



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
Littlerock High School	19 64246 1995398	May 12, 2025	June 10, 2025

Purpose and Description

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

Schoolwide Program

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.

Multiple perspectives, resources, and student achievement outcomes were reviewed and analyzed through our comprehensive needs assessment process in the evaluation of our 2021-22 SPSA goals, objectives, actions, services and expenditures for Littlerock High School. The scope of the need is wide in nature; however specific areas of success and improvement have been identified. The site administrative leadership team, along with the School Site Council, English Learner Advisory Committee, Parents, Students, Associate Student Body (ASB), Teachers, and District Office Personnel engaged in providing input in the discussion of the content of the needs assessment. Multiple sources of data were reviewed, addressing student behavior and student academic achievement.

A data point that was identified for specific improvement is student suspension. Littlerock High Schools has implemented multiple positive behavior support systems including 'Capturing Kids' Heart,' Habitudes, Student support Center, Core-Instructional model and a Reassignment room. The California Dashboard indicates that Littlerock High school has improved from a "High" (Orange) suspension rate to a "Medium" (Yellow) suspension rate that is decreasing. There has been marked improvement in the over support systems to improve student behavior. Still there are student groups that have a "Very High" and "High" suspension designation. Littlerock High School continues to review data such as, student period suspensions, student full day suspensions, student in-school suspension, student expulsions, student behavior leading to suspension, frequency of inappropriate behavior, major versus minor incidents, student referral to behavior intervention programs, availability of intervention programs, student engagement in athletic programs, student involvement in extra-curricular activities, Student-Staff mentorship, student involvement in school academies and JROTC, Student school pride, student field trips, student safety, PBIS programs, and other behavior data to improve student behavior and subsequently reduce student suspension rate.

Another area identified for continued improvement is Math and ELA literacy. Littlerock High made positive improvements in both of these indicators in the 2019 dashboard. Both were indicated as "very low" (Red) and declined significantly in achievement on the Fall 2018 California Dashboard, however in the 2019 dash board Math was raised by 2.4 points and English increased 8 points, changing the indicator to "Orange." Multiple data points were also reviewed and discussed for this identified area, including but not limited to California Dashboard, PSAT/SAT, School site math progression, common assessments, ELA performance tasks, Cross-curricular literacy project, Core Instructional Model (CIM) observations, Digi-coach walkthroughs, Advance Placement (AP) program, grade distribution, student and staff surveys, Reading Inventory levels, and Math Inventory.

The stakeholders listed above agreed that many of the SPSA actions need to continue because data has indicated progress or because the actions need to be fully implemented to determine effectiveness. Programs such as Trauma-informed practices, Capturing Kids' Heart, AVID, Instructional Partners, School Academies, College and Career field trips, VAPA programs, Student Support Center (SSC), Reassignment program, PBIS, staff development, outreach to incoming students, increase access to technology, Saturday school and student tutoring were highlighted as beneficial. New areas of action focused on providing support to increase participation in athletics programs, expanding the PBIS programs to include a suspension re-assignment program, trauma informed training, increase student/staff rapport, parenting and language classes for parents, additional transportation option for student participation in after school activities, and increasing participation in already established programs such as college/career field trips, AVID, Academies, JROTC, Tutor.com, parent volunteer program, etc.

Assisting English Learners in achieving full proficiency in English is an area of focus. An EL Coordinator and bilingual secretary support English Learners. Students are initially tested and placed at an appropriate level. There is a designated counselor for EL students to ensure proper placement in classes. A bilingual aide assists in core classes with designated teachers who provide additional support. In addition, after-school tutoring with a bilingual Instructional Aid is offered after school. The EL team monitors academic grades and meetings are held with students to identify specific needs and to provide assistance. As part of the monitoring process, the EL department met individually with students who were at risk to set goals and identify resources and supports to improve their academic performance.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Multiple perspectives, resources, and student achievement outcomes were reviewed in developing a comprehensive needs assessments for Littlerock High School. The scope of the needs is wide in nature, however specific area of success and improvement have been identified. The site administrative leadership team, along with the School Site Council, English Learner Advisory Committee, Parents, Students, Associate Student Body (ASB), Teachers, and District Office Personnel engaged in providing input on the development of the content, goals, objectives, actions and expenditures of the 2023-24 SPSA throughout the school year.

