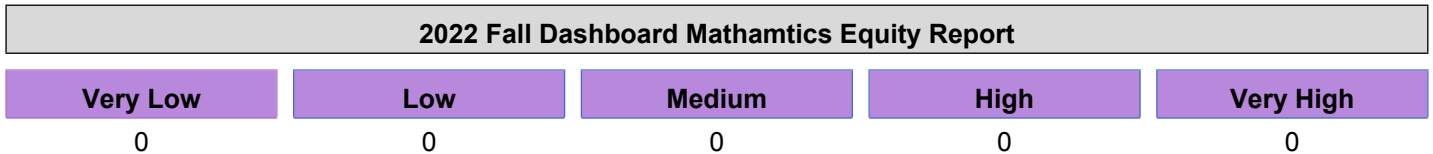
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

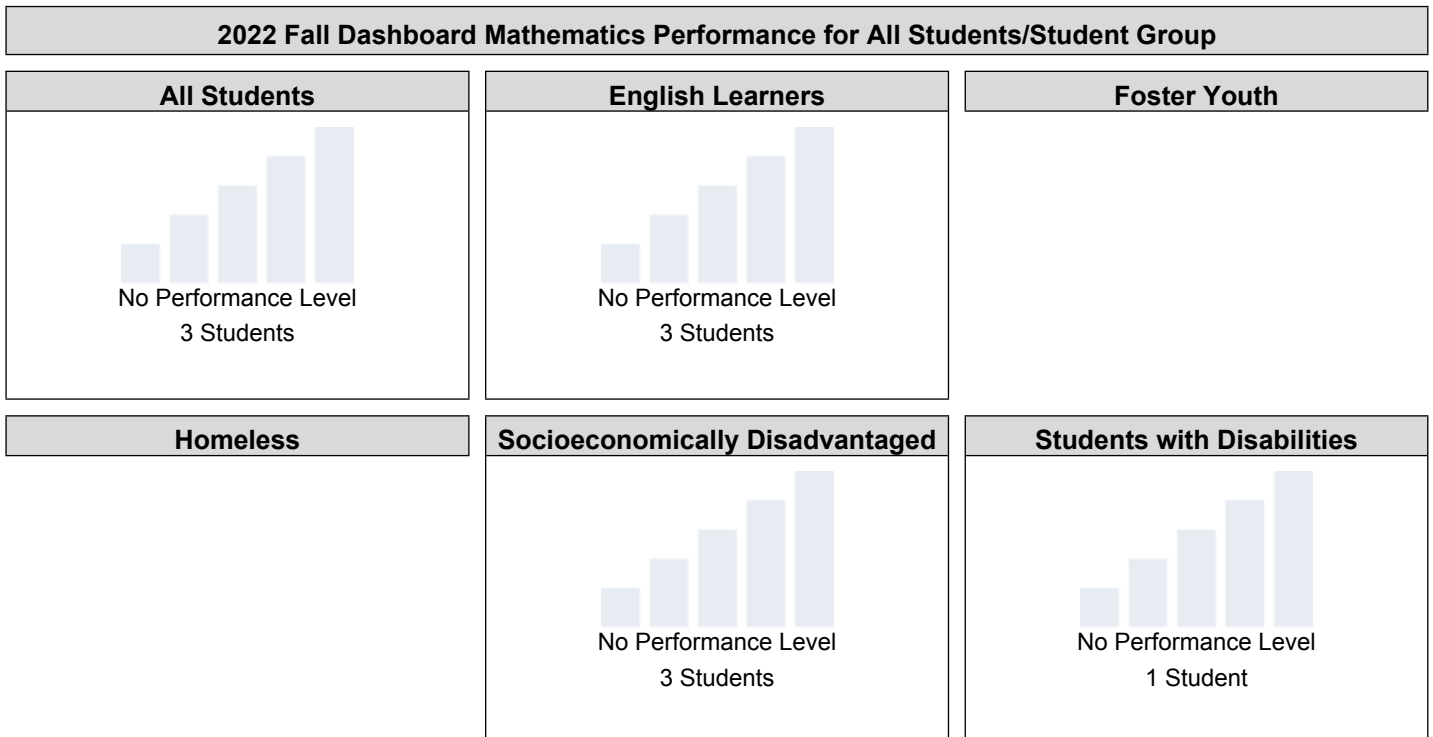
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



