School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Antelope High School	31 66928 0116459		

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)

X Schoolwide Program

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

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Comprehensive Needs Assessment Components

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

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

Antelope High School collects and analyzes data throughout the year using a Continuous School Improvement cycle. The school site and the district provide perception surveys to students, staff and families each year. This year, our perception survey data is going out in January and February 2021 to parents and students. This data and feedback will be used to drive our school goals in alignment with our WASC and site goals. Another metric new to us this year is the CA Tobacco Survey which was administered last year to our students. This perception data will be used and shared with our stakeholders to further inform needs at the school site. The school district and school just surveyed parents, students and staff through a CSI(Continuous School Improvement) survey. Results of this perception data will be available spring 2021.

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

Classroom room observations are conducted regularly by site and district administration as a part of the teacher evaluation process and for means of professional development. Teachers also participate in classroom observations to support the implementation of new strategies and to support their work within their PLT. The focus of most observations is student engagement, Common Core, and literacy strategies. One significant finding as a result of these observations is the need to increase "student talk" vs. "teacher talk", classroom environment and procedures, and overall student engagement. Our last WASC visit indicated that there needed to be an increase in student engagement in specific departments, so part of our plan will continue to address the need for high leverage instructional strategies that engage all students. UDL is a new district initiative that we want to implement at our school site so we can engage more students in learning.

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)

Student data which is derived from state and local assessments is analyzed from the district level to the PLT level. Both site administration and teachers within each PLT, review data to modify instruction and provide timely remediation when needed. We use data from multiple sources, both formative and summative, to guide support programs and to modify intervention to improve proficiency within our significant key cohort groups. Most important. we annually review data from CASSPP, AP, EAP, SAT, ACT, and PSAT to guide progress towards student achieving college readiness. For English Learners, the CELDT is annually administered and the data is used to accurately place and provide timely English language development as well as inform the school when a student has achieved proficiency and is ready to exit language development.

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

Data derived from embedded content assessments is frequently reviewed and used to drive and/or modify instruction. There are some District Common Assessments (DCA) that are implemented across the core content areas. Districwide, In English, the District Writing Assessment (DWA) is utilized to assess writing and drives cross-curricular solutions to ensure students are writing in all courses. English Learners are assessed with course assessments along with the DCA and DWA to assess and track language development and overall academic progress. PLTW uses end of course assessments to ensure course fidelity and progress towards course objectives. Most of these assessments are currently under revision to align with the Common Core State Standards and to provide greater consistency across the campus and district. The CSI process, a comprehensive needs assessment of our school, has really helped us narrow down our focus for our school in alignment with our district goals and initiatives.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Currently, all Antelope teachers meet NCLB requirements defining a highly qualified teacher. In the small few situations that occasionally come about, the teacher has the experience or is completing the necessary training to successfully teach the course.

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

All Antelope teachers have been provided professional development to successfully provide the adequate instruction necessary to ensure student learning. Teachers in both math and English language arts have the necessary to implement SBE-adopted instructional materials. Our math department is currently going through the Jo Boaler training "U-Cubed" and this continues to help with student engagement and student voice and choice. With the Common Core California State Standards, teachers are continuing to work on vertical alignment and development of essential learning outcomes.

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

All staff development is aligned to the Common Core standards and meets the necessary professional needs to provide quality instruction. Through the PLC process, teachers analyze student performance, intervention, and instructional needs.

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

Teachers are provided mentoring and support through administration, BTSA, and district content area coaches in ELA and math. Teachers are also participating in ongoing integrated math and ERWC training to further align curriculum and courses to the Common Core State Standards and college and career preparedness. Our district science coach also works with our science teachers to help promote the implementation of three new courses and PBL (Project Based Learning) approaches to instruction with our science courses.

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

Teachers collaborate in professional learning teams (PLT's) and are afforded time (80 min) every Monday (Wednesday this year due to COVID-19 schedule change) to work with their PLT's. Teacher collaboration also takes place district-wide during professional development days based on content area similarities or elective choices such as technology (Google).

Teaching and Learning

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

Currently, all content curriculum is being aligned with the Common Core standards. Math is currently using a new curriculum, while others are waiting for publishers to present new adoptions. All content areas are working to align and target standards and skills that address the Common Core State Standards. For science, all three courses are in full implementation. The other two courses, NGSS Biology and NGSS Physics is already implemented at the 9th and 10th grade levels.   PLTW, for example, has anchor standards that infuse math, English, and literacy skills to tie CTE in alignment with State standards.

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

All English Learners are provided 45 minutes (daily) of language development instruction.

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

Student intervention (Titan 28) is embedded in the school day (Tue-Fri). Intervention courses within the master schedule are ELD, Academic Literacy, Co-Requisite Math and Co-Taught Math and English. Our school began the co-taught classes this year (19-20) in IM1 and when school was in session, not in distance learning, they were effective in engaging all students in the Common Core math standards.   Antelope also offers various after school tutoring sessions in the Academic Learning Lab that is funded through our LCAP. There are student tutors who help with that. In addition, our site is now offering three embedded credit recovery courses (2 IM1 and IM2) and (1 English 9-12) section in order to provide more support for our at-potential students.

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

Instructional materials are available to every student at Antelope high school. We are compliant with the Williams Act and students have observable 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)

Every student has access to all aligned core courses. The minimum course level is college prep and on average, 7.5 out of 10 graduates completes UC a-g requirements as evidence of this access.