Resource Inequities

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

As part of our comprehensive needs assessment process, we identified the following achievement inequities in the areas of Math, ELA and student suspensions.

Littlerock has a history of implementing AVID strategies as well as professional development that focus on best practices for implementing the California Common Core State Standards (CCSS). These strategies have shown to give students support to meet graduation requirements, as well as, give students the opportunity to enter prepared for college and careers. These programs will be reviewed and adjusted to have a greater outreach in order to motivate students to participate in these programs.

Student suspension will also be addressed by adding additional resources to Littlerock HS suspension practices. Currently the percent of suspension of students still higher than established goals. Also, the overall suspension of all students in designated as "Medium" within the California dashboard. A re-assignment program will be developed to offer students strategic support in behavior and academics, including the continued professional development in Capturing Kids' Heart strategies.

Evidence Based Interventions

Indicate the Name of the evidenced-based intervention identified as a result of the needs assessment process

Northwest Evaluation(NWEA) Measures of Academic Progress (MAP) for Reading and Math.

Implementation of Capturing Kids' Hearts to support the implementation of a productive learning environment, including fewer discipline referrals, improved attendance, higher student achievement, lower dropout rate and higher teacher satisfaction.

Implementation of Habitudes Social Emotional Curriculum - Habitudes combines images, relatable stories, and experiences into leadership development curriculum and lesson plans that resonate with today's young adults, equipping them to navigate through life's challenges and opportunities. Using stories, images and experiences, Habitudes teaches young adults valuable perspectives and leadership habits, helping them:

Take initiative and set the pace for other team members.
Overcome complex problems through creative persistence.
Capitalize on personal strengths to be career-ready upon graduation.
Develop critical thinking skills that produce better life choices.

PBIS- Source-WWC

Implementation of PBIS has been formally evaluated in a number of descriptive, evaluation, and experimental studies. Findings indicate that PBIS is experimentally associated with reduction in office discipline referrals (Bradshaw et al. 2010, 2012; Horner et al. 2009; Safran and Oswald 2003), reduction in out of school suspensions and expulsions (Bradshaw et al. 2010), improved social emotional competence (Bradshaw et al. 2012), improved organizational efficiency (Bradshaw et al. 2008, 2009), improved academic outcomes (Horner et al. 2009), improved perception of safety (Horner et al. 2009; Ross et al. 2012), and reduction in bullying (Ross and Horner 2009; Waasdorp et al. 2012).

Systematic Educational Barriers for Latino Students and a Program Attempting to Close the Gap-
AVID- Source-ERIC
Carrasco Ramos, Daisy

AVID

ProQuest LLC, 2018 Ed.D. Dissertation, Azusa Pacific University

The case study design collected data through interviews, archival documents, and observations. The data showcased that the AVID program was successful in getting Latino students to graduate high school and transition to higher education. Two main themes emerged from the AVID program: 1. AVID structure of having one key person per four-year class and 2. having a strong college-going culture that embeds financial aid literacy, college trips, overnight college trips, parent education, and college tutors.

AVID

An Exploratory Study of the Influence of the Advancement via Individual Determination (AVID) Program on African American Young Men in Southeastern North Carolina- Source-ERIC

Parker, Michele A.; Eliot, Jessica; Tart, Michael

Journal of Education for Students Placed at Risk, v18 n2 p153-167 2013

This is a qualitative study of how the Advancement Via Individual Determination (AVID) program influenced 9 African American young men in southeastern North Carolina. To understand the impact of the program, a cross-section of current and past AVID participants were interviewed. The African American male students were asked about their attitudes toward education and how AVID influenced them socially and academically. Four themes that emerged from the data were: (a) Supportive, family-like relationships are built within the AVID classroom; (b) the students strive to do better academically; (c) specific AVID methodologies improve student achievement in preparation for college; and (d) AVID positively affects student attitudes toward education. These themes are

discussed in relation to the literature. Finally, we suggest how this research might inform future studies. (Contains 1 table.)

