School Year: **2019-20**

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	May 20, 2019	October 24, 2019

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 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. In addition, the SMUHSD has a strong commitment to create equitable outcomes for all students as well as frequent progress monitoring.

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).

CHS administration and staff use the California Healthy Kid's Survey and the California School Climate Survey (District Level & Site Level) for our needs assessment process. The Healthy Kids Survey was administered in October 2018. The survey data produces some positive highlights including 9th and 10th grade connectivity, while there were other areas including increased harassment/bullying where areas for growth were identified.

In addition, students, parent/guardians, and staff were surveyed on the effects homework and our new district homework policy. Feedback was used to inform the HW Committe in revising policies and improving implementation. Overall, feedback was supportive of the new policy, while questions around grading practices have surfaced for future inquiry.

Finally, two separate surveys regarding technology were completed. A student survey regarding access and use of technology was implemented in May, 2019. For staff, surveys and focus groups were completed to better understand the efficacy and areas for growth regarding our new Learning Management System (LMS), Canvas. As a site administrative team, we'll continue to provide the necessary support for effective implementation.

Classroom Observations

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

Administrators observe instruction through informal and formal classroom observations and they have conducted monthly check-ins with teachers across all departments. In the beginning of Fall 2018, the administrative team co-created an observation tool to highlight Constructing Meaning (CM) strategies and the International Baccalaureate (IB) Learner Profile. This tool provided increased opportunities for informal feedback as well as big-picture understanding of instructional practices across disciplines. In Spring 2019, in collaboration with PD and IB Coordinators, the instructional leadership team identified Structured Student Talk and Structured Note-Taking as two of the high-leverage classroom practices to begin to inventory across the school.

Teachers on the full evaluation cycle worked with instructional coaches to develop SMARTE goals and to create specific instructional Learning Targets for lessons and to focus on the idea of gradation in the classroom--teachers being clear about assessment expectations and offering students insight into how to determine various levels of performance. Department Chairs also provide feedback to new teachers in their departments. Our Instructional Coaches (IC's) also do five cycles of inquiry for teachers participating in the evaluation cycle. Administrators conducted informal walk-throughs as well as formal observations of teachers in the Evaluation cycle.

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)

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, Whole-Staff, School Site Council, ELAC, and PLCs).

In addition to these external measures, all teachers within their PLC structure are expected to create common assessments and come lessons to ascertain the levels of student proficiency.

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 coaches, technology coordinator, department chairs, 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.

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)

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

Goals for PLC Groups:
To implement CCSS curriculum and assessments.
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).

Freshman & Sophomore Teams - interdisciplinary team of core academic teachers: Science, English, History, and Special Education share a common prep period during which they collaborate on student support and common academic practices. Starting in 2017-2018, Junior Teams have been in place, consisted of an interdisciplinary team of English, Social Science, and Special Education teachers who meet to collaborate on student support, cross-curricular content, and best instructional practices.

To support a full inclusion model, Ed Specialist 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.

In addition, starting in 2018-2019, ELD and AVID teams have monthly collaboration meetings that focus on shared instructional practices 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.

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

All students in 9th and 10th grade receive at least the equivalent of 55 minutes per day in mathematics and language arts instruction.

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, 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 and specifically in the SAS 9 classrooms and Algebra Support classes where strategic interventions take place.

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, Academic Language Development, and Directed Studies. 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 bell schedulue, we have an Academic Support Time (AST), 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
Lunch Time Math Tutoring
Monitoring of ELs by ELD Specialist
Case Managers for students with IEPs
PIQE - Parent Institute for Quality Education
Ongoing Professional Development for Faculty (Academic Language and Literacy, Formative Assessments, Instructional Technology, Common Core)
Fresh Lifelines for Youth (FLY)
Los Hermanos (through Skyline College)
Parent Teacher Organization (PTO)
Latino Parent Organization (LPO)
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
Department Chair Meetings
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)
Family Engagement Coordinator (Title I)
Instructional Aides (General Fund)
EL Specialist (General Fund)

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, each month the School Site Council (SSC) reviews data aligned to the previous year's goals. The SSC is made up of a broad group of stakeholders 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 will continue to explore culturally relevant practices, while reflecting on our own values and biases to create more equitable outcomes.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	%	0.16%	0.08%		2	1
African American	0.8%	0.49%	0.59%	9	6	7
Asian	10.9%	10.72%	12.22%	128	130	145
Filipino	8.8%	8.16%	8.59%	104	99	102
Hispanic/Latino	48.8%	49.88%	49.28%	574	605	585
Pacific Islander	4.5%	4.04%	3.62%	53	49	43
White	18.5%	18.05%	3.62%	218	219	43
Multiple/No Response	%	%	15.67%			186
			Total Enrollment	1,177	1213	1,187

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 9	325	308	280
Grade 10	281	320	315
Grade 11	299	285	317
Grade 12	272	300	275
Total Enrollment	1,177	1,213	1,187

Conclusions based on this data:

1. As an ethnically diverse school, we have seen an increase in our Latino student population.
2. Our total numbers of students over the years have shown a decline in student enrollment.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	271	232	225	23.0%	19.1%	19.0%
Fluent English Proficient (FEP)	323	389	401	27.4%	32.1%	33.8%
Reclassified Fluent English Proficient (RFEP)	98	28	27	37.7%	10.3%	11.6%

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.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	305	263	319	292	260	293	292	260	293	95.7	98.9	91.8
All Grades	305	263	319	292	260	293	292	260	293	95.7	98.9	91.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2633.	2602.	2594.	35.62	28.08	24.23	36.99	35.38	36.52	14.73	18.08	17.41	12.67	18.46	21.84
All Grades	N/A	N/A	N/A	35.62	28.08	24.23	36.99	35.38	36.52	14.73	18.08	17.41	12.67	18.46	21.84

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	43.15	31.54	30.72	40.07	47.69	45.05	16.78	20.77	24.23
All Grades	43.15	31.54	30.72	40.07	47.69	45.05	16.78	20.77	24.23

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	46.23	38.08	35.84	39.04	43.85	42.32	14.73	18.08	21.84
All Grades	46.23	38.08	35.84	39.04	43.85	42.32	14.73	18.08	21.84

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	30.14	20.38	20.48	58.56	63.08	63.48	11.30	16.54	16.04
All Grades	30.14	20.38	20.48	58.56	63.08	63.48	11.30	16.54	16.04

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	45.89	36.15	29.69	43.15	44.62	51.54	10.96	19.23	18.77
All Grades	45.89	36.15	29.69	43.15	44.62	51.54	10.96	19.23	18.77

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	305	263	319	290	257	303	290	257	303	95.1	97.7	95
All Grades	305	263	319	290	257	303	290	257	303	95.1	97.7	95

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2605.	2568.	2574.	18.97	8.95	13.53	23.79	22.96	20.13	29.66	27.24	28.71	27.59	40.86	37.62
All Grades	N/A	N/A	N/A	18.97	8.95	13.53	23.79	22.96	20.13	29.66	27.24	28.71	27.59	40.86	37.62

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	30.34	17.51	22.11	32.41	33.46	30.03	37.24	49.03	47.85
All Grades	30.34	17.51	22.11	32.41	33.46	30.03	37.24	49.03	47.85

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	23.79	15.95	15.84	50.34	47.08	48.84	25.86	36.96	35.31
All Grades	23.79	15.95	15.84	50.34	47.08	48.84	25.86	36.96	35.31

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	20.69	15.18	12.87	57.59	54.47	57.10	21.72	30.35	30.03
All Grades	20.69	15.18	12.87	57.59	54.47	57.10	21.72	30.35	30.03

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	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1530.2		1514.7		1545.2		54	
Grade 10	1516.7		1496.0		1537.1		38	
Grade 11	1523.6		1518.3		1528.5		37	
Grade 12	1538.5		1522.3		1554.2		30	
All Grades							159	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*		38.89		22.22		20.37		54	
10	*		*		*		36.84		38	
11	*		*		29.73		29.73		37	
12	*		36.67		*		*		30	
All Grades	20.13		30.19		22.64		27.04		159	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	37.04		22.22		*		22.22		54	
10	31.58		*		*		31.58		38	
11	37.84		35.14		*		*		37	
12	40.00		36.67		*		*		30	
All Grades	36.48		26.42		15.09		22.01		159	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*		29.63		37.04		27.78		54	
10	*		28.95		*		50.00		38	
11	*		*		*		51.35		37	
All Grades	10.06		22.01		28.30		39.62		159	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	31.48		46.30		22.22		54	
10	28.95		47.37		*		38	
11	29.73		40.54		29.73		37	
12	*		43.33		*		30	
All Grades	30.82		44.65		24.53		159	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	46.30		35.19		*		54	
10	31.58		31.58		36.84		38	
11	56.76		*		*		37	
12	56.67		*		*		30	
All Grades	47.17		31.45		21.38		159	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*		48.15		40.74		54	
10	*		*		60.53		38	
11	*		*		64.86		37	
12	*		40.00		40.00		30	
All Grades	13.21		35.85		50.94		159	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*		70.37		20.37		54	
10	*		55.26		31.58		38	
11	*		62.16		*		37	
12	*		60.00		*		30	
All Grades	15.72		62.89		21.38		159	

