School Year: **2021-22**

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
Capuchino High School	4130738	November 22, 2021	TBD

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
Targeted Support and Improvement

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.

Capuchino High School collaborates closely with the San Mateo Union High School District leadership team to ensure that our SPSA, LCAP, and WASC goals are aligned closely with the Local Control and Accountability Plan (LCAP). Consistent meetings are held throughout the school year between site and district administrators to ensure that goals and resources are well aligned. Embedded within the goals and actions is a commitment to create equitable outcomes for all students as well as frequent progress monitoring. Throughout the school year data reviews take place within School Site Council (SSC) to inform future goals and actions.

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).

During 2020-21 CHS and SMUHSD implemented the Panorama survey for students, staff, and parent/guardians seeking their input on access to educational materials, experiences, and perceptions regarding school experience. The data serves as a baseline to progress monitor for future goals. Overall, survey responses indicated positive work in the areas of technology, food service, and the instructional schedule. Student perceptions included that a need to combat hate speech and further create connectedness were top priorities. The survey was again administered in October/November, 2022. The same set of questions were utilized so that we can measure and analyze growth/further areas of need.

As part of our WASC mid-cycle process our PTO, LPO, DELAC, and School Site Council meetings offered a great deal of feedback in 2020-21 on school goals, progress made, and areas for future emphasis. This data was used to inform the action plan which was revised and adopted by SLT and SSC in Spring, 2021.

Within classrooms, teachers continue to collect data on how to best serve students. Though this is a not a universal practice, it has become a frequent action emerging from the pandemic, in an effort to support the whole person with each of our learners.

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

The administration conducts informal observations of all teachers on campus, using a common Learning Reflection form, aligned to the IB Learner Profile.

In addition, teachers who are on evaluation are observed multiple times throughout the year, with a feedback process, and scheduled debrief meetings. Teachers are evaluated relative to a SMART goal and self-identified CSTPs. Many are provided an Instructional Coach during the process, who supports five cycles of inquiry over the course of the year (this is the case for all new teachers and second year teachers at 60% of full time or higher). These instructional coaches frequently offer classroom observations as part of their work within the cycles of inquiry for those with whom they work.

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)

Teacher tasks and assessment practices are connected to state and federal standards, along with expectations within the International Baccalaureate (IB). It is a frequent practice to examine 6-week grades and the results of the IB exams, PSAT, CASSPP, and ELPAC to monitor the progress of students. Monitoring groups include site admin, School Leadership Team, Department Chairs, Departments, School Site Council, and ELAC. In addition, teachers operate within PLCs with course-alike colleagues implementing common tasks/assessments, and reviewing data to improve instruction.

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

All teachers within their PLC structure are expected to create common assessments and common lessons to ascertain the levels of student proficiency. Teachers and PLC members are supported in this analysis by Instructional Technology Coordinator, Department Chairs, PD Coordinator, IB Coordinator, and administrators. As a school, we continue to make progress increasing the number of teachers and PLCs implementing Standards-Based Grading (SBG). These assessment systems allow for teachers to better target student learning needs, in addition to allowing numerous opportunities for students to practice and demonstrate mastery. At CHS, students are offered numerous opportunities to demonstrate progress on assessments (including re-takes and revisions) to demonstrate progress and improve their performance.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All faculty members meet the requirements as highly qualified.

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

The district reviews the sufficiency of credentialed teachers and provides professional development opportunities to administrators and teachers as funds are available.

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

Professional Development Team consists of administrators and teacher leaders, who meet every 1-2 weeks to review objectives, outcomes, and feedback. The group consistently calibrates to ensure relevancy and alignment with standards.

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

Staff-Wide
To engage in conversations on the topic of equity to uncover implicit biases and create more inclusive classrooms
To provide learning experiences with regards to IB Approaches to Teaching and Learning, along with International Mindedness
To provide ongoing professional learning on instructional technology which is deemed high leverage and most effective

Goals for PLC Groups:
To implement CCSS curriculum and assessments which are aligned to the IB Approaches to Teaching and Learning
To engage in full cycle of inquiry, emphasizing student work analysis, reflection and identifying next steps, including modifying lessons for re-teaching.
To design lessons that have content and language goals, deliberate language supports, structured student talk, appropriately embedded instructional technology, and formative assessments
To explicitly teach and assess elements of the IB Learner Profile
To deliberately backwards map assessments from IB exams
To embed CM, AVID, and/or culturally responsive practices

Teacher leaders and administrators are the instructional facilitators for PLC Groups. These facilitators receive ongoing external training through CM, IB, AVID, and culturally responsive practices to improve capacity.

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

All teachers participate on a PLC with a course-alike teacher. Teachers also have the option to collaborate vertically or across the disciplines, or with colleagues from district schools (for specialized programs). For 2021-22 our common SMUHSD schedule has allowed for a dedicated once per month collaboration across school sites for course alike teachers.