MATH-Intervention Classes-Multiple Studies and References

"The low and inequitable mathematics performance of students in urban American high schools has been identified as a critical issue contributing to societal inequities (Moses & Cobb, 2001) and poor economic performance (Madison & Hart, 1990). The need for teachers to explicitly attend to students' understanding of the ways they need to work is consistent with a broad research literature on formative assessment. The main tenets of formative assessment are that students must have a clear sense of the characteristics of high quality work, a clear sense of the place they have reached in their current work, and an understanding of the steps they can take to close the gap between the two (Black & Wiliam, 1998). The idea that careful attention needs to be paid to students' awareness of expected ways of working is also supported by the work of Delpit (1988), who has argued that teachers must make explicit the unarticulated rules governing classroom interactions that support different schooling practices, and students must be given opportunities to master those ways of being, doing and knowing. To not support students in code switching (Heath, 1983) is to participate in perpetuating inequality." (Boaler, 2008) The new intervention classes seeks to change the curriculum to include more mindset shifts for teachers, and students. Additionally new curriculum will be created by the teachers in conjunction with Envision Learning to support these concepts being taught and understood in the context of mathematics.

Reference

Boaler, J., & Staples, M. (2008). Creating mathematical futures through an equitable teaching approach: The case of Railside School. *Teachers College Record*, 110(3), 608-645.

District Level Supports

AVUHSD 2024-25 EL Support & Alt. Support Programs with District Title III, Title I, and Targeted Funds

<u>Funding Source</u>	Bilingual Instructional Aides
Title III + District Targeted	• Support immigrant Newcomer ELs in Designated ELD Elective course, and LTELs in Core subjects at each site.
District Title I	Student Monitoring for ELs and Reclassified students DataCentral Monitoring of all EL students and reclassified students, per CDE guidelines. • EL Site Teams and the EL Counselor should monitor EL students during the instructional day and after-school. • Site teams may decide a plan to fulfill EL Student Monitoring, individually or as collaborative teams. • <u>EWAs for ELA Teachers</u> to complete DataCentral Monitoring Forms, <u>4 to 6 hours</u> per academic year.
District Title I	EL Tutoring • Site-based EL Tutoring for Core subjects ensures consistent district-wide EL tutoring is available at each site to support Newcomer immigrant ELs, Long-Term ELs, and ELs in Special Education. • EL Tutoring addresses the needs of EL students, mitigates learning loss, and ensures academic progress. • EWA: Recommend not to exceed 10 hours per month.
District Targeted	Disciplina Positiva Workshops for Parents of English Learners Disciplina Positiva's parent educator team, with Tony and Liseth Orozco, designed a series of online workshops for parents to address learning at home, academics with their children, mental health issues, improve study routines at home to deal with challenging mental health and behaviors during the pandemic. • Disciplina Positiva virtual workshops are offered in Spanish with English translation available. • Workshops are promoted at the DELAC and at each site's ELAC parent committee, and Title I Parent Committee.

District Targeted	ELAC Parent Engagement and Parent Outreach • The DO will provide DO Targeted funds to pay for EL Site Team staff (EL Program Site Advisor, Bilingual Secretary, and Bilingual Instructional Aide and other EL Staff) to work after contractual hours to support the ELAC and parent outreach. • Outreach includes telephoning parents, translating documents for mailings and meetings, translating at ELAC meetings. • <u>EWAs recommended not-to-exceed 4 hours per week.</u> Sites submit EWA paid for with DO Targeted funds. • The English Learner Advisory Committee (ELAC) is comprised of parents of EL students and community members who advise and assist schools in making important decisions related to services for ELs.
Title II or Site Funds	EL Professional Development at Sites • Sites should provide at least one EL-focused Professional Development each semester. • EL Site Teams can decide to offer EL-focused PD at a staff meeting, Department Meeting, Non-Student day breakout sessions, after-school PD, or Flex-Day options.
Site Funds	CABE – California Bilingual Education Conference • \$2,500 per certificated or classified staff for 4-day conference. • Recommend SPSAs include \$10,000 to \$15,000 to send a small team of 3 to 4 staff to the annual CABE Conference.
District Targeted & Title II	EL PD Districtwide • ELPAC Training for summative ELPAC exam (DO Targeted) • EL Quarterly Trainings, facilitated by DO Team to support EL Programs district-wide (DO Targeted) • EL Professional Development for Core Subject Certificated Staff (Title II District-wide) • DO Team submits the EWAs and works with EdCentral.
District Targeted & Title II	District Office Trainings to Support EL Programs • EL Site Leadership Trainings • ELD Teacher Trainings • ELD Consultant to support the core ELD curriculum • EL Program Site Advisor & EL Counselor Trainings • Bilingual Secretary for EL Site Programs Trainings • Bilingual Instructional Aides Trainings