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,213	**38.4%**	**19.1%**	**0.2%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	232	19.1%
Foster Youth	2	0.2%
Homeless	3	0.2%
Socioeconomically Disadvantaged	466	38.4%
Students with Disabilities	123	10.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	0.5%
American Indian	2	0.2%
Asian	130	10.7%
Filipino	99	8.2%
Hispanic	605	49.9%
Two or More Races	103	8.5%
Pacific Islander	49	4.0%
White	219	18.1%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Graduation Rate**  Green	**Suspension Rate**  Green
Mathematics  Yellow		
English Learner Progress  No Performance Color		
College/Career  Green		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	1	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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Orange	 No Performance Color
19.7 points above standard	22.9 points below standard	0 Students
Declined -34.7 points	Declined -29.8 points	
257 students	108 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	13.9 points below standard	76.5 points below standard
1 students	Declined -32.2 points	Declined -28.2 points
	103 students	26 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	50.8 points above standard	80.3 points above standard
1 students		Declined -35.1 points	Declined -15.1 points
		34 students	24 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
3.6 points below standard	46.1 points above standard	40.3 points below standard	28 points above standard
Declined -33.7 points	Declined -24.3 points	Declined -54.8 points	Declined -57.3 points
117 students	24 students	11 students	46 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
90.7 points below standard	20.2 points above standard	49.4 points above standard
Declined -49.6 points	Declined -8.2 points	Declined -26.1 points
42 students	66 students	107 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	1	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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Orange	 No Performance Color
58.1 points below standard	86.3 points below standard	0 Students
Declined -36.6 points	Declined -18.7 points	
254 students	107 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	82.7 points below standard	138.3 points below standard
1 students	Declined -24.8 points	Increased
	103 students	31.9 points 25 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color	 No Performance Color	 Green	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	15.8 points above standard	7.2 points above standard
1 students		Declined -48.6 points	Declined -19.1 points
		34 students	24 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	 No Performance Color	 No Performance Color	 Yellow
89.3 points below standard	46.7 points below standard	126.1 points below standard	58.2 points below standard
Declined -33.8 points	Declined -28 points	Declined -63.8 points	Declined -67.4 points
114 students	24 students	11 students	46 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
113.8 points below standard	69.3 points below standard	29.2 points below standard
Declined -29.2 points	Declined -8.5 points	Declined -26.2 points
41 students	66 students	106 students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
159	20.1%	30.2%	22.6%	27%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	2	2

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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Green	 Green	 No Performance Color
63.9% prepared	49.5% prepared	Less than 11 Students - Data Not Displayed for Privacy
Increased 2.7%	Increased 16.2%	1 students
296 students	105 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color	 Green	 Yellow
Less than 11 Students - Data Not Displayed for Privacy	47.5% prepared	12.9% prepared
4 students	Increased 2.9%	Increased 2.6%
	139 students	31 students

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	69.4% prepared	95.5% prepared
1 students	1 students	Declined -20.6%	Increased 10.8%
		36 students	22 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
55.9% prepared	66.7% prepared	38.5% prepared	83.3% prepared
Increased 9.2%	Maintained 1.7%	Declined -28.2%	Increased 20.2%
145 students	12 students	13 students	36 students

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

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	**Class of 2017**	**Class of 2018**
59.9% **Prepared**	61.1 **Prepared**	63.9 **Prepared**
16.7% **Approaching Prepared**	15.2 **Approaching Prepared**	15.5 **Approaching Prepared**
23.4% **Not Prepared**	23.7 **Not Prepared**	20.6 **Not Prepared**

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	4	1

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

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Green	 Green	 No Performance Color
94.9% graduated	93.3% graduated	Less than 11 Students - Data Not Displayed for Privacy
Increased +3.1%	Increased +14%	1 students
296 students	105 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Green	 Green
Less than 11 Students - Data Not Displayed for Privacy	91.4% graduated	83.9% graduated
4 students	Increased +5.9%	Increased +1.8%
	139 students	31 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	91.7% graduated	100% graduated
1 students	1 students	Declined -8.3%	Increased +3.8%
		36 students	22 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
93.8% graduated	100% graduated	100% graduated	97.2% graduated
Increased +6.3%	Increased +15%	Maintained 0%	Maintained +0.7%
145 students	12 students	13 students	36 students

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

2018 Fall Dashboard Graduation Rate by Year	
2017	**2018**
91.9% graduated	94.9% graduated

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	6	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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Green	 Green	 No Performance Color
4.7% suspended at least once	5.8% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.2%	Declined -3.2%	3 students
1256 students	240 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Green	 Green
Less than 11 Students - Data Not Displayed for Privacy	5.7% suspended at least once	6% suspended at least once
5 students	Declined -4.6%	Declined -5.4%
	509 students	133 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color	 No Performance Color	 Green	 Green
Less than 11 Students - Data	Less than 11 Students - Data	2.3% suspended at least once	1% suspended at least once
6 students	2 students	Declined -0.7%	Declined -2.7%
		132 students	102 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow	 Orange	 Orange	 Green
6.1% suspended at least once	4.2% suspended at least once	6.1% suspended at least once	2.2% suspended at least once
Declined -2%	Increased 0.9%	Increased 0.7%	Declined -1.7%
638 students	238 students	49 students	89 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
1.9% suspended at least once	5.9% suspended at least once	4.7% suspended at least once

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP/SMUHSD Goal #1: SMUHSD will provide high quality teaching and learning environment to all students.
LCAP/SMUHSD Goal #2: SMUHSD will increase academic expectations and performance to create college- and career-ready students, and measure and develop our work in this regard, especially as regards to our subgroup achievement gaps.