Freshman & Sophomore Teams - interdisciplinary team of core academic teachers: Science, English, History, Health and Special Education share a common prep period during which they collaborate on student support and common academic practices. To support a full inclusion model, Ed Specialists work closely with content teachers in a co-teaching model. This includes common planning time, accommodations, and assessment calibration to ensure high levels of access for students with disabilities. This collaboration has proved critical to ensure a broad range of flexible supports and strong communication.

In addition, our site ELD and AVID teams meet monthly to collaborate on shared instructional practice and student monitoring to increase inter-disciplinary support for our historically underserved student groups.

Teaching and Learning

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

Within all curricular areas, state adopted standards are implemented with fidelity. Within math, the department continues to build lessons designed around the eight math practices and science is further implementing the NGSS. Throughout all curricular areas there is an emphasis on thinking, speaking, reading, writing, and collaboration. As a school we have adopted the IB Learner Profile as our School-Wide Learning Outcomes (SLOs).

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

Capuchino utilizes approved and adopted SMUHSD instructional materials and meets state minutes requirements.

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

Common sequencing and lesson design is in place for all English courses as well as Algebra I, Geometry, and Algebra II. Within English and Algebra there are strategic supports in place, including co-teaching, to ensure the success of all students. In addition to these supports AVID, Directed Studies, Los Hermanos, and an Academic Language Development course are in place to further support student progress.

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

The district provides standards based instructional materials to all students. Students with special needs including those with learning disabilities and/or language needs are provided appropriate technology, curriculum, and accommodations to support their access to the core 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)

Standards aligned materials are used in all content areas.

Opportunity and Equal Educational Access

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

Present course offerings to support historically undeserved students meet standards include co-teaching, Los Hermanos, AVID, Academic Language Development, and Directed Studies. Within 9th grade, we are offering a common starting point for all students in Health, Ethnic Studies, English, PE, and Physics. We have continued to increase our dual enrollment offerings each year to ensure all students have access to rigorous courses and post-high school preparation. Within the learning schedule, we have Flex Period twice per week, where students are able to receive additional instructional support and re-take assessments to demonstrate proficiency. Students with IEPs are supported in co-taught content courses where General and Special Education teachers collaborate to provide access to grade-level standards and instructional support. In addition, students with IEPs take a Directed Studies course taught by their case manager to learn study and organizational skills as we as receiving extra support to complete assignments and assessments. Throughout academic courses, Instructional Assistants are present to support all students, but specifically students with disabilities and English language learners. To assist students in making up credits, juniors and seniors have the option to take complete courses successfully through our online credit recovery program in English, Social Science, and Math. Finally, our library is open during 7th period and after school for tutorial and enrichment activities.

Evidence-based educational practices to raise student achievement

College and Career Knowledge (David Conley)
Professional Learning Communities (DuFours)
Co-Teaching Best Practices (WestEd)
Constructing Meaning (EL Achieve)
Brave Spaces Institute (National Equity Project)
Restorative Justice Practice Framework
Multi-Tier Systems of Support (MTSS)
Small Learning Communities (Meier, Sizer, Darling-Hammond)
Advancement Via Individual Determination (AVID)

Parental Engagement

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

Wellness Program and Counselors
Parent Outreach Coordinator
After-School Tutoring and Homework Center (and Coordinator)
AVID Program
College Registration Days & Priority Enrollment
Counseling Department Grade Level Parent Meetings
Freshman & Sophomore Teams
Monitoring of ELs by ELD Specialist
Case Managers for students with IEPs
Student Support Period
Ongoing Professional Development for Faculty (Academic Language and Literacy, Formative Assessments, Instructional Technology, Common Core, Equity)
Evening counseling presentations for families (sponsored by both CHS and SMUHSD)
Dual Enrollment Courses (through Skyline College)
Parent Teacher Organization (PTO)
Latino Parent Organization (LPO)
English Language Advisory Committee (ELAC)
School Site Council (SSC)
Sports Boosters
IB Boosters
Music Boosters
Drama Boosters

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

School Site Council
Site Leadership Team
Parent Teacher Organization
Latino Parent Organization
English Learner Advisory Council
Student Leadership

Funding

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

After-school tutoring (LCAP, Title III)
Professional Development (Admin, LCAP, Title II, Title III)
Instructional Coaches (General Fund)
Instructional Technology Coordinator (General Fund)
MTSS Coordinator (General Fund)
Family Engagement Coordinator (Title I)
Instructional Assistants (General Fund)
EL Specialist (General Fund)
ELD Instructional Assistant (Title III)
Restorative Practices Coordinator (Extended Learning Opporunity Grant)

Fiscal support (EPC)

See Appendix D

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

As part of our SPSA process, School Site Council (SSC) regularly reviews data aligned to the annual goals. The SSC is made up of a broad group of participants including: students from each grade level, parent/guardians, staff members, and administrators. The group discusses areas of strength and considerations for future improvements. The group makes recommendations for future actions as well as revisions to existing goals.