Opportunity and Equal Educational Access

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

Special Ed, 504, and EL students (to name a few) all are integrated into the mainstream classroom and are provided the same core instruction. Most of these students are supported with academic labs, ELD, and other accommodations to support their achievement. Most recently we have integrated a co-teaching model for IM1 and CP English 9. These two courses and models will continue next year as well. Such services are Academic Lab courses, ELD, Academic Literacy as well as differing forms of intervention services including tutorial, credit recovery, a-g grade recovery, independent study. We are also currently offering additional credit recovery through BYU and EdGenuity course offerings for at-risk seniors to make up credits towards graduation.

Evidence-based educational practices to raise student achievement

Antelope uses various researched-based educational practices and curriculum to support student achievement. Such as EDGE, English 3D, courses of study (PLTW), EOS, CSI data analysis and implementation, Community Circles, Restorative Practices, Wellness support to name a few. We really work to provide multiple types of research based educational practices to support all our students.

Parental Engagement

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

All parents have access to their child's attendance and ongoing academic record (online). The site and district offer individual and group guidance to parents to assist in understanding and navigating the school system. AERIES, HOMELINK, SHOWCASE NIGHTS, PLTW, COLLEGE/MILITARY NIGHT, BLACKBOARD, GOOGLE, FINANCIAL AID, and individual family counseling sessions. Our six counselors meet with every family to discuss each student's four year plan. This year with the use of Zoom and Calendly, it has helped us reach more families due to the flexibility with using Zoom.

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)

Both the school plan and LCAP are derived from parent, student and school personnel input. We also involve our school community in the development and implementation of PBIS, safe schools plan and Title One Parental Engagement. . Required community involvement and input comes from our School Site Council, ELAC, and DELAC. Through our LCAP, we now share a parent and community liaison staff member who works to engage our local community, especially our students who speak a second language.

<u>Funding</u>

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

Categorical funds to support the payment of staff to provide social-emotional, counseling, and academic support to ensure every student has a chance at success. Significant key cohort-groups that we support are foster youth, homeless, special ed, 504, and other various at-potential student groups.

Fiscal support (EPC)

All essential program components are met through the financial support provided by site general and categorical funds (LCAP) as well as district funding which is provided below in this report.

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

The process for reviewing and updating the SPSA involved the following stakeholders: parents, students, certificated and administrative staff. Stakeholders met once a month in order to review student achievement data and revise and plan new goals to help close the achievement gaps and meet the three goals established in alignment with our WASC and four district goals. By reviewing the WASC goals, the critical areas of follow up, the district goals and our site needs, we have developed four goals that tie all of this together. We had a recent WASC midterm accreditation visit in April 2021 and the visiting committees report verified that we are working towards the right site goals.

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.39%	0.33%	0.5%	7	6	10
African American	8.18%	8.36%	7.7%	148	152	143
Asian	12.38%	11.82%	12.2%	224	215	227
Filipino	2.38%	2.53%	2.5%	43	46	47
Hispanic/Latino	19.79%	21.55%	22.9%	358	392	426
Pacific Islander	1.38%	1.26%	1.1%	25	23	21
White	43.5%	42.28%	41.3%	787	769	769
Multiple/No Response	10.23%	9.9%	10.0%	185	180	186
			Total Enrollment	1,809	1,819	1,862

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	478	480	495
Grade 10	457	478	474
Grade 11	432	443	469
Grade 12	442	418	424
Total Enrollment	1,809	1,819	1,862

Conclusions based on this data:

1. Enrollment at Antelope High School is steady every year. This current year, 20-21, we are sitting at about 1820, but there is a lot of variability with that due to COVID, the RSVLA and other mitigating factors. Typically, our enrollment is always consistent with a large opening over 1850 each year and it steadies off at the 1820-1825 range. With new homes being built down the street, we are going to have to review demographer information to see the extent of that impact on our enrollment numbers.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	63	98	85	3.5%	5.4%	4.6%
Fluent English Proficient (FEP)	660	657	700	36.5%	36.1%	37.6%
Reclassified Fluent English Proficient (RFEP)	56	3	32	60.9%	4.8%	32.7%

Conclusions based on this data:

1.

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	432	445	424	427	439	421	427	439	421	98.8	98.7	99.3
All	432	445	424	427	439	421	427	439	421	98.8	98.7	99.3

* 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	2621.	2600.	2621.	25.53	20.05	31.59	44.73	41.91	33.73	21.78	23.01	23.52	7.96	15.03	11.16
All Grades	N/A	N/A	N/A	25.53	20.05	31.59	44.73	41.91	33.73	21.78	23.01	23.52	7.96	15.03	11.16

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	37.94	32.35	37.23	51.29	52.39	43.91	10.77	15.26	18.85
All Grades	37.94	32.35	37.23	51.29	52.39	43.91	10.77	15.26	18.85

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	41.78	30.75	39.57	43.90	49.89	45.32	14.32	19.36	15.11
All Grades	41.78	30.75	39.57	43.90	49.89	45.32	14.32	19.36	15.11

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	25.06	21.18	29.45	68.15	69.25	59.62	6.79	9.57	10.93
All Grades	25.06	21.18	29.45	68.15	69.25	59.62	6.79	9.57	10.93

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	35.83	25.74	38.04	53.86	56.26	49.28	10.30	18.00	12.68
All Grades	35.83	25.74	38.04	53.86	56.26	49.28	10.30	18.00	12.68

Conclusions based on this data:

1. Analysis indicates we are maintaining consistent achievement in ELA, yet there are still achievement gaps that consistently need to be addressed for "All students".