Goal 1

1.1) The percentage of students per ethnic group enrolled in IB courses will reflect the ethnic makeup of the school, and Latino students are not under-represented by more than 5%.
1.2) The percentage of students in underserved socioeconomic group (as measured by parent education) enrolled in IB courses will reflect the group's percentage within the school's population.
1.3) The percentage of students who complete an IB course with at least a C grade will remain at 90% or better.
1.4) The percentage of students receiving a 4 or above on the IB Exams will increase by 5%.
1.5) Gather and analyze additional data to identify factors that may increase IB enrollment to greater than 70%

Identified Need

Backwards map from IB Assessments to 9th/10th grade courses to ensure skills and assessments are aligned.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
IB course enrollment & IB Assessment student performance	See Appendix	Described within goal

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

Strategy/Activity 1

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

All students will be served (grades 9-12).

Strategy/Activity

Continue vertical alignment of reading, writing, listening, and oral communication skills to IB assessments through PLC and department collaboration time, with an emphasis on IB Learner Profile. This includes providing ongoing professional development and IB trainings for IB and pre-IB teachers to provide students a high level of support.

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 Collaboration Time - Early Release Time (Thursdays)
10,000	General Fund 5800: Professional/Consulting Services And Operating Expenditures IB Training
5,000	Other 0000: Unrestricted PLC Summer Collaboration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All student (grades 9-12)

Strategy/Activity

Maintaining a broad set of IB course offerings, such as IB Seminar and electives, based on student interest

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	General Fund 1000-1999: Certificated Personnel Salaries .2 FTE (IB Seminar)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Incoming 9th, 9th, 10th grade students and ELD students

Strategy/Activity

Promote the IB program to current/incoming students and their families. This includes IB tours and presentations to incoming 9th grade families, current 9th and 10th grade families, classroom presentations to 10th grade English classes, student panel presentations in English Language Development (ELD) 3 classes, and one-on-one counseling meetings. Meetings to occur in both Spanish and English.

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)
200	General Fund None Specified Parent Tour Materials
	General Fund 2000-2999: Classified Personnel Salaries Coordination with Outreach for Spanish speakers/families interested in IB program
	General Fund 1000-1999: Certificated Personnel Salaries Implement IB shadowing. Prospective IB students can interview current IB students.

Strategy/Activity 4

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

Socioeconomically disadvantaged students

Strategy/Activity

Off-set IB exam fees for eligible students.

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

Amount(s)	Source(s)
7,500	General Fund 5000-5999: Services And Other Operating Expenditures Exam Fees (IB Budget)

Strategy/Activity 5

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

9th/10th grade students (first generation college student)

Strategy/Activity

Continue to expand the AVID Program by increasing the number of sections at the 9th and 10th grade. Offer AVID strategy workshops for all teachers that support students in IB 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 Collaboration Time Meetings
28,000	General Fund 1000-1999: Certificated Personnel Salaries Additional .2 FTE AVID Allocation

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

9th, 10th, and 11th grade students

Strategy/Activity

Encourage students to enroll in IB courses during counseling department programming. Counselors visit each grade level in their English classes for two weeks: week 1 to explain and promote and encourage well-thought out course selection; week 2 to do the actual one on one programming with each student in their English classes. Core departments will be sent a student recommendation document for inputting their recommendations for each student

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 Classroom Presentations

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

IB Diploma Candidates

Strategy/Activity

Develop a master schedule that allows for as many student IB Diploma pathways as necessary to create an inclusive and expanded program.

Proposed Expenditures for this Strategy/Activity

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

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

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

Offer Parent Support Training for IB student and families who work closely with IB Coordinator and IB Assistant.

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)
84,000	General Fund 1000-1999: Certificated Personnel Salaries .6 FTE IB Coordinator
	General Fund 2000-2999: Classified Personnel Salaries IB Office Assistant

Annual Review

SPSA Year Reviewed: 2018-19

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.

School Site Council was proud that 71% of 11th grade students were enrolled in an IB course. Our school goal is to have each student enroll in at least one IB course before they graduate. More importantly, the demographic statistics of those enrolled was consistent with school demographics (e.g. socioeconomic and ethnicity). It was found that students performed well in terms of grades in IB course (96% earning a "C" or higher). However, it was found that 65% of students earned a '4' of higher on their IB exam and this affirmed our need to continue with backwards mapping and vertical alignment.

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.

Goal 1.5 - More than 70% of our juniors & seniors will take at least one IB course before they graduate - was revised to gather more information to help determine specific next steps and supports necessary to increase students' IB enrollment.

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

LCAP/SMUHSD Goal #1: SMUHSD will provide high quality teaching and learning environment to all students.
LCAP/SMUHSD Goal #2: SMUHSD will increase academic expectations and performance to create college- and career-ready students, and measure and develop our work in this regard, especially as regards to our subgroup achievement gaps.