The administrative team reviews the alignment of the WASC Action Plan, SPSA, and SMUSHD LCAP to ensure that there is continuity of our programs and initiatives.

Resource Inequities

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

Our discipline and attendance data demonstrates disproportionate outcomes for specific groups of students. As a school, we are implementing more culturally relevant and restorative practices practices, while reflecting on our own values and biases to create more equitable outcomes.

As a school, we are also working to identify and eliminate any barriers to extra-curricular participation, including school dances and events.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.08%	0.08%	0.1%	1	1	1
African American	0.59%	0.9%	1.2%	7	11	14
Asian	12.22%	11.02%	11.5%	145	135	137
Filipino	8.59%	8.82%	8.9%	102	108	106
Hispanic/Latino	49.28%	49.55%	48.0%	585	607	570
Pacific Islander	3.62%	3.76%	4.1%	43	46	49
White	3.62%	17.14%	17.3%	43	210	205
Multiple/No Response	6.32%	5.63%	8.9%	75	69	105
			Total Enrollment	1,187	1,225	1,187

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	280	284	297
Grade 10	315	286	273
Grade 11	317	313	279
Grade 12	275	342	338
Total Enrollment	1,187	1,225	1,187

Conclusions based on this data:

1. Our largest ethnic group as a school is Hispanic/Latino

2. With a large graduating class in 2021, we will observe declining enrollment in 2021-22

3. Overall our ethnic demographics have remained somewhat consistent over the three year period

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	225	197	176	19.0%	16.1%	14.8%
Fluent English Proficient (FEP)	401	407	383	33.8%	33.2%	32.3%
Reclassified Fluent English Proficient (RFEP)	27	34	41	11.6%	15.1%	20.8%

Conclusions based on this data:

1. We have observed an increase in our reclassification rates for English language learners. We attribute this to more explicit support and dedicated resources.

2. As a school we have observed a reduction in students classified as English Language Learners over the last three years

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	263	319	272	260	293	0	260	293	0	98.9	91.8	0.0
All Grades	263	319	272	260	293	0	260	293	0	98.9	91.8	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2602.	2594.		28.08	24.23		35.38	36.52		18.08	17.41		18.46	21.84	
All Grades	N/A	N/A	N/A	28.08	24.23		35.38	36.52		18.08	17.41		18.46	21.84	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	31.54	30.72		47.69	45.05		20.77	24.23	
All Grades	31.54	30.72		47.69	45.05		20.77	24.23	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	38.08	35.84		43.85	42.32		18.08	21.84	
All Grades	38.08	35.84		43.85	42.32		18.08	21.84	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	20.38	20.48		63.08	63.48		16.54	16.04	
All Grades	20.38	20.48		63.08	63.48		16.54	16.04	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	36.15	29.69		44.62	51.54		19.23	18.77	
All Grades	36.15	29.69		44.62	51.54		19.23	18.77	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Reading proficiency increased as the percentage of students above standard increased by 12%.

2. Listening proficiency increased as the percentage of students above standard increased by 6%; 9th grade English teachers have been implementing listening exercises in the curriculum for several years -- these guided practices could have contributed to students' improvement in listening skills.

3. There was a decrease in the percentage of students who were above standard in writing and research, indicating more need for academic language support and higher level questioning in instructional practices.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	263	319	272	257	303	0	257	303	0	97.7	95	0.0
All Grades	263	319	272	257	303	0	257	303	0	97.7	95	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2568.	2574.		8.95	13.53		22.96	20.13		27.24	28.71		40.86	37.62	
All Grades	N/A	N/A	N/A	8.95	13.53		22.96	20.13		27.24	28.71		40.86	37.62	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	17.51	22.11		33.46	30.03		49.03	47.85	
All Grades	17.51	22.11		33.46	30.03		49.03	47.85	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	15.95	15.84		47.08	48.84		36.96	35.31	
All Grades	15.95	15.84		47.08	48.84		36.96	35.31	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	15.18	12.87		54.47	57.10		30.35	30.03	
All Grades	15.18	12.87		54.47	57.10		30.35	30.03	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. For each of the 3 math strands, the percentage of students below standard exceeded the students below standards in ELA, which suggested a need to strengthen the instruction of content literacy.