2. Our school has a consistently high participation rate over 98% each of the past three years.

3. The subcategory of "Research/Inquiry" has shown decline over the past three years. More focused efforts need to be implemented to address the decline in scores in this area.

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	432	445	424	426	438	418	426	438	418	98.6	98.4	98.6
All	432	445	424	426	438	418	426	438	418	98.6	98.4	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2599.	2579.	2582.	11.74	9.82	11.48	29.58	21.23	22.25	30.52	34.02	29.90	28.17	34.93	36.36
All Grades	N/A	N/A	N/A	11.74	9.82	11.48	29.58	21.23	22.25	30.52	34.02	29.90	28.17	34.93	36.36

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	23.94	21.69	21.58	39.20	33.33	30.70	36.85	44.98	47.72
All Grades	23.94	21.69	21.58	39.20	33.33	30.70	36.85	44.98	47.72

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	16.67	16.44	14.63	55.87	52.05	52.28	27.46	31.51	33.09
All Grades	16.67	16.44	14.63	55.87	52.05	52.28	27.46	31.51	33.09

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	19.72	13.93	13.88	62.68	57.08	61.00	17.61	29.00	25.12
All Grades	19.72	13.93	13.88	62.68	57.08	61.00	17.61	29.00	25.12

Conclusions based on this data:

1. Overall, students still demonstrate a struggle with the all of the sub-strands of the Math CAASPP.

2. % of students overall who do not meet the standards in Math has risen near 10% over three years.

3. As an overall theme for math, students are generally struggling at a lot of levels and key cohort group students are further behind. Our school needs to find additional interventions and 1st instruction practices in order to help more students reach proficiency.

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	1578.8	1562.4	1575.9	1554.3	1581.4	1570.1	12	15
Grade 10	1572.0	*	1561.1	*	1582.4	*	17	6
Grade 11	1562.8	*	1551.1	*	1574.0	*	16	10
Grade 12	*	1547.8	*	1532.5	*	1562.4	*	13
All Grades							53	44

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	*	26.67	*	40.00	*	13.33		20.00	12	15
10	*	*	*	*	*	*	*	*	17	*
11	*	*	*	*	*	*	*	*	16	*
12	*	15.38	*	30.77	*	30.77	*	23.08	*	13
All Grades	37.74	22.73	33.96	36.36	*	27.27	*	13.64	53	44

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	*	33.33	*	33.33	*	0.00		33.33	12	15
10	*	*	*	*	*	*	*	*	17	*
11	*	*	*	*	*	*	*	*	16	*
12	*	30.77	*	23.08	*	23.08	*	23.08	*	13
All Grades	50.94	31.82	32.08	31.82	*	15.91	*	20.45	53	44

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	*	13.33	*	33.33	*	40.00		13.33	12	15
10	*	*	*	*	*	*	*	*	17	*
11	*	*	*	*	*	*	*	*	16	*
12	*	15.38	*	7.69	*	46.15	*	30.77	*	13
All Grades	*	11.36	39.62	29.55	26.42	45.45	*	13.64	53	44

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	*	13.33	*	73.33		13.33	12	15
10	*	*	*	*	*	*	17	*
11	*	*	*	*	*	*	16	*
12	*	7.69	*	53.85	*	38.46	*	13
All Grades	49.06	11.36	37.74	72.73	*	15.91	53	44

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	*	66.67	*	0.00		33.33	12	15
10	*	*	*	*	*	*	17	*
11	*	*	*	*	*	*	16	*
12	*	61.54	*	15.38	*	23.08	*	13
All Grades	62.26	63.64	32.08	15.91	*	20.45	53	44

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	*	20.00	*	60.00	*	20.00	12	15
10	*	*	*	*	*	*	17	*
11	*	*	*	*	*	*	16	*
12	*	23.08	*	38.46	*	38.46	*	13
All Grades	32.08	15.91	33.96	61.36	33.96	22.73	53	44

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students							
	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	*	0.00	*	86.67		13.33	12	15
10	*	*	70.59	*	*	*	17	*
11	*	*	68.75	*	*	*	16	*
12	*	7.69	*	84.62	*	7.69	*	13
All Grades	32.08	6.82	62.26	86.36	*	6.82	53	44

Conclusions based on this data:

1. Overall, few students scored proficient in reading and writing (vs speaking and listening).

2. Most students scored proficient in speaking than in any other domain.

3. EL Literacy within the classroom with a variety of modalities and instructional strategies needs to continue to be a focus. More integrated ELD strategies need to happen schoolwide.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,819	**55.3**	**5.4**	**0.1**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	98	5.4
Foster Youth	2	0.1
Homeless	54	3.0
Socioeconomically Disadvantaged	1,006	55.3
Students with Disabilities	103	5.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	152	8.4
American Indian	6	0.3
Asian	215	11.8
Filipino	46	2.5
Hispanic	392	21.6
Two or More Races	180	9.9
Pacific Islander	23	1.3
White	769	42.3

Conclusions based on this data:

1. Our Hispanic enrollment has slowly increased over the past three years (1.5%).

2. Our white population has decreased by 5% over the past five years (from 50.7% to 45.7%).

3. Our socioeconomically disadvantaged student population is over 50%, the 2nd highest in the last five years. This allows our school the ability to apply for a Schoolwide Program for Title 1 funding.