Goal 2

2.1) Overall student A-G eligibility will increase from 64% to 69%
2.2) Latino students' A-G eligibility will increase from 55% to 60%. English Learners' A-G eligibility will increase from 14% to 19%. The percentage of students in Special Education who are A-G eligible will increase from 24% to 29%. Students who are socioeconomically disadvantaged will increase A-G eligibility from 44% to 49%. All students who are homeless or foster youth will have met A-G eligibility by the time they graduate.
2.3) In 9th grade, increase the percentage of students in underserved groups (i.e., Latino, English Learner, SPED, Socioeconomically Disadvantaged) with a "C" or better in English 1 CP, Algebra 1, and Physics by 5%. All students who are homeless or foster youth will earn a "C" or better in English 1, Algebra 1, and Physics.
In English 1 CP, Latino students' percentage of "C" or better will increase from 74% to 79%; English Learners' percentage will increase from 62% to 67%; the percentage students who are socioeconomically disadvantaged who receive a "C" or better will increase from 77% to 82%. All students who are homeless or foster youth will earn a "C" or better in English 1.
In Algebra 1, Latino students' percentage of "C" or better will increase from 70% to 75%; English Learners' percentage will increase from 35% to 40%; the percentage students who are socioeconomically disadvantaged who receive a "C" or better will increase from 66% to 71%. All students who are homeless or foster youth will earn a "C" or better in Algebra 1.
In Physics, Latino students' percentage of "C" or better will increase from 71% to 76%; English Learners' percentage will increase from 56% to 61%; the percentage students who are socioeconomically disadvantaged who receive a "C" or better will increase from 56% to 61%. All students who are homeless or foster youth will earn a "C" or better in Physics.
2.4) Maintain graduation rate at 95% or higher.

Identified Need

As a school, we continue to identify predictable and disproportionate student academic outcomes. In addition, although our graduation rate remains high, our A-G completion index has plateaued significantly below that mark.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A-G Eligibility, Grade Data, Graduation Rates	See Appendix	See Goal

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 and 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 two-day institute to review common assurances and shared best practices.

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/10th grade students

Strategy/Activity

Provide personalization though Small Learning Communities (reduced class sizes). 9th/10th teams grade offer academic, social, and emotional support with the help of Dean, Counseling Dept., and Wellness Counselors.

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)
112,000	General Fund None Specified .8 FTE SLC allocation

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 needs

Strategy/Activity

Offer intervention courses and programs that meet students' academic needs (e.g. Academic Language Development Class, Integrated Math II, Pathway to Statistics, OSCR Credit Recovery, ELD Content Classes, Co-Teaching with Education Specialists, & Co-Taught Algebra I with two math teachers).

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 (grades 9-12)

Strategy/Activity

Establish Multi-Tiered Systems of Support: Tier I (year one) & Tier II Teams (year two). Tier I team, which consists of administrator, dean, counselor, teachers, and wellness counselor) works to identify specific needs for programmatic improvement. Tier II team members include administrator, counselor, Special Education program specialist, psychologist, and teacher, who collaborate weekly to analyze data trends to provide timely short-term student interventions.

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)
	District Funded 0001-0999: Unrestricted: Locally Defined Outside coach/consultation

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

Implement focused professional development plan which emphasizes the IB Learner Profile and best instructional practices including language supports (CM), standards-based grading, and the effective integration of technological tools.

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 meeting and collaboration time.

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

Maintain teacher leadership positions to support best instruction and optimize student support, including PD Coordinator, 9th/10th Grade Team Coordinators, Instructional Coaches, and Math Instructional Coach.

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	District Funded 1000-1999: Certificated Personnel Salaries Instructional Technology Coordinator (.4 FTE)
28,000	District Funded 1000-1999: Certificated Personnel Salaries Professional Development Coordinator (.2 FTE)
140,000	District Funded 1000-1999: Certificated Personnel Salaries Instructional Coaches (1.0 FTE)
28,000	District Funded 1000-1999: Certificated Personnel Salaries Math Coach (.2 FTE)
28,000	District Funded 1000-1999: Certificated Personnel Salaries 9th/10th Team Coordinator
6,000	District Funded 0001-0999: Unrestricted: Locally Defined 9th/10th Team Teacher Leaders

Strategy/Activity 7

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

All students

Strategy/Activity

Continue to support programs and a bell schedule that provide additional academic support (e.g., After-School Homework Center, Summer Bridge, Academic Support Time (AST) Period). In the After-School Homework Center, students work with the Homework Center Supervisor and peer tutors to receive one-on-one assistance on academic subjects and/or academic strategies such as binder organization and note-taking. Summer Bridge aims to provide rising 9th graders with the skills to be successful in Algebra 1. AST period, which occurs twice a week, is a time where students meet with current teachers for test-retakes, individual tutorials, and other academic assistance.

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)
	District Funded 2000-2999: Classified Personnel Salaries HW Center Coordinator
	District Funded 2000-2999: Classified Personnel Salaries HW Center Tutors & Materials
	District Funded 0001-0999: Unrestricted: Locally Defined Summer Bridge Coordinator and Teacher Salary

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Students classified as English Learners in English Language Development (ELD), Long-Term English Learners (LTEL), or Recently Reclassified Proficient (RFEP)

Strategy/Activity

ELD Specialist works closely with English Learners in ELD, LTELs, and English Learners recently reclassified students and their families to monitor progress and provide timely supports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	General Fund 2000-2999: Classified Personnel Salaries

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Socioeconomically disadvantaged students

Strategy/Activity

Ensure that all students have access to Wi-Fi and a device at home

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	District Funded 0001-0999: Unrestricted: Locally Defined Purchase of Chromebooks for students as checkout loaners
	District Funded 0001-0999: Unrestricted: Locally Defined Hot Spots for family/student checkout

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

LCAP/SMUHSD Goal #1: SMUHSD will provide high quality teaching and learning environment to all students
LCAP/SMUHSD Goal #2: SMUHSD will increase academic expectations and performance to create college- and career-ready students, and measure and develop our work in this regard, especially as regards to our subgroup achievement gaps.