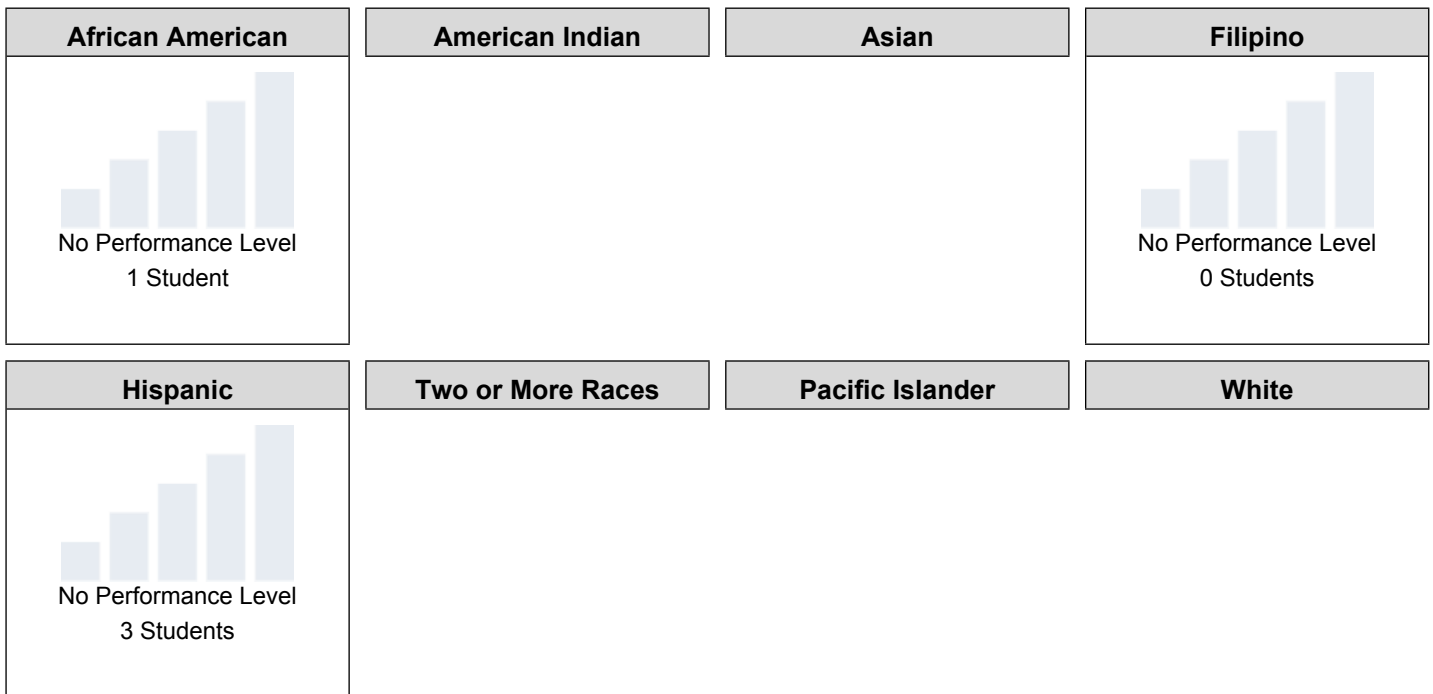
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
3 Students	0 Students	1 Student

Conclusions based on this data:

1. In 2021-22, we had no Dashboard Mathematics data due to the small number of total students tested.

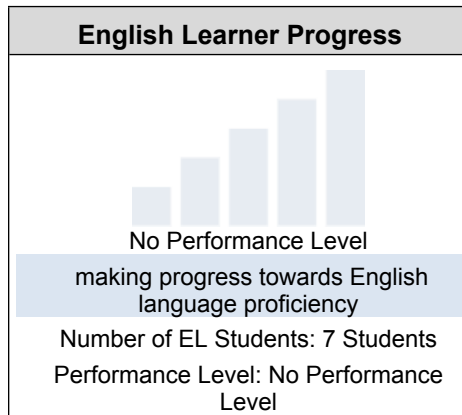
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

- In 21-22, there was no data on English Learner progress available due to low numbers of students tested.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

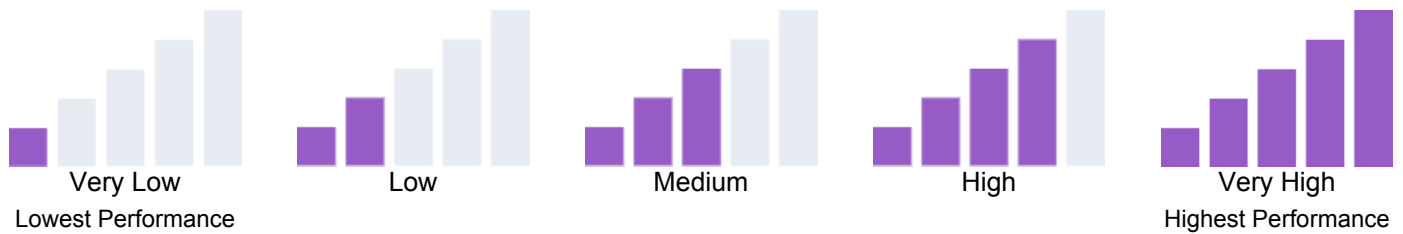
Conclusions based on this data:

1. College/Career data was not reported in 2022.

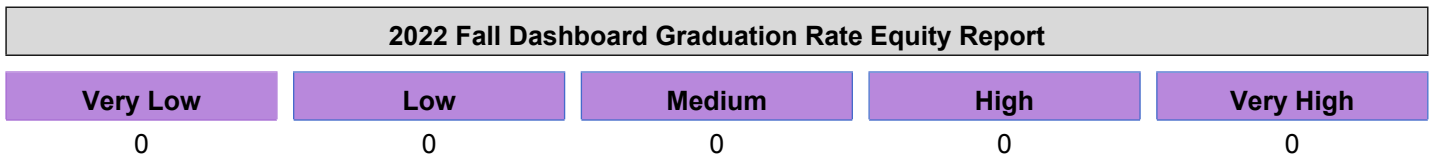
School and Student Performance Data

Academic Engagement Graduation Rate

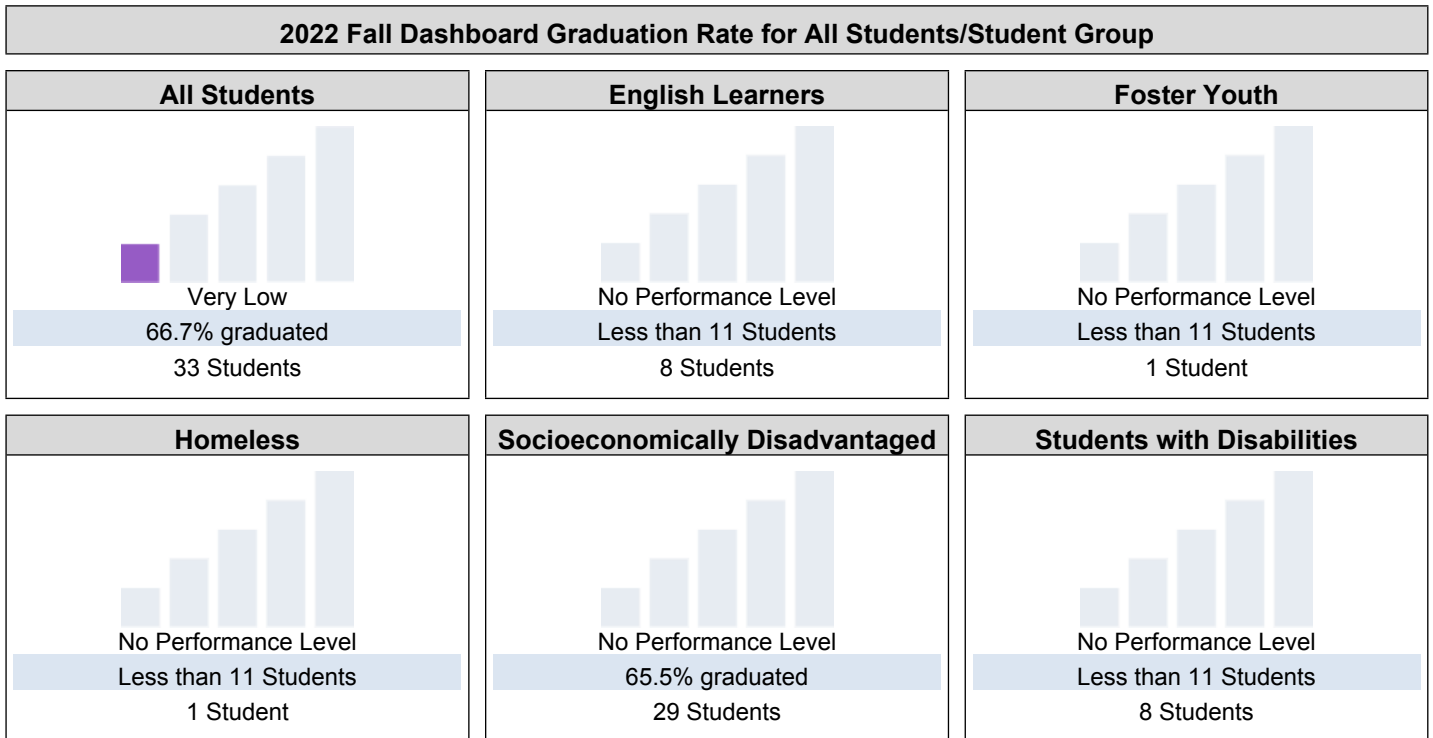
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