School and Student Performance Data

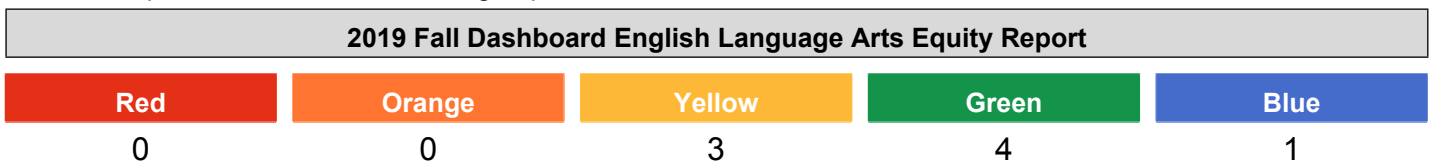## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Conclusions based on this data:

1. Due to an increase in the use of restorative practices within the counseling and administrative wing (and to small extent within the classroom), we have decreased our suspension rate this last year.

2. We continually have a high graduation rate each year.

3. Overall, all of our categories are seeing gains from years previous.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	4	1

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Yellow	No Performance Color
40.6 points above standard	30.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++21.7 points	Increased Significantly ++19.9 points	2
408	67	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Green	No Performance Color
13.9 points below standard	24.2 points above standard	43.2 points below standard
Increased ++8.2 points	Increased Significantly ++16.5 points	Increased Significantly ++56.6 points
33	231	12

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Green	No Performance Color	Green	No Performance Color
7.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	40.1 points above standard	45.9 points above standard
Increased Significantly ++28.4 points	2	Maintained 0 points	12
32		49	

Hispanic	Two or More Races	Pacific Islander	White
Green	Yellow	No Performance Color	Blue
25.5 points above standard	27.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	58 points above standard
Increased Significantly ++37.6 points	Declined Significantly -18.9 points	6	Increased Significantly ++28.1 points
83	45		171

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
103.4 points below standard	13.2 points below standard	40.5 points above standard
13	Increased Significantly ++26 points	Increased Significantly ++19 points
	54	240

Conclusions based on this data:

1. Our English learners perform the lowest of all student groups on the ELA CASSPP , 30.7 pts below standard (but they gained 20 points since last year which is quite significant and a result of our two ELD teachers strongly aligning in their PLT.

2. Our subgroups (Hispanic, African American) are falling behind our other student groups at a declining rate each year.

3. Our student group (Two or more races) are outperforming every other group.
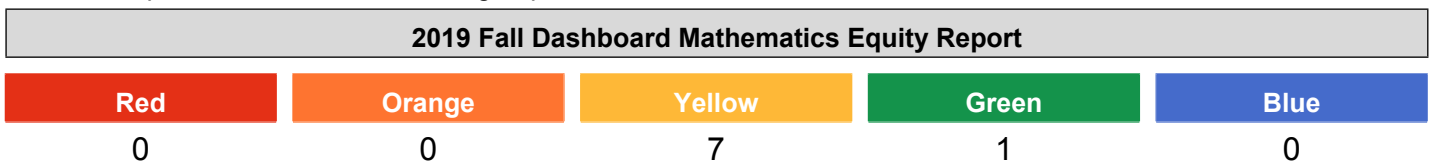
School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	7	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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
44.3 points below standard	97.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++3.4 points	Increased ++8.5 points	
405	67	2

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Yellow	No Performance Color
102.2 points below standard	58 points below standard	161.8 points below standard
Increased ++4.3 points	Maintained -2 points	Increased ++4.1 points
33	229	12

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow	No Performance Color	Yellow	No Performance Color
82.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	46 points below standard	46.4 points below standard
Increased Significantly ++23.5 points	2	Declined Significantly -36.4 points	12
31		49	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Green	No Performance Color	Yellow
69.6 points below standard	24.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	29.6 points below standard
Increased ++9.1 points	Increased Significantly ++15.1 points	5	Maintained ++2.9 points
82	45		171

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner	Reclassified English Learners	English Only
161.6 points below standard	82.6 points below standard	50.9 points below standard
13	Increased Significantly ++18.5 points	Maintained ++0.2 points
	54	237

Conclusions based on this data:

1. Our SWD are 161.8 points below standard (increased nominally by 4 percentage points from previous year); our school has instituted a co-teaching model this year and for 20-21 which should help increase achievement gains in this category. Due to the pandemic, we don't have a baseline data set because there hasn't been a consistent model of instruction with both online and in-person learning.

2. Biggest decline in math performance of all student groups is our African American population (declined 68.2 points from the previous year).