2. Students may need more guided practices with math problems similar to those on the SBAC.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1530.2	1524.3	1548.6	1514.7	1512.9	1540.7	1545.2	1535.1	1555.8	54	38	43
10	1516.7	1534.3	1566.8	1496.0	1520.8	1563.2	1537.1	1547.3	1569.7	38	59	37
11	1523.6	1492.1	*	1518.3	1467.2	*	1528.5	1516.6	*	37	40	11
12	1538.5	1528.9		1522.3	1508.9		1554.2	1548.3		30	35	0
All Grades										159	172	91

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	7.89	22.22	38.89	39.47	36.11	22.22	31.58	16.67	20.37	21.05	25.00	54	38	36
10	*	16.95	18.75	*	35.59	37.50	*	15.25	37.50	36.84	32.20	6.25	38	59	32
11	*	2.50	*	*	22.50	*	29.73	30.00	*	29.73	45.00	*	37	40	*
12	*	14.29		36.67	17.14		*	31.43		*	37.14		30	35	
All Grades	20.13	11.05	18.42	30.19	29.65	34.21	22.64	25.58	25.00	27.04	33.72	22.37	159	172	76

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	37.04	13.16	30.56	22.22	50.00	36.11	*	21.05	11.11	22.22	15.79	22.22	54	38	36
10	31.58	22.03	31.25	*	38.98	43.75	*	8.47	21.88	31.58	30.51	3.13	38	59	32
11	37.84	2.50	*	35.14	35.00	*	*	17.50	*	*	45.00	*	37	40	*
12	40.00	20.00		36.67	28.57		*	14.29		*	37.14		30	35	
All Grades	36.48	15.12	28.95	26.42	38.37	35.53	15.09	14.53	17.11	22.01	31.98	18.42	159	172	76

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	0.00	11.11	29.63	31.58	33.33	37.04	39.47	22.22	27.78	28.95	33.33	54	38	36
10	*	6.78	15.63	28.95	28.81	25.00	*	37.29	50.00	50.00	27.12	9.38	38	59	32
11	*	10.00	*	*	5.00	*	*	32.50	*	51.35	52.50	*	37	40	*
12	*	5.71		*	20.00		*	37.14		*	37.14		30	35	
All Grades	10.06	5.81	11.84	22.01	22.09	27.63	28.30	36.63	32.89	39.62	35.47	27.63	159	172	76

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	31.48	7.89	5.56	46.30	76.32	66.67	22.22	15.79	27.78	54	38	36
10	28.95	3.39	16.13	47.37	67.80	64.52	*	28.81	19.35	38	59	31
11	29.73	0.00	*	40.54	30.00	*	29.73	70.00	*	37	40	*
12	*	8.57		43.33	37.14		*	54.29		30	35	
All Grades	30.82	4.65	9.33	44.65	54.65	61.33	24.53	40.70	29.33	159	172	75

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	46.30	57.89	69.44	35.19	26.32	5.56	*	15.79	25.00	54	38	36
10	31.58	57.63	75.00	31.58	15.25	21.88	36.84	27.12	3.13	38	59	32
11	56.76	35.00	*	*	22.50	*	*	42.50	*	37	40	*
12	56.67	48.57		*	22.86		*	28.57		30	35	
All Grades	47.17	50.58	67.11	31.45	20.93	13.16	21.38	28.49	19.74	159	172	76

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	7.89	16.67	48.15	55.26	44.44	40.74	36.84	38.89	54	38	36
10	*	10.17	21.88	*	54.24	43.75	60.53	35.59	34.38	38	59	32
11	*	10.00	*	*	25.00	*	64.86	65.00	*	37	40	*
12	*	11.43		40.00	31.43		40.00	57.14		30	35	
All Grades	13.21	9.88	17.11	35.85	43.02	42.11	50.94	47.09	40.79	159	172	76

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	5.26	0.00	70.37	73.68	69.44	20.37	21.05	30.56	54	38	36
10	*	1.69	9.68	55.26	71.19	77.42	31.58	27.12	12.90	38	59	31
11	*	2.50	*	62.16	62.50	*	*	35.00	*	37	40	*
12	*	2.86		60.00	77.14		*	20.00		30	35	
All Grades	15.72	2.91	4.00	62.89	70.93	68.00	21.38	26.16	28.00	159	172	75

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. As measured by ELPAC, in 2018-19 Oral Language and Speaking Domains were the strongest areas of student performance

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1187	**36.0**	**14.8**	**0.1**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	176	14.8
Foster Youth	1	0.1
Homeless	1	0.1
Socioeconomically Disadvantaged	427	36.0
Students with Disabilities	145	12.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	14	1.2
American Indian or Alaska Native	1	0.1
Asian	137	11.5
Filipino	106	8.9
Hispanic	570	48.0
Two or More Races	105	8.8
Native Hawaiian or Pacific Islander	49	4.1
White	205	17.3

Conclusions based on this data:

1. Over 400 students at CHS live within a socio-economically disadvantaged situation

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Yellow	**Graduation Rate** Blue	**Suspension Rate** Green
Mathematics Green		
College/Career Orange		

Conclusions based on this data:

1. Graduation rates are the strongest are on the dashboard

2. College/Career is the greatest opportunity for grwoth within the dashboard for CHS

School and Student Performance Data

Academic Performance
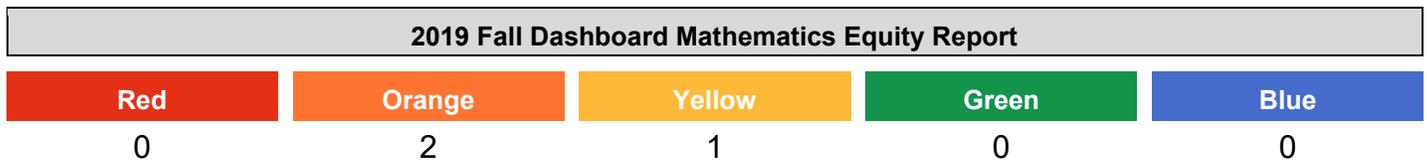## English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	1	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Red	No Performance Color
13.2 points above standard	59.4 points below standard	0 Students
Declined -6.4 points	Declined Significantly -36.4 points	
287	97	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
0 Students	8.6 points below standard	110 points below standard
	Increased ++5.3 points	Declined Significantly -36.3 points
	110	31

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	25.8 points above standard	63 points above standard
1		Declined Significantly -25 points	Declined Significantly -17.3 points
		29	27

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
20.4 points below standard	59.2 points above standard	36.8 points below standard	45.3 points above standard
Declined Significantly -16.8 points	Increased Significantly ++15 points	Increased ++3.5 points	Increased Significantly ++17.3 points
146	22	11	21

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
136.9 points below standard	24.8 points below standard	49.6 points above standard
Declined Significantly -46.2 points	Declined Significantly -45 points	Maintained ++0.7 points
30	67	137

Conclusions based on this data:

1. We observed declines in many areas - more data needs to be collected to better understand patterns and needs

2. Declines may have numerous causes, but student buy-in to the assessment is critical

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	1	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	
48.6 points below standard	114.8 points below standard	
Increased ++9.3 points	Declined Significantly -28.5 points	
290	99	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Yellow	No Performance Color
	70.8 points below standard	183.6 points below standard
	Increased ++11.9 points	Declined Significantly -50.6 points
	110	31

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		9.7 points above standard	1.3 points below standard
		Declined -6.1 points	Declined -8.5 points
1		29	27
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
93.3 points below standard	0.7 points above standard	49.2 points below standard	20.6 points below standard
Declined -4 points	Increased Significantly ++45.6 points	Increased Significantly ++76.9 points	Increased Significantly ++37.5 points
148	22	11	21

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
167.4 points below standard	91.9 points below standard	15.9 points below standard
Declined Significantly -53.6 points	Declined Significantly -22.6 points	Increased ++13 points
30	69	138

Conclusions based on this data:

1. Declines may have numerous causes, but student buy-in to the assessment is critical

2. Overall gains in math may be attributed to numerous factors, but inquiry into problem solving within math courses may be an area of celebration

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
48.8 making progress towards English language proficiency
Number of EL Students: 125
Performance Level: Low
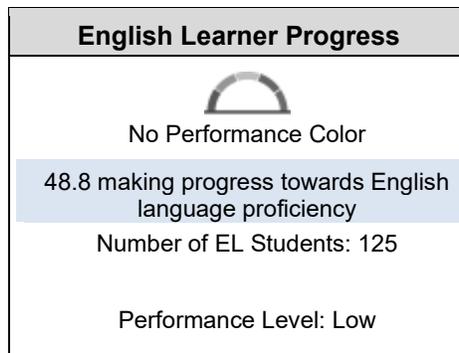
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
	39.2	2.4	46.4

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
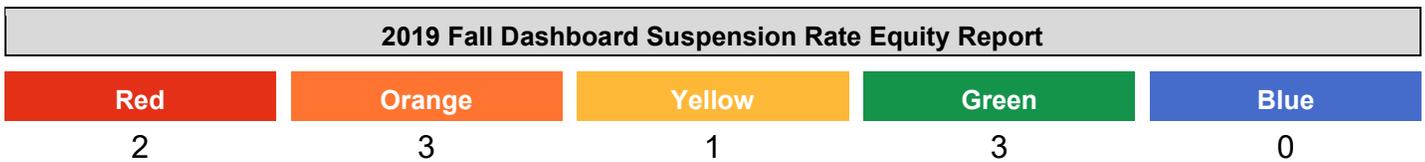## College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

The College/Career Measures Only Report is Expected in February 2021

Conclusions based on this data:

1. The dashboard demonstrates a significant difference in outcomes between Asian and Hispanic student groups

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	337	303	8	89.9
English Learners	79	65	6	82.3
Foster Youth	3		0	
Homeless	4		0	
Socioeconomically Disadvantaged	175	159	6	90.9
Students with Disabilities	63	38	3	60.3
African American	4		0	
American Indian or Alaska Native	1		0	
Asian	39	34	1	87.2
Filipino	20	17	0	85
Hispanic	171	153	6	89.5
Native Hawaiian or Pacific Islander	10		0	
White	61	55	1	90.2
Two or More Races	31	29	0	93.5