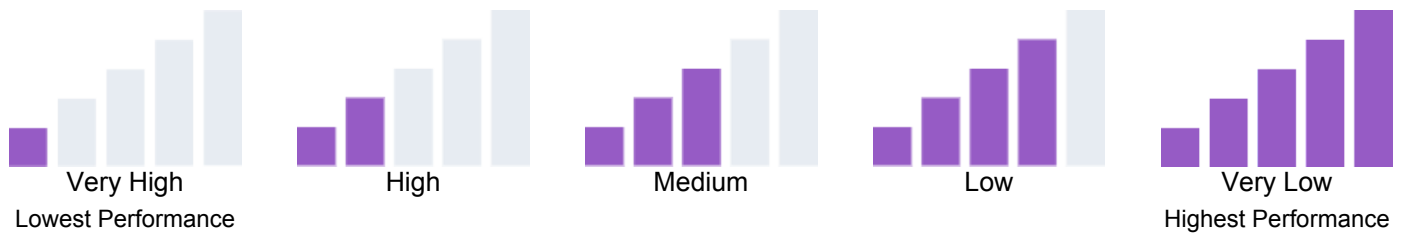
1. Our 2022 Graduation rate was 66.7% which showed improvement.
2. Our 2022 Graduation date increased by 48.8%.
3. Hispanic students had a lower graduation rate, 58.3%, than the overall population

School and Student Performance Data

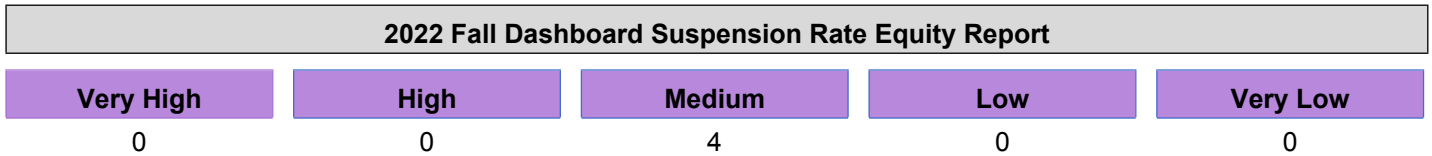
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

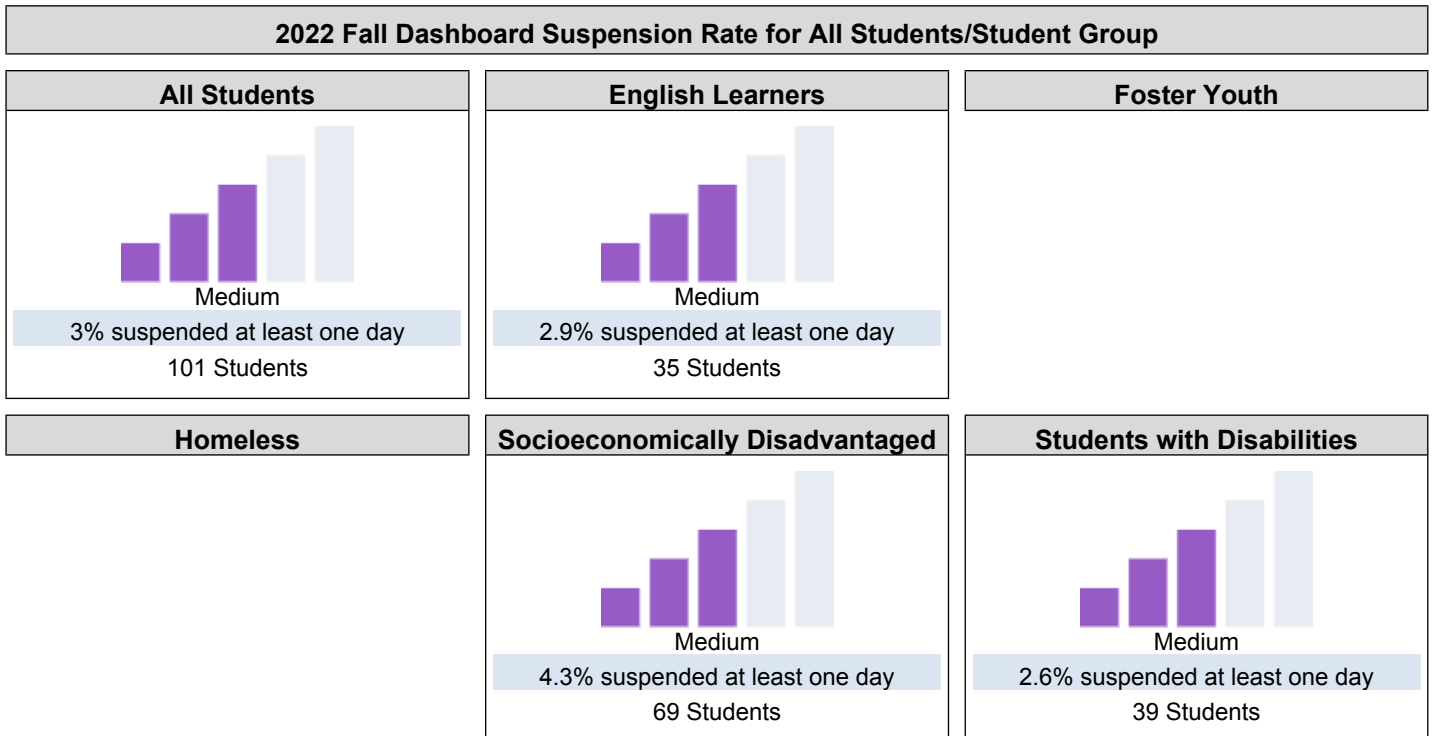
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