3. Overall, every student group declined from the previous year in mathematics proficiency.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
55.9 making progress towards English language proficiency
Number of EL Students: 34
Performance Level: Low
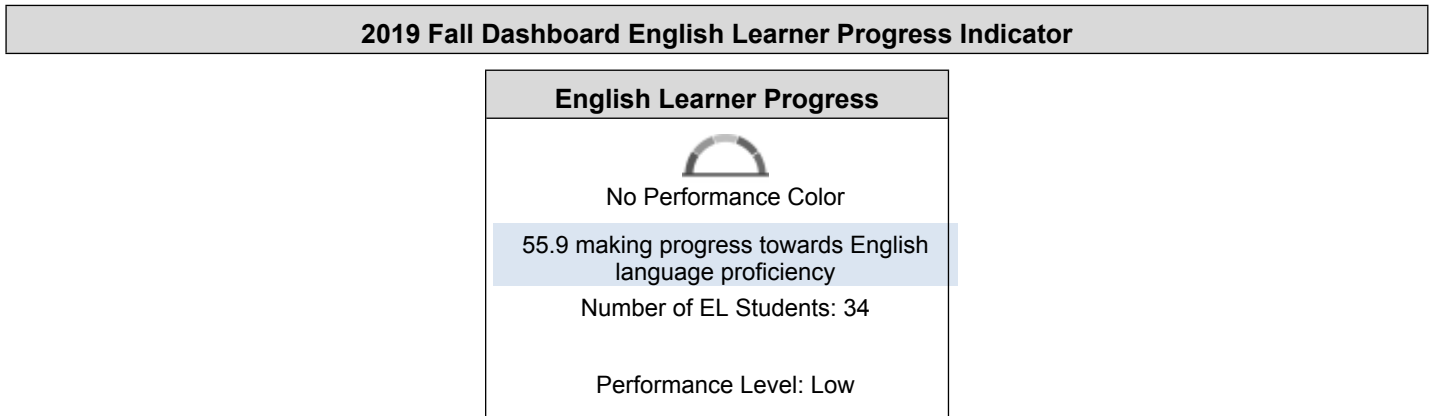
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.5	20.5	5.8	

Conclusions based on this data:

1. Our graduation rate of near 95% remains high for our EL population. We are doing well with making sure our EL students graduate from Antelope.

2. Near 10% of students tested still are at the beginning stages of English language proficiency.

3. Need to continue to work on literacy with our EL popluation and provide differentiated instruction in core classes to help close this gap.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.
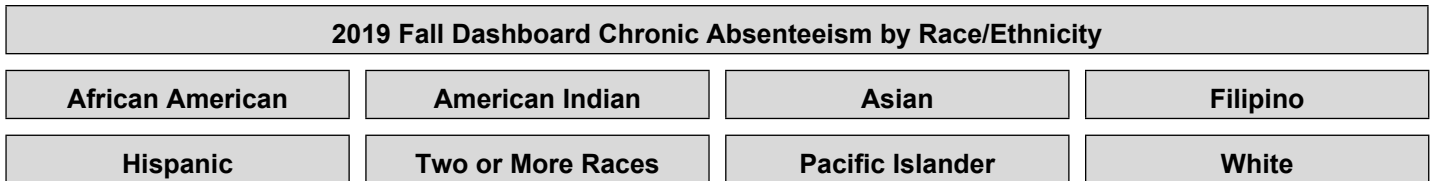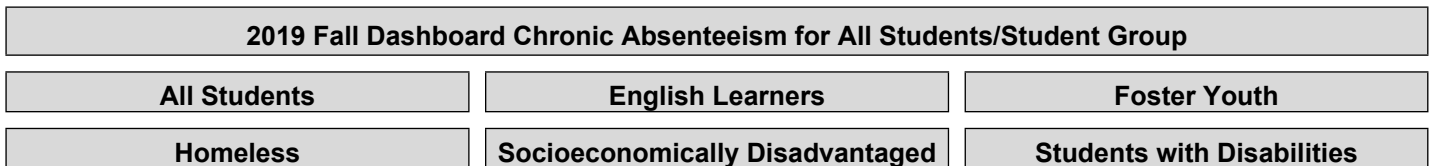
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. There is still no date for this section for our schools.

2. The COVID-19 pandemic has caused attendance issues across the board.

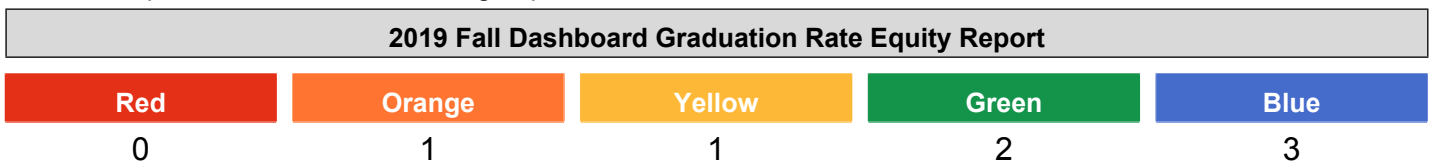# School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		

All Students	English Learners	Foster Youth
Blue	Yellow	No Performance Color
95.5	86.5	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.4	Maintained 0	
		2
440	52	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Green	No Performance Color
82.2	94.3	68.2
Declined -9.5	Maintained +0.7	Declined -4
45	280	22

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue	No Performance Color	Green	No Performance Color
96.9	Less than 11 Students - Data Not Displayed for Privacy	91.8	Less than 11 Students - Data Not Displayed for Privacy
Increased +4.2		Maintained -0.4	
	2		10
32		73	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
97.7	94.7	Less than 11 Students - Data Not Displayed for Privacy	95.6
Increased +2.4	Increased +5.9		Maintained -0.7
		9	
86	38		183

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

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
95	95.5

Conclusions based on this data:

1. Our graduation rate remains consistently high at near 99% of our seniors graduating.

2. Our EL learner graduation rate increased 2.4% from the previous year, a success. Would be great to see the rate continue to increase.