Conclusions based on this data:

1. Additional work needs to be done to improve equitable outcomes in the area of graduation for English Language Learners, including but not limited to access and supports.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	3	1	3	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		

All Students	**English Learners**	**Foster Youth**
Green	Red	No Performance Color
4	9.3	Less than 11 Students - Data Not
Declined -0.7	Increased Significantly +3.4	3
1241	227	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data Not	6.4	9.8
6	Increased +0.7	Increased Significantly +3.7
	503	164

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Yellow	Orange
Less than 11 Students - Data	Less than 11 Students - Data	2	2.9
8	1	Maintained -0.2	Increased +1.9
		147	103
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Green	Green	Orange
5.8	1.8	4.4	2.8
Declined -0.3	Declined Significantly -2.4	Declined -1.7	Increased +0.5
618	283	45	36

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	4.7	4

Conclusions based on this data:

1. We have significant disportionality in the are of suspensions for students with IEPs

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

#3 Inclusive and Relevant Learning for Every Student
Every SMUHSD student is provided with (academic, social, and emotional) learning experiences that are relevant and inclusive. Students have tiered supports based on their specific needs to ensure that they are able to meet their potential and individual career and college goals.

Goal 1

Academic Equity
Continue to develop and maintain a rigorous standards-based curriculum that recognizes diversity and is interdisciplinary in nature. Implementation of this curriculum focuses on instructional practices that support all students, with an emphasis on LTEL, SPED, and struggling learners, to access the IB Core skills across grade levels. This curriculum also engages teachers and students in the use of technology and collaboration in order to develop well-rounded students who are digital citizens.

Identified Need

As a school, we need to further define and intentionally expand our work Multi-Tier System of Supports (MTSS)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey Data Aeries Pre-Referral Data Aeries Intervention Data Data Zone Queries Wellness Center Participation	See Appendix	Improved student connectedness, increased documentation of staff communication, increased number of intervention entries, improved student academic performance (as measured by grades), and increased Wellness Center participation.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement common Tier I schoolwide practices, including entry of Aeries Pre-Referrals, "notice and wonder" instructional practice, and unversal greeting.

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

Amount(s)	Source(s)
5,000	Professional Development Block Grant 1000-1999: Certificated Personnel Salaries Tier I Meeting Time Outside School Day
2,000	Professional Development Block Grant 2000-2999: Classified Personnel Salaries Tier I Meeting Time Outside School Day
28,000	General Fund 1000-1999: Certificated Personnel Salaries .2 FTE Relase for MTSS Coordinator

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students identified in need of a Tier II intervetention (approximately 125)

Strategy/Activity

Tier II Team utilizing referrals, student interventions, and progress monitoring (includes the addition of Student Success Coordinator)

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

Amount(s)	Source(s)
10,000	ELO 2000-2999: Classified Personnel Salaries Check-In/Check-Out Stipends
80,000	General Fund 2000-2999: Classified Personnel Salaries Student Success Coordinator
3,000	ELO 5000-5999: Services And Other Operating Expenditures Dooley Group Contract - Tier II Young Men's Group

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students, with small cohort of mindfulness student leaders.

Strategy/Activity

Further develop and build out the Wellness Center to provide drop-in opportunities for students and push-in offerings for 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)
300	General Fund 0000: Unrestricted Mindfulness Training (Tanya Hawkins)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

9th grade students

Strategy/Activity

Smaller class sizes for 9th grade English for initial year of heterogenous grouping (AS/CP combined)

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)
56,000	General Fund 1000-1999: Certificated Personnel Salaries Increased expenditure on FTE to reduce class size

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Build a professional learning calendar with our embedded collaboration time that offers ample time for professional learning communities (small teaching teams).

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)

	General Fund 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2020-21

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.

Our implementation of the agreed upon Tier I practices has been effective thus far. The challenge which has surfaced is observing new Tier I needs, primarily for student behavior support. Considerations will be made to include this as a Tier I goal in the future, while this year, additional Tier II groups (11 in total) will offer direct support to students in this area.

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

Goals and resource allocations are aligned.

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.

Modifications were made to las year's WASC goals as a result of the mid-cycle report. The goals here are reflective of those updates.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

#2 Safe & Connected Communities
We are dedicated as a district to create a culture and community in our schools and across the district that is welcoming, culturally responsive, and supportive. Effective learning environments are created when students, staff and families are emotionally, physically and socially safe.

#3 Inclusive and Relevant Learning for Every Student
Every SMUHSD student is provided with (academic, social, and emotional) learning experiences that are relevant and inclusive. Students have tiered supports based on their specific needs to ensure that they are able to meet their potential and individual career and college goals.

Goal 2

College & Career Readiness
Continue and expand our college/career support system that educates families and provides experiences that allow students to gain the information and skills necessary to successfully matriculate in college and/or career.