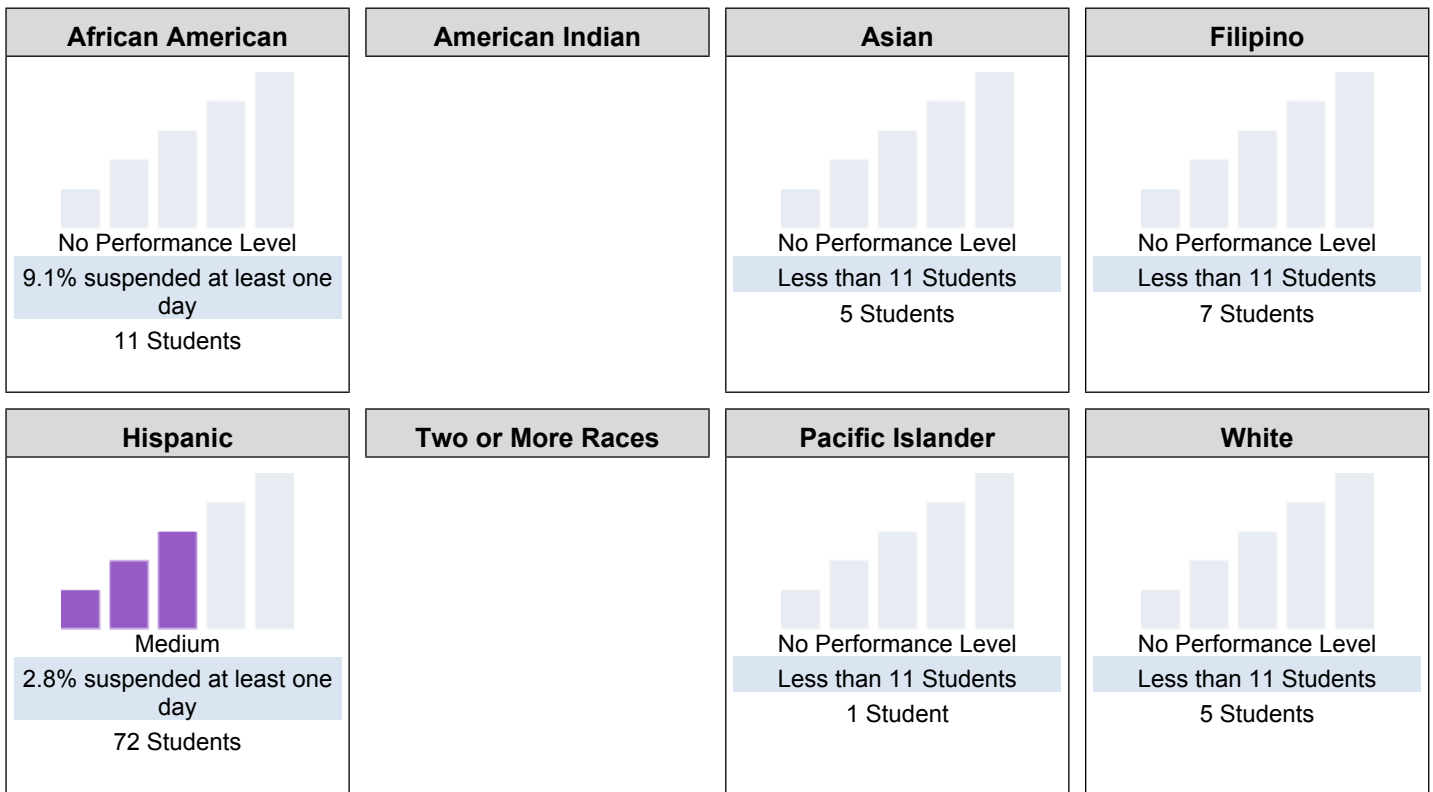
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Our suspension rate for 2022 was listed as 3% or Medium.
2. African-American students were suspended at a 9.1% rate which is more than the overall rate.
3. The suspension rate for Students with Disabilities was 2.6%

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement

LEA/LCAP Goal

Promote a culture of instructional excellence and continuous improvement that results in Bridgepoint students achieving their full potential and graduating college and career ready by:

- a. Providing intentional, specific, and needs-based professional development for teachers/staff to achieve instructional excellence.
- b. Ensuring students are engaged in grade-level content/instruction.
- c. Establishing protocols that support a district-wide systemic approach to formative assessments.

Goal 1

Every classroom and program at Bridgepoint will promote a culture of instructional excellence and continuous improvement that results in students achieving their full potential and graduating college and career ready by:

- a. Providing intentional, specific, and needs-based professional development for teachers/staff to achieve instructional excellence.
- b. Ensuring students are engaged in grade-level content/instruction.
- c. Establishing protocols that support a school-wide systemic approach to formative assessments.