Goal 3

3.1) PLCs will identify, revise, and/or create a minimum of two common student tasks (one in the fall and one in the spring) which assess CCSS/NGSS or IB content standards, are informed by the IB Learner Profile, and connect explicitly to one or more of the following school-wide areas of focus:

- AVID Practices
- Constructing Meaning
- Culturally Responsive Instruction
- Standards-Based Grading

3.2) The percentage of students who have met or exceeded standards in ELA will increase from 73% to 78%.

3.3) The percentage of students who have met or exceeded standards in Math will increase from 43% to 48%

Identified Need

Increase student performance on CAASPP ELA and Math. In addition, formalizing PLC common task structure to provide more timely data points on student performance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP scores PLC Common Task Inventory	2018-19 CAASPP Scores Common Task Creation	CAASPP Increase (see above goal) PLC Analysis of Student Work

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 PD Plan: All teachers will engage in learning to support and improve instructional practice in the area of skill-based instruction (reading, writing, speaking, listening, research).

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	General Fund 1000-1999: Certificated Personnel Salaries Teachers on Special Assignment (1.8 FTE)
	General Fund 1000-1999: Certificated Personnel Salaries Collaboration Release Time

Strategy/Activity 2

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

All students

Strategy/Activity

Support the collaborative work of Professional Learning Community (PLC) common tasks that are aligned to IB Learner Profile backwards-mapped to IB assessment.

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 Professional Development Time

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

Brave Spaces Cohort, a team of counselors, teachers, and administrator, collaborates to examine implicit bias and culturally relevant practices.

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)
3000	District Funded 0001-0999: Unrestricted: Locally Defined Professional Development Funds to Support Training (Brave Spaces Conference

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

Collection of data for incoming students, including CAASPP, grades, and social/emotional needs. The data is used for placement and support purposes upon entering Capuchino High School.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	General Fund 1000-1999: Certificated Personnel Salaries Embedded contractual time for School Counselors

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

Administrative walkthrough observations to monitor and support the implementation of best practices (utilizing common walkthrough feedback tool)

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 Part of core administrative responsibilities during the work day

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

Prepare students on various test-taking strategies leading up to exam period, including SBAC and PSAT warm-ups/Do Nows, reviewing SBAC and PSAT practice book, using SBAC and PSAT prep materials that are incorporated into lessons throughout the school year across content areas.

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 None Specified

Strategy/Activity 7

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

All students

Strategy/Activity

Continued development of standards based grading within departments and PLCs to ensure students have numerous opportunities to demonstrate learning.

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

Amount(s)	Source(s)
	General Fund 1000-1999: Certificated Personnel Salaries To occur during embedded release 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

Implementation of the Capuchino Math Curriculum Council to review vertical alignment of assessments and the CCSS Math Practices which support those student tasks

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	General Fund 0001-0999: Unrestricted: Locally Defined Math Department Head Hours
	General Fund 1000-1999: Certificated Personnel Salaries Contractual hours during embedded professional development

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students, particularly historically underserved groups of students

Strategy/Activity

Encouragement and support for participation in other college-based standardized testing opportunities such as the SAT and ACT. We would like to see increased participation in these tests among our students. Promote the importance of college-based testing. Stress the rigor of the exams while incorporating test training/test preparation into the curriculum.

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	District Funded 0001-0999: Unrestricted: Locally Defined PSAT Testing
	None Specified 2000-2999: Classified Personnel Salaries SAT Prep course during AST

Annual Review

SPSA Year Reviewed: 2018-19

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.

Within the realm of CAASPP ELA, we observed a decrease in student performance. However, we did observe an improvement in the ELA section of the PSAT. Within math, we observed fairly consistent scores year over year. However, it is our belief that with the improved alignment in

mathematics, we will see future gains on both the PSAT and CAASSP for students. PLCs have successfully identified their common tasks and will implement them in the fall/spring of 2019-20.

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 expenses were implemented as planned. During the 2018-19 school year, we were fortunate to receive a $25,000 grant from the Welch Family Foundation which funded a great deal of summer work on the common PLC tasks.

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.

For the coming year, we have reduced the number of pullout support classes offered and have attempted to create more flexible supports built into heterogenous groupings. This is particularly true in Algebra I where team teaching will take place in lieu of offering Strategic Algebra Support (SAS). This decision was made after reviewing SAS grade data, reviewing research on math supports, and discussion on student equity.

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

LCAP/SMUHSD Goal #1: SMUHSD will provide high quality teaching and learning environment to all students
LCAP/SMUHSD Goal #2: SMUHSD will increase academic expectations and performance to create college- and career-ready students, and measure and develop our work in this regard, especially as regards to our subgroup achievement gaps.