Identified Need

As a school, we need to increase the number of students deemed "ready" within the College and Career Readiness Index (CCI) and produce outcomes which are demographically proportional for various student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College and Career Readiness Index IB Enrollment Semester Grade Data Dual Enrollment Data A-G Eligibility	See Appendix	Increased number of students demonstrating readiness as measured by the CCI.

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)

9th/10th grade students

Strategy/Activity

Teachers on 9th and 10th Grade Teams collaborate routinely to provide student support and common assurances. In addition the 9th/10th grade teams will conduct a summer institute, along with weekly collaboration meetnings.

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)
	General Fund 1000-1999: Certificated Personnel Salaries Use of common prep/PRP
7,000	General Fund 0001-0999: Unrestricted: Locally Defined Variable pay for teacher participants and/or substitute coverage.

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

9th grade students

Strategy/Activity

Implement Pre-IB Math (replacing Algebra I) to serve students in 9th grade. The curriculum and instruction will align with the 8 math practices and be more vertically aligned with the IB math programme scope and sequence.

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)
	General Fund 1000-1999: Certificated Personnel Salaries Embedded Collaboration Time
4,000	General Fund 0000: Unrestricted Math Department Head Hours

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Englisher Learners, Students with IEPs, and other 9th-12th grade students with academic/credit recovery needs

Strategy/Activity

Offer intervention courses and programs that meet students' academic needs (e.g. Academic Language Development Class, Online Credit Recovery (OSCR), ELD Content Classes, Co-Teaching with Education Specialists, ELD science, and team taught math 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)
	General Fund 1000-1999: Certificated Personnel Salaries

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Maintain teacher leadership positions to support best instruction and optimize student support, including PD Coordinator (.2 FTE), IB Coordinator (.6 FTE), Instructional Technology Coordinatory (.2 FTE), Instructional Coaches (.8 FTE), and 9th/10th Grade Team Coordinators.

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)
252,000	District Funded 1000-1999: Certificated Personnel Salaries Teachers on Special Assisgnment
8,000	General Fund 0001-0999: Unrestricted: Locally Defined 9th/10th Grade Team Facilitator Stipend

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

11th/12th grade students

Strategy/Activity

Offer Data Science course as modeled by UCLA framework - 4 sections. This course will focus on coding, human psychology, and statistics. It provides an additional A-G pathway for students outside of Algebra II.

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)
56,000	General Fund 1000-1999: Certificated Personnel Salaries .4 FTE

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Expand Dual Enrollment Courses through Skyline College that take place in the school day at CHS (Los Hermanos, Hist 235, Network Engineering).

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)
	None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

9th/10th grade students

Strategy/Activity

As part of professional development activities, backwards map and align curriculum/assessments with needs of 11th/12th IB courses.

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

Amount(s)	Source(s)
	General Fund 1000-1999: Certificated Personnel Salaries Embedded Time

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Implement a more consistent and structured set of practices during Flex Time, along with the use of TeachMore

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

Amount(s)	Source(s)
5,000	General Fund 5000-5999: Services And Other Operating Expenditures TeachMore Contract

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

12th Grade Students

Strategy/Activity

Work to support universal completion of the FAFSA and Dream Act for students in preparation for post-high school transition.

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)
	General Fund 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2020-21

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.

9th grade classes are supporting a broader variety of skills, which require a greater level of crticial thinking, collaboration, questioning, and problem solving. This has been particularly effective in areas where contents have expanded the curriculm to include a more broad and engaging set of materials.

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

Expenditrues are aligned with goals.

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.

Modifications were made to las year's WASC goals as a result of the mid-cycle report. The goals here are reflective of those updates.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

#3 Inclusive and Relevant Learning for Every Student
Every SMUHSD student is provided with (academic, social, and emotional) learning experiences that are relevant and inclusive. Students have tiered supports based on their specific needs to ensure that they are able to meet their potential and individual career and college goals.

#4 Supporting and Empowering Staff
Ensuring that staff have the tools, resources, training and professional learning that promotes positive district culture. Our capacity and collective efficacy as a team ensures our students are served at the highest level.

Goal 3

Community & Cultural Responsiveness
Continue to develop systems and cultural practices that foster respect, collegiality, and innovation and are responsive to the needs of all stakeholders.

Identified Need

Begin to implement actions which support restorative practices on a more school-wide level, building towards a more common Tier I practice, along with Tier II supports.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Discpline Data Panorama Survey Data Restorative Practices Data (Students and Staff)	See appendix.	Reduction in recivitism, high levels of school connectedness, increased sense of fairness, and greater understanding of restorative practices schoolwide.

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)

Historically Underserved Groups of Students (HUGS) - 10th-12th grade

Strategy/Activity

Create a position for Restorative Practices Coordinator to lead two cohorts of HUGS restorative student leaders.