Bridgepoint will improve credit attainment rates by 3% every quarter which will increase our overall graduation rate every year. (WASC Goal)

Identified Need

Bridgepoint students showed some improvement in English Language Arts (a 2% increase). Math scores were very low at 0% proficiency which has remained static for the past several years. Our English Learner population grew to nearly a third of our total population and demonstrate low or static ELPAC scores and low reclassification rates due to low CAASPP ELA scores. Our graduation rate has improved by 48% percent yet continues to be well below district, county, and state averages.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math SBAC scores	0% met proficiency in 22-23.	Improve scores by 5%
ELA SBAC Scores	4.5% met proficiency in 21-22.	Improve scores by 5%
Graduation rate	66.7% in 2021-22	Improve rate by 10%
ELPAC scores	5.5% of students tested scored in Level 4 in 2021-22.	Improve scores by 5%
Quarterly credit attainment	3rd quarter of 22-23 showed an average of 13 credits earned.	Improve every quarter 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

Strategy/Activity

1.1 Expand and strengthen curriculum, instruction, and professional development in Math to improve Math achievement by 5 %.
 1.1a Implement Big Ideas Math for whole-class instruction
 1.1b Implement direct technology-rich whole-class instruction based on student progress in Algebra and Geometry modules in Big Ideas Math and Catchup Math. Use digital tools such as the smartboard and projector to enhance learning

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)

1000.00

Source(s)

LCFF
 5000-5999: Services And Other Operating Expenditures
 Software licenses for CatchUp Math

3000.00

LCFF
 4000-4999: Books And Supplies
 new classroom projector for Math lessons

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.2 Expand and strengthen curriculum, instruction, and professional development in English Language Arts to improve ELA achievement by 5 %.
 1.2a Continue to expand curriculum and instructional resources for English classes
 1.2b Provide professional development course for ELA teacher in writing strategies and Expository Reading and Writing course
 1.2c Purchase culturally relevant texts, both non-fiction and fiction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000.00	LCFF 5000-5999: Services And Other Operating Expenditures theater field trip: tickets, transportation, student meals
1500.00	LCFF 4000-4999: Books And Supplies classroom sets and classroom library
2000.00	LCFF 5000-5999: Services And Other Operating Expenditures CATE conference registration for ELA teacher, travel expenses, sub coverage
500.00	LCFF 5000-5999: Services And Other Operating Expenditures additional PD registration and expenses for ELA teacher

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.3 Expand and strengthen curriculum, instruction, and professional development in Science and Social Studies to improve Science achievement by 5 %.
1.3a Continue to expand curriculum and instructional resources for Science and Social Studies classes

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000.00	LCFF 5000-5999: Services And Other Operating Expenditures software licenses for Active Classroom for World History classes

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

- 1.4 Provide appropriate small group and instructional support for ELs based on ELPAC scores and to improve ELPAC scores and reclassification rates by 3%
- 1.4a ELA teachers will select curriculum to implement with small groups of ELs during school day.
- 1.4b Provide a part-time (.5 FTE) bilingual instructional aide to support small group and individualized tutoring for English Learners
- 1.4c ELA teachers and/or aide will schedule small group and individualized time for EL support during class or tutorial period.

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)
12683.00	Title I 2000-2999: Classified Personnel Salaries .30 of part-time aide position
7700.00	Learning Recovery BG 2000-2999: Classified Personnel Salaries .15 of part-time aide position
229.00	LCFF 2000-2999: Classified Personnel Salaries .05 of part-time aide position

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

- 1.5 Continue to focus on college career readiness skills through our professional learning community work and advisory to improve our graduation rate. Build on STEAM skills as important college career readiness skills.
- 1.5a Continue to provide an Alternative Education counselor to work with students and families on Individualized Learning Plans and advisory curriculum
- 1.5b Purchase additional college career readiness curriculum for advisory and ELA classes.
- 1.5c Celebrate Pi Day/Week to provide more real-life applications of science-related skills.

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)
1000.00	LCFF 5000-5999: Services And Other Operating Expenditures College/Career Fair: honorarium for speakers, supplies for event
132250.00	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries 1.0 FTE Alternative Education Counselor

Annual Review

SPSA Year Reviewed: 2022-23

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.

CAASPP was given in 21-22 for the first time since the pandemic. Math classes implemented more whole-class instruction and continued individualized practice through the use of Catchup Math and other online applications. More whole-class Math instruction using district-adopted Big Ideas Math is needed to truly impact Math achievement. English scores showed improvement by 2%. English classes continued technology-embedded instruction and included additional reading materials. APEX continued to be used for blended learning in Physical and Life Science courses as Edgenuity was piloted for the revamped virtual program at Crossroads Independent Studies Program. Our English Learner population continued to increase. We need to consider how tutorial and small group instruction can be used to better support our English Learners. The use of weekly advisory continued and included Ohlone College guest presentations. We hope to include more college/career guest presentations as before. Our graduation rate improved by 48% in 21-22. We celebrated Pi Day for the first time though it has been planned in previous years.