Goal 4

4.1) Increase the percentage of students who take the SAT/ACT at least once by the end of 12th grade fall semester by 5%.
4.2) Through survey data (e.g., Naviance), set a baseline of college and career awareness for both students and families. Compare grade-level data at the start and end of each school year.

Identified Need

We need to disrupt predictable post-high-school outcomes and ensure that students have equitable access to higher education regardless of ethnicity, gender, family income, learning needs, and home language.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SAT/ACT participation	See addendum	An increase of 5% or greater
Naviance college and career surveys		

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

Map out and implement Naviance and College Application Process activities for all grade levels; including 9th grade-Strength Explorer, 10th grade-Personality Inventory, 11th-Career Interests Inventory, 12th grade-College Lists, Common Application unit & Personal Statement in English. Teachers debrief activities with students and assign follow up assignments. Students create accounts in 9th grade and use various resources (e.g., Prep Me - SAT Prep). Offering Naviance Training for teachers and families and Naviance resume writing template available for students (currently in Naviance).

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)
5,987	District Funded 5000-5999: Services And Other Operating Expenditures Naviance Account (Global Com)

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

Series of student events throughout the year, including: Senior 101, college application and financial aid workshops, Opportunity Fair, Career Speakers Day, Commit to Your Future, college and career field trips, and other lunchtime visiting groups from local colleges and employers.

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 College and Financial Aide Advisor, along with Career/CTE Coordinator salary (embedded job responsibility)

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

Student & Family Outreach: Annual one-on-one counseling and whole-class presentations with students to review high school and college requirements, engage students in the college-planning process, and appropriately program courses; informational counseling nights for families (in English and Spanish), IB Student Panel, presentations during booster meetings, and School District College Fair.

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 School Counselor work and co-curricular responisbilities
	General Fund 2000-2999: Classified Personnel Salaries Core responsibilities embedded into school day and with flexed hours

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

12th graders

Strategy/Activity

Skyline field trips to complete registration, campus tour, course selection, and counseling services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title I 2000-2999: Classified Personnel Salaries

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

Career Coordinator & CTE Coordinator position to support internship, volunteer opportunities, career curriculum in CTE courses, and CTE industry days.

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)
50,000	None Specified 0001-0999: Unrestricted: Locally Defined CTE State Grant to cover CTE Coordinator Salary

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

9th-12th grade historically underserved groups of students

Strategy/Activity

Offering Advancement Via Individual Determination (AVID) Program for historically underserved groups of students. The program fosters community, provides academic support, and offers opportunities to learn and experience higher education.

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)
140,000	General Fund 1000-1999: Certificated Personnel Salaries 1.0 FTE of AVID courses

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students, especially Latino male students and other historically underserved groups of students

Strategy/Activity

Offering of Skyline College courses at Capuchino High School for dual enrollment credit (Los Hermanos cohort I, Los Hermanos cohort II, and Network Engineering series).

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	General Fund 0001-0999: Unrestricted: Locally Defined Cost of transportation for field trips within Los Hermanos
1,000	General Fund 4000-4999: Books And Supplies Instructional materials for dual enrollment courses (textbooks)

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

Broad set of course offerings to prepare students for college and career, including, Career Technical Education (CTE), Expository Reading and Writing Composition (ERWC), and Pathway to Statistics.

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 Cost for course offerings

Strategy/Activity 9

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

All students in Special Education programs

Strategy/Activity

Individualized Education Plan (IEP) - Transitional goals, including workability Program (SPED).

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)
	Special Education 1000-1999: Certificated Personnel Salaries Workability Coordinator/Specialist Salary

Annual Review

SPSA Year Reviewed: 2018-19

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.

As a school we have and will continue to expand our dual enrollment program, providing students access to higher education while attending CHS. Los Hermanos allows us to do this in a deliberate manner, providing intentional access and support to historically underserved groups of students. Students enrolling in the AVID program are attending college and university at a much higher rate than those who do not participate.

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

Expenditures and activities were consistent with plans.

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.

For the coming year, we will monitor and track dual enrollment data much more closely as a part of the College and Career Readiness indicator and CA state dashboard.

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

LCAP/SMUHSD Goal #3: The SMUHSD will continue to enhance and improve the social-emotional health of its students by:

- Providing high quality mental health supports
- Initiatives and activities intended to lower student stress and improve connectedness
- Supporting families with effective communication and engagement activities

Goal 5

5.1) Suspensions and truancies will decrease overall by 5%.
5.2) Decrease the suspension rate of each of underserved populations (i.e., English Learner, Socioeconomically Disadvantaged, Students with Disabilities, Latino) by 5%.
5.3) Create and administer survey that measures school connectedness and caring adult relationships. Compare grade-level data at the start and end of each school year.