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)
28,000	ELO 1000-1999: Certificated Personnel Salaries .2 FTE RP Coordinator

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Historically Underserved Groups of Students (HUGS) - 10th-12th grade.

Strategy/Activity

Identify through the Request for Provider (RFP) process and hired a consulting partner - Restorative Equity Partnership (REP) to help build out RP plan and do trainings in the Fall, 2021.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
22,000	ELO 5000-5999: Services And Other Operating Expenditures Contract and services through Restorative Equity Partnership

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students lead classroom community circles and facilitate restorative dialogue/circles

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)
	None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Administrative team to update school protocols, ensuring a restorative lens and actions in response to incidents.

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)

                                             None Specified

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide professional learning for staff that include a restorative approach in response to negative incidents and/or where harm has occurred.

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)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement Restorative Saturdays as a Tier II intervention for students where behavior and/or attendance surface as challenges.

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)

3,000	ELO 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2020-21

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.

In the past, our restorative practice approach has primarily utilized the administration to offer restorative circles in response to incidents where harm has occurred. Though these have been observed to be effective, having an overall positive impact on our discipline data, events still occur too frequently. Underlying this goal is an effort to make Restorative Practices a more central part of our Tier I work, along with student leaders to help amplify the message.

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

Budget and goals are aligned. Further work is necessary to obtain funding for our Restorative Practice Coordinator for future years. Our aspiration is to make this an ongoing position.

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

Our return to in-person learning has created new needs, which were unanticipated. Though we will offer staff professional learning in the area of restorative practices, this work will need to be paired down somewhat and continued over the coming years.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

#1 Authentic Relationships
Strong, positive and proactive relationships are critical to student success, engagement and success. We believe that relationships and communication between students, families, staff, teachers, administrators are the foundation of a strong school and district culture.

#2 Safe & Connected Communities
We are dedicated as a district to create a culture and community in our schools and across the district that is welcoming, culturally responsive, and supportive. Effective learning environments are created when students, staff and families are emotionally, physically and socially safe.

#4 Supporting and Empowering Staff
Ensuring that staff have the tools, resources, training and professional learning that promotes positive district culture. Our capacity and collective efficacy as a team ensures our students are served at the highest level.

Goal 4

Community Wellness
Continue to develop and implement wellness programs inside and outside the classroom to create more access to wellness for families and students.

Identified Need

Returning from distance learning to create a more connected and responsive community for each of our students and staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey Data Communication Artifacts Student Leadership and Extra-Curricular Participation	See appendix	Increased levels of positive perceptions as measured by the Panorama survey (particularly for historically underserved groups of students), the digification of many communications (admin notes, daily bulletin, class/club materials, etc.), and increased student participation in extra-curricular activities as measure by the number of participants.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Offer staff-wide professional learning (certificated and classified) that supports a more inclusive and anti-racist community

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)
	ELO 1000-1999: Certificated Personnel Salaries
	ELO 2000-2999: Classified Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Revise school-wide announcements to include a broader set of student supports/opportunities for connection

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)
	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, with an emphasis on recruiting participation from historically underserved groups of students

Strategy/Activity

Safely offer a broad variety of extra-curricular student opportunities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students who have a home/family language which is preferred other than English

Strategy/Activity

Consistently provide communication in preferred language for students/families

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,000	General Fund 5000-5999: Services And Other Operating Expenditures Cost of translation for various events and documents

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students who qualify for Free and Reduced Lunch and/or participate in the ELD program

Strategy/Activity

Attaining resources through the Growth Fund to offset the cost of participation in events such as dances for students where financial hardship exists

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	Donations 0000: Unrestricted

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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)

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	$591,300.00

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 ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
District Funded	$252,000.00
Donations	$2,000.00
ELO	$66,000.00
General Fund	$264,300.00
Professional Development Block Grant	$7,000.00

Subtotal of state or local funds included for this school: $591,300.00

Total of federal, state, and/or local funds for this school: $591,300.00

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

5 Classroom Teachers

2 Other School Staff

4 Parent or Community Members

4 Secondary Students

Name of Members	Role
Jesse Boise	Principal
Alison Block	Classroom Teacher
Martee Lopez-Schmitt	Classroom Teacher
Stacy Kratochvil	Classroom Teacher
Scott Kuchenig	Classroom Teacher
Alicia Vosberg	Classroom Teacher
Yoana Rodriguez	Other School Staff
Nancy Kuei	Other School Staff
Lena Feldman	Secondary Student
Meilani Lee-Murphy	Secondary Student
Anthony Leong	Secondary Student
Anthony Padilla	Secondary Student
Martha Acacio	Parent or Community Member
Claire Gagas	Parent or Community Member
Vita Romanovska	Parent or Community Member
Zulma Tamayo	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental Advisory Committee
	Other: School Site Council

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 5/20/19.

Attested:

	Principal, Jesse Boise on
	SSC Chairperson, Meilani Lee-Murphy on

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.

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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