District Targeted	Supports for EL Site Programs • EL Site Leadership Trainings • ELD Teacher Trainings • ELD Consultant to support ELD curriculum implementation • EL Program Site Advisor & EL Counselor Trainings • Bilingual Secretary for EL Site Programs Trainings • Bilingual Instructional Aides Trainings • DO Team will submit the EWAs and/or work with EdCentral
District Title I	Long Term English Learner (LTEL) Supports and Interventions • Additional interventions, instructional resources, and professional development to provide targeted support for LTELs to advance in English language proficiency.
Title III + Title I	Language Software supplemental curriculum for ELD classes • Supplemental curriculum for Designated ELD classes • 300 licenses with Mango Classroom (replace Rosetta Stone, 2024-25) • Title III allocation pays the majority of the software licenses
District Targeted	Welcome Event for Newcomers • 250 students • Budget for Maintenance / Security assistance (2 staff)
District Targeted	Multilingual Senior Recognition Ceremony for Newcomers • 150 students (estimate) • Budget for Refreshments and Decorations • Budget for Maintenance / Security assistance (1 staff)
District Targeted	We Come From Greatness Writing & Publishing Project • 150 Newcomer immigrant and Migrant students
District Targeted	Wolf Connection for Newcomer Students

Description of CTE funded supports

Career Technical Education (CTE) funding allows the sites of the AVUHSD to expand, enhance and sustain high-quality CTE pathways that align with the graduate student profile and prepare students for the following college and career opportunities:

- Student field trips to colleges, universities and related industries
- Professional development to address trends, rigor or relevance
- Value added industry certifications
- Work-based learning opportunities
- Equipment/technology for classrooms and labs
- Leadership training and competitions for students

To address both academic and technical proficiency, in the student performance indicators, the funding also provides for the following:

- Academy/pathway specific funding
- Course offerings outside of the school day
- Standards-aligned instruction and assessments
- Interdisciplinary instruction
- Small learning cohorts of students in academic and CTE courses
- Course development to meet A-G requirements
- Process for course articulation and dual enrollment

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Ensure that all students are academically proficient and college and career ready.

Identified Need

AVID, Biomedical Academy, Ag Academy and Professional development on academic and social emotional strategies have shown to provide positive growth. These programs will continue to be funded, with an increase focus on recruiting more students into our cohort programs. These programs will incorporate additional outreach activities to promote membership and retention. Also, use of Technology to complete daily assignments and in-depth projects has increased with greater access to Chromebooks / internet availability. Access to technology will be increased for all students by purchasing additional technology for student and teacher use.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Indicator-Dashboard	76.4% (2024)	83.1%
A-G Rates	A-G Completion rate: 23.4%	
College & Career Indicator-Dashboard	22.2% Prepared (2023)	Not reported in 2022
AP Test Taken (Total test taken)	282	331
Percentage of Qualifying AP Scores	44% Qualifying Score	44% with a 3+
CTE Pathway Completion		
CAASPP ELA	ELA - All Students - 27.58% met standard	50%
CAASPP Math	Math - 5.46% met the standard	25%
Seal of Biliteracy	46 (2024)	23 students earned an SiB

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

Expand College Preparation and Exposure Opportunities:

- AVID Elective teachers will be trained in AVID Implementation and attend AVID Summer Institute a minimum of once every 2-years.
- Send as many members of the LHS faculty and staff, including but not limited to the following; AVID elective teachers, core teachers, the AVID administrator, the AVID counselor, RSP teachers and instructional coaches to AVID Summer Institute.
- Send AVID content teachers to PATH training, along with selected AVID elective teachers.
- Provide tutor training for all RSP/SDC/ED aides in AVID strategies and tutorials.
- All AVID teachers will attend four AVID site team days, one per quarter to train members in strategies which align with CCSS and allow time for digital data analysis for intervention and expansion as the team develops curriculum and program decisions.
- AVID Elective teachers attend ongoing training hosted by LACOE.
- AVID content Instructional Partners will train new LHS teachers in AVID strategies.
- All content area teachers and support staff are continually trained in AVID strategies. (Cornell Note taking, Inquiry, and Socratic Seminars).
- AVID Elective teachers have access to and are utilizing the AVID Curriculum.
- AVID tutors will be trained to support AVID tutorial model. This service will also be provided out of the AVID program.

-Use a variety of instructional strategies (thinking maps, writing, graphic organizers, EL strategies, AVID strategies, test prep materials, JROTC academic & leadership events competitions, presentations, internships, etc.) in all subject matter areas.

- Increase the amount of college speakers and informational sessions to students and parents.

-Purchase college going culture supplies, like folders, pens, t-shirts, etc., to promote a positive vibe about attending college.

- Encouraged and develop Internships/Community partnerships for all interested students.
- Continue the expansion of AP programs and the development of teachers through appropriate training and professional development.
- Expand fiscal support to the development of academies and pathways. In particular training for staff, equipment for classrooms and support to student activities.
- Increase the number of College and Career specific field trips to support the development of the academies.
- Increase the frequency of college/career workshops for parents and students.

-Include parents in college and positive culture building field trips to increasing parent involvement in college going culture.

- Expand the Academy and Program recruitment at the middle schools to increase enrollment and awareness.
- Parent Workshops to increase parent knowledge of student options.

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)
15000 Avid Year round PD	Title I
10000 Supplies	Title I
95500 Avid Tutor	Title I
8000 Field Trips	Title I
5000 Materials and supplies	Title I

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

Expand Cross Curricular Collaboration Opportunities to increase Math and ELA literacy:

- Fund "Instructional Partners" programs to promote cross curricular collaboration with a focus on increase Math and ELA literacy.
- Teacher collaboration to develop AVID strategies. Interactive Note taking and Socratic seminar will be conducted within all educational settings at LHS.
- Increase and implement preparation programs for all students who are participating in pre-college testing (PSAT, SAT, ACT).
- Fund preparation programs and practice tests for SAT and AP assessments.
- Provide opportunity for academy collaboration on cross curricular projects.

-Support the Read 180 and Math support by purchasing supplies and equipment.

-Support the ELA and Math intervention/remediation course by funding lower class sizes and

providing supplies

-Fund after and before school tutoring to increase student support in ELA, Math, and other subjects.

-Fund Saturday school to provide students with additional academic and social emotional learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20000 PD / Collaboration	Title I
110938 Instructional Partners	Title I
105500 Instructional Partners	Targeted Funds
10000 Tutoring	Title I
10000 Tutoring	Title I

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

Develop and Procure Additional Resources to Support Student Advancement Through the AVID Programs.

- Supplies for student use for printing reports to increase student achievement.
- Continue funding to fully implement the AVID program. Including, but not limited to:
 - 1) At least 2 college field trips yearly
 - 2) Increase the number of AVID Tutors and available hours
 - 3) Staff development for new teachers
 - 4) Staff development
 - 5) College preparation (exam) materials and Saturday AP practices
 - 6) Classroom materials and supplies to ensure fidelity of the AVID Program
- 7) Guest Speakers
 - 8) Supplies for AVID - 10 whiteboards & 10 whiteboard w/easels
 - 9) Development an AVID Lab that will support student growth through 21st century learning tools.
 - 10) Purchase of bound composition books/supplies for students in the science department to promote AVID note taking skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8000 Field trips and guest speakers	Title I
4000 materials and supplies	Title I

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

Purchase and replace technology as needed for all subject matter areas throughout LHS. Including but not limited to the following examples:

- One to one Chromebooks in classrooms, computers, printers, graphing calculators (and replacement batteries), and subject matter appropriate technology.
- Promethean boards and related technology (computers, speakers, pens, software, installation).