3. Our hispanic and African-american student group still remains lower than all student groups. We need to work to close this gap. Our hispanic rate, however, increased by 2.4 % points, so as of now, we are doing well there.
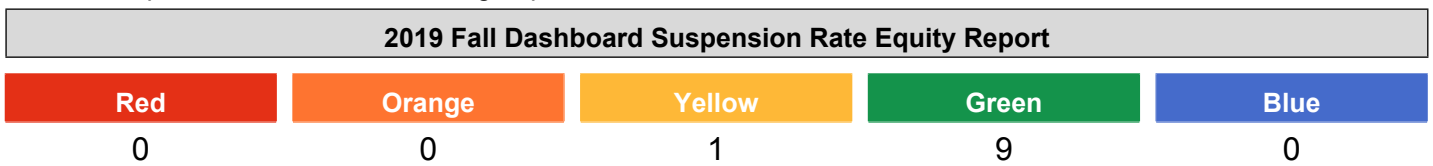
School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	9	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
3.5	2.4	Less than 11 Students - Data Not Displayed for Privacy 10
Declined -1.3	Declined -1.4	
1888	85	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Green	Green	Green
5.6	4.4	4.8
Declined -3.3	Declined -0.9	Declined -7.6
89	1057	104

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow	No Performance Color	Green	Green
9	Less than 11 Students - Data Not Displayed for Privacy 7	1.3	2.1
Declined -1.1		Maintained -0.1	Declined -6.4
156		228	47

Hispanic	Two or More Races	Pacific Islander	White
Green	Green	No Performance Color	Green
4.2	3.9	7.7	2.6
Declined -1.8	Declined Significantly -2.2	Increased +0.8	Declined -1.1
379	229	26	816

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.9	3.5

Conclusions based on this data:

1. Many of our key cohort groups have declined in suspension rates.

2. Overall our suspension rate is steadily decreasing by using alternate methods of consequences and by wellness center initiative and restorative practices. One of our strong pushes at our school is continuing the integration of restorative practices inside the classroom and schoolwide. As the distance learning has become more at the forefront, we are going to continue to look at t

3. This last year, we have been on a combined distance learning and in-person model. Our suspension rates are minimal, if any, at this point. We hope to continue to decrease suspensions as students need to be in class.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LCAP priority 1, 2, 3, and 4

LEA/LCAP Goal

Increase student access to social-emotional learning (SEL) supports and services to improve safety and wellbeing for all students

Goal 1

Continue to provide comprehensive social-emotional support to all of our students in order to provide support for their academic achievement.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

All students, especially those most at-risk social/emotionally

Strategy/Activity

Continue to create a wellness space in the Wellness Center by purchasing furniture and walls to make more confidential spaces for student counseling with Wellness 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)
1,000	LCFF Supplemental: ($2.7 mil LCAP only) 4000-4999: Books And Supplies Provide more access to private spaces in the Wellness Center

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

Professional Development for Wellness Center interns and staff in restorative practices, so we are all aligned with best practices across the campus.

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)
3,171	LCFF Supplemental: ($2.7 mil LCAP only) 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Due to the changing in district goals, the CSI process and other changes, our goals were met to an extent. Still more work needs to occur, especially in light of this pandemic and distance learning.

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

COVID-19 pandemic has adjusted a lot of our focus.

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LCAP priority 1,2,3, and 4

LEA/LCAP Goal

This goal is aligned to LEA #2

Goal 2

Cultivate a school community that fosters a restorative approach to relationships and fosters inclusion in order to continue to build upon our Titan culture.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

All Students

Strategy/Activity

Train all teachers in Level 1 Restorative Practices (Community Circles in Classrooms and in Basics)

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)
8,000	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 1000-1999: Certificated Personnel Salaries Hourly pay after school for trainings for all teachers; supplies and books for training; pay

	for an outside company to come and run the training

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

Using an online platform, train additional teachers over the summer and in the fall on how to implement circles in classrooms to build community.

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

Amount(s)	Source(s)
6,000	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 5000-5999: Services And Other Operating Expenditures

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

Special Education students in ILS and other gen ed students

Strategy/Activity

Continue to implement Best Buddies to help foster inclusion between special education and general education 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)
4,000	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 4000-4999: Books And Supplies

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

Continue to implement the 1st Day of School for the Fall and the Spring to build inclusion for all 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)
3,000	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 4000-4999: Books And Supplies

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

Incoming Freshman students

Strategy/Activity

Send teachers to Boomerang Link Crew training ; supplies for summer orientation 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)
0	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 5000-5999: Services And Other Operating Expenditures will use carryover money

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

Speakers for assemblies in order to build student connection, safety and inclusion

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	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ELD Students

Strategy/Activity

ELD 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)
1,000	LCFF Supplemental: ($2.7 mil LCAP only) 4000-4999: Books And Supplies Project Get support; software program support (Edge, etc); teacher training

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LCAP priority 1,2,3,4, 5, 7, and 8

LEA/LCAP Goal

College, Career and Life Ready: Ensure all students graduate from high school ready for college, career, and life; prepared to pursue the future of their choosing

Goal 3

Ensure all students graduate from high school ready for college, career and life, prepared to pursue the future of their choosing.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

All Students

Strategy/Activity

Will pay for an additional counselor above the district allocation

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)
133,510	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 1000-1999: Certificated Personnel Salaries Title One, Intervention Counselor