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

Materials expenditures are going unspent due to the spending freeze.

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.

We are putting more money into additional staffing to better support our English Learners. We are supporting the ELA teacher attending state-level conferences to take part in strands that will impact how she teaches writing and supports English Learners.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engagement and School Climate

LEA/LCAP Goal

Promote a culture of community and partnership among the parents, students, staff, and NUSD community as a whole that results in an increase in parent involvement, student participation, and a positive school climate by:

- a. Providing multiple opportunities for parents/guardians to participate in leadership and/or decision-making activities
- b. Supporting the implementation and monitoring of COST services across the district and support Mental Health and SEL
- c. Enhancing and/or aligning PBIS implementation across the district

Goal 2

Every classroom and program at Bridgepoint will promote a culture of community and partnership among the parents, students, staff, and NUSD community as a whole that results in an increase in parent involvement, student participation, and a positive school climate by:

- a. Providing multiple opportunities for parents/guardians to participate in leadership and/or decision making activities
- b. Supporting the implementation and monitoring of COST services for students and support Mental Health and SEL
- c. Enhancing and/or aligning PBIS implementation across classrooms

Identified Need

Bridgepoint students have usually not been successful at the comprehensive high school and may experience low motivation and low morale. Some struggle with chronic absenteeism. Many deal with social-emotional challenges or substance abuse issues. Parents seldom participate in parent events and the shift to all-virtual gatherings impacted attendance. We did see an increase in parent participation through the implementation of the Panther Power Hour, a biannual parent education workshop about pertinent social-emotional issues. We decreased our suspension rate by 10% since 2019.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Back to School Night attendance	8 families attended in 2022. This was an increase from 5 in 2021.	Improve by 10% since event will be in person.
Suspension rate	13.4% in 2019. 3% in 21-22	Decrease by 5%

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

Strategy/Activity

2.1 Increase parent engagement in school events and decision-making in parent leadership groups by resuming in-person/hybrid meetings and offering additional opportunities such as parent education workshops

- 2.1a Recruit parent members for School Site Council and ELAC through personal calls.
- 2.1b Host Back to School Night in person and provide a parent workshop in conjunction with that event.
- 2.1c Resume hosting quarterly hybrid Principal/Parent Power Hour events.

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)

127.00

Source(s)

Title I Part A: Parent Involvement
4000-4999: Books And Supplies
books, handouts, incentives

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

2.2 Increase student engagement, as evidenced by increased attendance and a decrease in suspensions and expulsions.

- 2.2a Purchase incentives including spirit gear to promote improved attendance.
- 2.2 b Purchase graduation regalia for graduates to provide a tangible goal for improved attendance and overall motivation.
- 2.2 c Provide Yondr pouches so students can benefit from a distraction-free learning environment

2.2 d Revamp/revise Advisory curriculum to include more Mental Health speakers, workshops, and PBIS

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)

2000.00

Source(s)

LCFF
4000-4999: Books And Supplies
diploma covers, caps and gowns for all students

1000.00	LCFF 4000-4999: Books And Supplies PBIS incentives
3500.00	LCFF 5000-5999: Services And Other Operating Expenditures 3 year subscription with Yondr: pouches, PD, presentations

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

- 2.3 Promote a culture that values and supports mental health and social emotional learning (SEL)
- 2.3a Hire an Alternative Education wellness counselor who provides additional mental health support along with academic counseling (see goal 1.5)
 - 2.3b Contract with Wellness Together to serve non-Medi-Cal students
 - 2.3c Evaluate and revamp advisory curriculum to include more mental health awareness and social emotional learning opportunities
 - 2.4d Offer Screenagers film and workshop to students and parents to provide information on mental health impact of technology and social media

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)
32840.00	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Wellness Together part-time clinicians(contract)
775.00	LCFF 5000-5999: Services And Other Operating Expenditures Screenagers license and curriculum for student and parent workshops

Annual Review

SPSA Year Reviewed: 2022-23

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.

We hosted most parent events virtually in 22-23. We continued to produce weekly video announcements in English and Spanish and share the slides with families on a weekly basis. Bridgepoint hosted its own Virtual Back to School Night which was attended by 8 families. We continued to communicate via email, our social media channels, the all-call system, and through teacher communications. Recorded presentations are available on our YouTube channel. Mandatory orientations for Bridgepoint students are held quarterly with our counselor. Advisory was implemented as a weekly class available to all students. Due to our counselor transition, there was an increased opportunity for community building within advisory cohorts. We purchased graduation supplies so that all students can have diplomas, diploma covers, and caps and gowns and so that families with financial hardship can participate at no cost. We continued the use of Yondr pouches to increase student engagement and decrease referrals/suspensions for defiance. There was significant increase in clinician support during the spring semester of 22-23 through our partnerships with EBAC and Wellness Together.