-Printing technology for student materials

- Purchase supplies and technology for Project Lead The Way (PLTW) courses.
- Purchase software and licenses for subject courses (Math, ELA, History, VAPA, Science, etc).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
50000 Chromebooks, promethean boards, computers, Printers, technology	Title I
8,000 Materials and supplies	Title I

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

Staff professional development and support in Career Technical Education (CTE) and JROTC

- Fund Training for CTE teachers training to prepare student for careers after High School.
- Fund Training for support staff to promote CTE, especially in academies.
- Fund teacher collaboration hours related to CTE, especially in academies.
- Fund field trips to promote CTE awareness.
- Fund equipment to support CTE programs
- Fund CTE teachers to provide tutoring

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)

20000 Field trips, Resources/Supplies and staff training

Source(s)

Title I

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

College and Career support.

- Purchase necessary equipment to create best possible testing environment (testing tables, supplies, signage, calculators, etc).
- Provide hours for staff to proctor and prepare for college entry tests (PSAT/SAT, ACT).
- Provide hours for staff to gather data on assessments to inform decision on how to best support students, including focus on specific student groups.
- Provide workshops for students to prepare for test.
- Provide workshops for parents with information on college entry assessment and requirements.

-Provide students with field trips that promote College & Career Readiness.

-Provide training to teachers on test supporting programs - like NWEA and other programs

available to students

-Purchase additional literature books in various languages to support critical thinking skills in students academic development

-Purchase college and career test study books for the library focusing on such tests but not limited to ASVAB, SAT, ACT

- Purchase materials to keep the library updated so as to encourage and enhance literacy throughout the school

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

15000 Personnel to cover test organization

Targeted Funds

4000 Field Trips, Materials and supplies

Title I

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

Increase Guidance Services by:

- Assigned a school counselor to work with the AVID program and CTE academies to be responsible for student schedules and classroom presentations/visits at least once per semester for the purpose of motivation, discussing progress, educational plans and goals.
- Developing common school counselor lessons and activity for students to promote college opportunities and increase equity.

-Fund additional hours for school counselors to provide parent informational sessions/workshops.

-Fund additional hours for school counselors to provide social emotional learning workshops for students outside of normal school hours.

-Fund training (conferences) for school counselors and school administrators to improve service to students and parents and to align with ASCA counseling model.

-Fund counselors to work with foster youth plus necessary supplies

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)
5000 Materials and supplies for Guidance Center	Title I
5000 Hours for parent and student workshops and conferences run by counseling department	Title I

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

Articulation with middle and elementary schools'
-Fund transportation for middle and elementary to visit school site for informational sessions on school programs and high goals.
-Fund hours for staff to participate in elementary/middle school articulation.
Fund supplies as needed for elementary/middle school articulation activities (including positive culture building items, such as folders, pens, shirts, etc).
-Fund expansion of the student outreach program to enable students in grades 9 - 12 to mentor 8th grade students before they come to high school including information on culture of the high school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
9000 Transportation and personnel coverage for middle and elementary school visits	Title I
2000 Supplies and materials	Targeted Funds

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

Collaboration and Development of Faculty:

- Continue Instructional Partner and monthly meetings with Administration to develop instructional strategies for to be implemented with the faculty.
- Fund classroom coverage for teachers to observe classes/instructors as well as attend conferences, time to attend district and state professional development meetings when needed (subject specific, AP, security, etc.)
- Fund professional development for teachers to improve instruction for EL, Foster, Free/Reduced and SPED students to ensure rigor and relevance at appropriate grade levels to promote student achievement.
- Additional PD hours per teacher to mentor students best practices for low income, foster, and EL Youth.
- Continue Spring Board and other textbooks implementation with corresponding Professional Development.