Strategy/Activity 2

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

CTE Pathway Students

Strategy/Activity

Provide extra funding to core CTE departments due to CTEIG budget cuts

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)
1,000	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 4000-4999: Books And Supplies 2, 500 dollars to each department to provide additional funding for their programs of study

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

Students who are Title One and need fee waivers or scholarships; other students in need of scholarships

Strategy/Activity

AP Testing Fee 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)
1,000	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 5000-5999: Services And Other Operating Expenditures

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

SAT/ACT prep for students

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

Amount(s)	Source(s)
500	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 4000-4999: Books And Supplies Provide exam preparation to ensure equity and student competitiveness

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

Professional Development for all staff

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	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 1000-1999: Certificated Personnel Salaries Provide professional development to staff to increase understanding and strategies to increase college and career readiness
500	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 1000-1999: Certificated Personnel Salaries PLTW Training for Counselors and teachers

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

All students and targeted towards at potential groups

Strategy/Activity

Equity in enrollment and recruitment into PLTW, AP, and other rigorous courses and programs. (Race, Gender, and SED).

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	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 4000-4999: Books And Supplies Provide materials and resources as necessary to support equity in student enrollment (race, gender, and SED)

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

Parent education and training (i.e., CABE Parent Institute, Common Core, Financial Aid, College Information,).

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	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 4000-4999: Books And Supplies Provide opportunities for parents to gain strategies, information through on or off campus sessions.
500	LCFF Supplemental: ($2.7 mil LCAP only) 4000-4999: Books And Supplies EL families can use Title III funding also

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

Staff will provide college and career readiness information sessions and classes for students (and families), especially all Title 1 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)
500	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 4000-4999: Books And Supplies Provide information sessions to support an increased understanding of college and career readiness

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

Strategy/Activity

Increase participation of Title I, EL, and at-risk students in co & extra-curricular activities (i.e., cover costs for participation i.e., performing arts, athletics,

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	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 4000-4999: Books And Supplies Increase participation of subgroup and other at-risk student groups as a means to connect to school culture.

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students enrolled in these courses

Strategy/Activity

NGSS Transition to Physics and Chemistry

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)
4,000	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget

	4000-4999: Books And Supplies Materials, planning, and professional development

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Increase leadership opportunities and development for non-ASB 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)
500	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 5000-5999: Services And Other Operating Expenditures Provide resources, guest speakers, training, etc, to promote leadership skills to a wide range of students

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Support Dual Enrollment opportunities for English and US History

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	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 5000-5999: Services And Other Operating Expenditures Students can earn college credit and HS course completion with Sierra college. Consider the purchase of supplemental digital resources to help with these courses.

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English 9, 10 and 11 students who fail their first try at CP English.

Strategy/Activity

Provide an additional section for English Credit Recovery so more students can graduate and be a-g ready

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)
30,500	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 1000-1999: Certificated Personnel Salaries one section in the Fall and Spring

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Implement a full ASL program to provide more options for world language in addition to Spanish

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	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 5000-5999: Services And Other Operating Expenditures Purchase resources for this new course, to possibly include student workbook license

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide support, supplies and necessary equipment for our four CTE programs of study; provide PLTW training for Core training and also for National Conference

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)
102,000	Other: Includes CRANE, Perkins, anything else that does not fit above 4000-4999: Books And Supplies Equip our CTE/PLTW pathway courses, so students have full access to the courses; training and conference fees

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

To support all students academic achievement and college and career readiness

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)
209,836	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 4000-4999: Books And Supplies Department budgets; athletic budget; general budget to support all academic programs.
30,500	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 1000-1999: Certificated Personnel Salaries Add 2 sections for Link Crew

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LCAP priorities 1,2,3,4,5,6, and 9

LEA/LCAP Goal

This goal is aligned to LEA #1

Goal 4

Implement a comprehensive instructional program that engages students and provides for timely intervention for our most at potential students.

Identified Need

We have a large group of students who struggle academically on campus: D/F rates in core content areas continue to be a concern; CAASSP scores have not seen strong growth; student engagement was noted as a critical area of need per our last WASC review; with distance learning or a hybrid model seeming to be in the future for our school starting in fall, we need more immediate interventions and high leverage instructional practices to help engage all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

All students

Strategy/Activity

Professional Development to help support 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)
8,000	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget

	5000-5999: Services And Other Operating Expenditures Provide professional development opportunities for staff to support student learning.

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

All students, especially struggling students in core academic classes

Strategy/Activity

Academic Learning Lab (After school support, especially with distance learning and hybrid options if that is a reality for 20-21)

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	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 2000-2999: Classified Personnel Salaries Provide after school support for students needing increased time and support. (This money will be specifically for all subjects to provide tutoring services).

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

2 Full-Time Intervention Counselors (District funded through LCAP)

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)
0	Not Specified 1000-1999: Certificated Personnel Salaries Provide timely comprehensive, intervention, and counseling support.

Strategy/Activity 4
Students to be Served by this Strategy/Activity

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

At-risk students identified by counselors and other IRT (Intervention Response Team) meetings

Strategy/Activity

2 Full-Time Learning Support Specialists (District funded)

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)
0	Not Specified 2000-2999: Classified Personnel Salaries Utilize LSS position to support students in Ac Literacy Class, and Learning Lab (after school).

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

Investigate an option for providing an advisory period into next year due to distance learning and hybrid learning options for students.