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

The social worker position remained unfilled during the 22-23 school year.

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

We are renewing our subscription to Yondr to continue to be a phone-free campus. We find that it helps with student focus and decreases suspensions related to defiance. We will partner with Crossroads to screen the Screenagers series of films which discuss digital addiction and related issues.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Conditions of Learning

LEA/LCAP Goal

Establish exceptional learning conditions and an environment that promotes trust, respect, and acceptance, and results in students and families feeling safe, welcomed, and valued members of NUSD by:

- a. Continuing to ensure basic services are maintained (i.e. upkeep of facilities, instructional materials, credentialed teachers).
- b. Providing and ensuring equitable access to a broad course of study
- c. Restoring/building trust and a deep understanding of collective work

Goal 3

Every classroom and program at Bridgepoint will establish exceptional learning conditions and an environment that promotes trust, respect, and acceptance, and results in students and families feeling safe, welcomed, and valued by:

- a. Continuing to ensure basic services are maintained (i.e. upkeep of facilities, instructional materials, credentialed teachers).
- b. Providing and ensuring equitable access to a broad course of study
- c. Restoring/building trust and a deep understanding of collective work

Identified Need

Alternative Education has had to work to overcome the stigma of being a non-traditional program. Restoring/building trust with parents and the broader community is essential as Bridgepoint continues to improve. Many students are not meeting minimum credit earning requirements in content areas and therefore not making adequate progress towards graduation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students on track to graduation	61% in 19-20	improve by 3% every quarter
Number of students attending MVROP for CTE off campus.	3 in 22-23, the minimum proposed.	a minimum of 5 students in 22-23.
reopen a section of MVROP Culinary Arts on campus.	not available in 22-23	a minimum of 10 students enrolled in the course in 23-24

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

Strategy/Activity

- 3.1 Provide a Broad Course of Study for all students (Physical Education, Fine Arts, and CTE)
- 3.1a We will encourage Bridgepoint students to enroll in CTE courses through Mission Valley Regional Occupational Program. We are partnering with MVROP to offer more electives on campus.
 - 3.1b Continue to offer arts enrichment opportunities for students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000.00	LCFF 4000-4999: Books And Supplies Art supplies
2000.00	LCFF 5000-5999: Services And Other Operating Expenditures art field trip admission fees, transportation, student meals
1500.00	LCFF 5000-5999: Services And Other Operating Expenditures Guest art workshops
	LCFF 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2022-23

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.

With one-time art/music fund, we were able to host guest presenters in Art. We have continued to replace old, damaged PE equipment for safety and to add new equipment for improved student 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 staffing issues, we did not host any schoolwide STEAM activities or reopen the Makerspace. We were unable to take an Art field trip. We were not able to offer MVROP Culinary Arts due to low student interest in 22-23.

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.

We hope to reopen the Makerspace for ART and STEM classes and to continue our Pi Day celebration. We will work with MVROP to reopen the Culinary Arts classes on campus in 23-24.

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$213,604.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$165,090.00
Title I	\$12,683.00
Title I Part A: Parent Involvement	\$127.00

Subtotal of additional federal funds included for this school: \$177,900.00

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

State or Local Programs	Allocation (\$)
LCFF	\$28,004.00
Learning Recovery BG	\$7,700.00

Subtotal of state or local funds included for this school: \$35,704.00

Total of federal, state, and/or local funds for this school: \$213,604.00

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
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Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	165,090.00
LCFF	28,004.00
Learning Recovery BG	7,700.00
Title I	12,683.00
Title I Part A: Parent Involvement	127.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	132,250.00
2000-2999: Classified Personnel Salaries	20,612.00
4000-4999: Books And Supplies	11,627.00
5000-5999: Services And Other Operating Expenditures	49,115.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	132,250.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	32,840.00
2000-2999: Classified Personnel Salaries	LCFF	229.00
4000-4999: Books And Supplies	LCFF	11,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	16,275.00

2000-2999: Classified Personnel Salaries	Learning Recovery BG	7,700.00
2000-2999: Classified Personnel Salaries	Title I	12,683.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	127.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	165,862.00
Goal 2	40,242.00
Goal 3	7,500.00

School Site Council Membership

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

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

Name of Members	Role
Julie Calderon	Principal
Leticia Blanco-Barron	Parent or Community Member
Jon Tiano	Classroom Teacher
Valerie Smith	Classroom Teacher
Alexis Blanco-Barron	Secondary Student
Luz Figueroa	Parent or Community Member
Veronica Bejines	Other School Staff
Krista Hodges	Classroom Teacher
Carlo Figueroa	Secondary Student
Evangeline Iyemura	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/23/23.

Attested:

Principal, Julie Calderon on 5/24/23

SSC Chairperson, Leticia Blanco-Barron on 5/24/23

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.

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019