Identified Need

We face an urgent need to increase students' feeling of connectedness with the school and overall happiness. In addition, we must continue to disrupt disproportionate patterns in chronic absenteeism and suspensions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Health Kids Survey Data	On average, 60% of students feel connected with the school in 2018-2019. Approximately 37% of students experience chronic sadness.	An increase of 5% or higher in school connectedness; a decrease of 5% or higher in chronic sadness.
School Suspension Data	Historically underserved groups of students (e.g., Latino, socioeconomically disadvantaged, students with IEPs) were suspended at a rate 3 times higher than other groups in 2017-2018.	Suspension rates will be proportionate across groups of students.
School Truancy Data	Historically underserved groups of students (e.g., Latino, socioeconomically disadvantaged, students with IEPs) were chronically absent at a rate 2 or 3 times higher than other groups in 2017-2018.	Chronic absenteeism rates will be proportionate across groups of students.

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

Offering a robust set of student interventions which to support student learning, including restorative practices, community involvement, Alternative to Suspension (ATS), Substance Use Program (SUP), progressive attendance interventions, Fresh Lifelines for Youth (FLY) and Restorative Saturdays.

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)
1500	General Fund 1000-1999: Certificated Personnel Salaries Additional Dean Hours to Run Saturday School
	Tobacco-Use Prevention Education 2000-2999: Classified Personnel Salaries Facilitation of ATS and SUP programs - embedded within job responsibilities.

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

Expansion of the Student Mindfulness Space to include all grade levels. Students may utilize the space to engage in mindfulness practices and regain focus to return to class.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	General Fund 0001-0999: Unrestricted: Locally Defined Administrative Funds to Further Develop Mindfulness Space
2000	Donations

	5800: Professional/Consulting Services And Operating Expenditures GATE Grant to pay outside facilitator on implementation of mindfulness practices with staff members

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

Gather student data to proactively provide student supports. This includes a universal social emotional screener for all students new to Capuchino and the implementation of the Healthy Kids Survey to monitor school-wide climate trends.

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)
	Tobacco-Use Prevention Education 5800: Professional/Consulting Services And Operating Expenditures Implementation of HKS (WestEd)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

9th graders

Strategy/Activity

Implement Welcome Day for all 9th grade students and transfer students. The morning will include activities which surface introspection, foster community, and create bonds between incoming students and existing upper class students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	District Funded 5800: Professional/Consulting Services And Operating Expenditures Administrative funds to cover the cost of Keith Hawkins (facilitator)
500	Parent-Teacher Association (PTA)

	0000: Unrestricted Purchase of snacks through parent donations for morning student break.

Strategy/Activity 5

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

10th grade students

Strategy/Activity

Implementation of Challenge Day for 10th grade students to build social emotional skills, empathy, and community among students and staff participants.

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)
3500	General Fund 5000-5999: Services And Other Operating Expenditures Challenge Day Presenters

Strategy/Activity 6

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

Latino students

Strategy/Activity

Parent Initiative for Quality Education (PIQE) to take place in the fall semester. Family Engagement Coordinator to recruit parent/guardians to learn together how to best support their students.

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

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Cost of PIQE contract

Strategy/Activity 7

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

All students

Strategy/Activity

Expansion of student extra-curricular opportunities that reflect the diversity of the student body (including SAGA, Latinos Unidos, Baile Folklorico, and Polynesian Club). This includes expanding student opportunities and performances within leadership, rallies, lunch time activities, and evening events.

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

Amount(s)	Source(s)

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

Increase of student groups run by Wellness Counselors - minimum of one per semester. Wellness counselors to continue classroom presentations, assemblies, and one-on-one counseling supports.

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

Amount(s)	Source(s)
10,000	District Funded 2000-2999: Classified Personnel Salaries Wellness Counselor and Coordinator salaries

Strategy/Activity 9

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

All students, especially ELD scholars

Strategy/Activity

Expanded opportunities for students participating in the ELD program, including Intramural soccer and ELD Peer Mentoring Program where ELD scholars and mainstream scholars foster deeper friendships that are mutually supportive.

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

Amount(s)	Source(s)
6,000	District Funded

	0001-0999: Unrestricted: Locally Defined Intramural Soccer coach stipend (fall and spring)

Annual Review

SPSA Year Reviewed: 2018-19

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 2018-2019, we implemented Restorative Saturday School, increased community involvement opportunities, and continued restorative dialogue that were student-to-student and student-to-faculty to address chronic absenteeism and the number of suspensions. The student leadership group made concerted efforts to involve diverse groups of students in school assemblies. We implemented school-wide student recognition of EL scholars for their positive contributions and academic progress.

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

Planned expenditures were consistent with actual costs.

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

We will continue to monitor HKS data to understand trends in connectivity and campus climate. As a result of last year, we have implemented more activities for students to create meaningful connections to campus and staff. In addition, the MTSS Tier II team will ensure more flexible interventions are executed and provided to students in a timely manner. The MTSS Tier II team will monitor trends and student needs on a weekly basis.

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	$1,064,687.00

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	$325,987.00
Donations	$2,000.00
General Fund	$681,200.00
None Specified	$50,000.00
Other	$5,000.00
Parent-Teacher Association (PTA)	$500.00

Subtotal of state or local funds included for this school: $1,064,687.00

Total of federal, state, and/or local funds for this school: $1,064,687.00

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.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such 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

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: Meilani Lee-Murphy

Principal, Jesse Boise on	10/15/19
SSC Chairperson, Meilani Lee-Murphy on	10/15/19