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

Amount(s)	Source(s)
2,000	LCFF Supplemental: ($2.7 mil LCAP only) 1000-1999: Certificated Personnel Salaries Provide students timely intervention within the school day.
5,000	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 5000-5999: Services And Other Operating Expenditures Continue using Five Star to track student grades and attendance. Reoccuring Fee.

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

9th grade students

Strategy/Activity

9th Grade Transition 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)

500	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 4000-4999: Books And Supplies Provide necessary materials and resources to support program implementation and student participation

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students for Tier One

Strategy/Activity

Continue to support PBIS 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)

500	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 4000-4999: Books And Supplies Utilize PBIS to support positive behaviors and cultures (monitor and reduce attendance and suspensions).

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

Utilize software technology platforms to help with intervention and instruction for all 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)
4,000	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 5000-5999: Services And Other Operating Expenditures Utilize to technology in the classroom and intervention to accelerate and/or remediate student learning. (ie, Pear Deck, Socrative, and any other support programs to help with instruction and intervention).

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

All students

Strategy/Activity

Learning Walks for teachers to observe effective instructional 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)
10,000	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 1000-1999: Certificated Personnel Salaries Provide release time and prep period coverage, so teachers can do learning walks.

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional Development on the use of Illuminate to provide data for timely interventions and to use in PLCs

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)
4,246	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 5000-5999: Services And Other Operating Expenditures Train another cohort of teachers in Illuminate best practices to embed in PLC and intervention

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development to support transition to the Common Core and Integrated Math, English and Science in order to support for the CAASSP.

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	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 12
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 purchase culturally responsive online and print texts for English 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)
2,000	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 4000-4999: Books And Supplies

Strategy/Activity 13

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

All students will have access to technology in their math and English classes

Strategy/Activity

Training in the use off instructional technology to support the acceleration and intervention for all math 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)
43,704	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 4000-4999: Books And Supplies

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ELD Students

Strategy/Activity

ELD 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)
24,356	LCFF Supplemental: ($2.7 mil LCAP only) 4000-4999: Books And Supplies ELD Materials, trainings, field trips, PD.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator   Baseline/Actual Outcome   Expected Outcome

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

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

Strategy/Activity

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

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	$216,756
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$661,823.00

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 ($)
LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	$311,040.00
LCFF Supplemental: ($2.7 mil LCAP only)	$32,027.00
Not Specified	$0.00
Other: Includes CRANE, Perkins, anything else that does not fit above	$102,000.00
Title I: For those sites that get Title I (RHS, ADHS, AnHS)	$216,756.00

Subtotal of state or local funds included for this school: $661,823.00

Total of federal, state, and/or local funds for this school: $661,823.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental: ($2.7 mil LCAP only)	32,027	0.00
Title I: For those sites that get Title I (RHS, ADHS, AnHS)	216,756	0.00
LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	311,040	0.00
Other: Includes CRANE, Perkins, anything else that does not fit above	102,000	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	311,040.00
LCFF Supplemental: ($2.7 mil LCAP only)	32,027.00
Not Specified	0.00
Other: Includes CRANE, Perkins, anything else that does not fit above	102,000.00
Title I: For those sites that get Title I (RHS, ADHS, AnHS)	216,756.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	215,510.00
2000-2999: Classified Personnel Salaries	3,000.00
4000-4999: Books And Supplies	399,896.00
5000-5999: Services And Other Operating Expenditures	43,417.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

1000-1999: Certificated Personnel Salaries	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	18,000.00
4000-4999: Books And Supplies	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	266,540.00
5000-5999: Services And Other Operating Expenditures	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	26,500.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental: ($2.7 mil LCAP only)	2,000.00
4000-4999: Books And Supplies	LCFF Supplemental: ($2.7 mil LCAP only)	26,856.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental: ($2.7 mil LCAP only)	3,171.00
1000-1999: Certificated Personnel Salaries	Not Specified	0.00
2000-2999: Classified Personnel Salaries	Not Specified	0.00
4000-4999: Books And Supplies	Other: Includes CRANE, Perkins, anything else that does not fit above	102,000.00
1000-1999: Certificated Personnel Salaries	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	195,510.00
2000-2999: Classified Personnel Salaries	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	3,000.00
4000-4999: Books And Supplies	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	4,500.00
5000-5999: Services And Other Operating Expenditures	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	13,746.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,171.00
Goal 2	29,500.00
Goal 3	517,846.00
Goal 4	110,306.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

3 Other School Staff

Name of Members	Role
Tino Guzman	Principal
Dr. Marlon Gayle	Other School Staff
Phitsamay Gilchrist	Other School Staff
Ana Luna	Other School Staff
Marissa Winn	Classroom Teacher
Dustin Thompson	Classroom Teacher
Allison Wright	Parent or Community Member
Jamie Heller	Parent or Community Member
Walt Chambers	Parent or Community Member
Kaitlyn Bottaro	Secondary Student
Rosalia Chinn	Secondary Student
Mi Amore Wright	Secondary Student
Ezekiel Jefferson	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
	State Compensatory Education Advisory Committee
Norma A Plant	English Learner Advisory Committee
	Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/21/2021.

Attested:

Tino Guzman (signature)	Principal, Tino Guzman on 4/21/2021
Allison Wright (signature)	SSC Chairperson, Allison Wright on 4/21/2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

    II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019