-Fund training opportunities that focus on school initiatives such as Catapult, CKH, ELA and Math literacy.

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)
5000 Personnel coverage for teacher walkthroughs	Title I
5000 Training and professional development	Title I

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

English Learner

Strategy/Activity

English Language Learner Support:

- Purchase of necessary equipment, including technology and supplies to support EL student achievement.
- Fund for staff to attend CAFE Conference and/or other EL conferences
- Fund ELL professional development for all faculty.
- Fund ELAC meeting Supplies to improve parent engagement and communication.

-Fund Release time for teachers to observe/collaborate for cross curricular lesson design.

-Fund Training for parents to attend conferences, as needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000 ELL and ELAC materials and supplies

Title I

25000 Conferences, collaboration, Mentoring, tutoring hours

Title I

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

Provide opportunities for mentorship with Student Support Center

-Fund Student Support Coordinators to help students within the MTSS/PBIS model.

-Fund Learning experiences, including field trip, for student referred to SSC.

-Additional EWAs and SBA for teachers to tutor (Math and ELA), mentor and support students referred to the SSC.

-Purchase materials for the SSC to support students in math and ELA.

-Fund student participation in site based support programs including but not limited to Wolf Connection program, including transportation.

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)

5000 Tutoring, field trips, materials, and supplies

Title I

Goal Expenditure Summary Goal 1 - 561,938.00

Annual Review

SPSA Year Reviewed: 2024-25

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.

Most strategies/Activities were implemented as prescribed. The dashboard metrics were not provide this year due to the School closures related to the Covid-19 pandemic, nonetheless, there is a continued positive trend in English and Math Scores as well as graduation rate.

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

Intended implementation was largely inline with budgeted expenditures to meet articulated goals. Additional funds were used to increase student and teacher access to technology due to the school implementation of distance learning.

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.

Additional focus on training new teachers and administrators in use of software/technology, distance learning strategies, SEL strategies and AVID strategies. Increase collaboration between teachers to support student growth in ELA and Math. Focus on providing students with staff mentors to help provide road map to student goals.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Provide a 21st Century learning environment and rigorous curriculum that allows students to have multiple experiences and opportunities for academic, collegiate, professional and personal growth.

Identified Need

Focus on continued implementation of Common Core State Standards through effective teaching strategies lead by the Core Instructional Model (CIM) has shown to be beneficial. There is additional need for Social Emotional Learning (SEL) professional development inline with Capturing Kids' Heart "EXCEL" teaching/Leadership model. There is also additional need to provide teachers with updated instructional resources.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	76.4%	84%
A-G Completion	23.4%	
AP Exams Taken	534	331
AP Exams with Qualifying Score	33%	44%
CTE Pathway Completion		

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

Update Curriculum to Align with CCSS Through:

- Provide collaboration time for teachers to develop content aligned to CCSS, Next generation science standards and all California Adopted standards.
- Renovate classrooms to promote activities aligned with CCSS standards and learning experiences.
- Purchase supplemental text, software and subscriptions to support CCSS curriculum.
- Provide Testing Coordinator to monitor, setup, review, and train teachers in the new CAASPP/CAST digital platform, as well as review and share reports/data.

-Fund use of Turn it In.com, Tutor. com, News ELA, Google Suites, educational apps, Teacher pay Teacher (TpT), and the College Board/Kahn Academy programs and other programs as they become available

-Purchase supplemental supplies for all course to imbed CCSS and CAASP assessment in curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000 Testing Coordinator, EWA and SBA for Testing

Targeted Funds

1000 Materials and supplies

Title I

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

Training on incorporating Social Emotional Learning into daily lessons.

-Fund resources and curriculum needed to implement PBIS Core values into daily lessons.

-Fund SBA and EWA to implement PBIS Core values into daily lessons.

- Fund Capturing Kids Hearts (CKH) Training and associated costs.

-Fund training, supplies, accommodations, meals for CKH trainings.

-Fund training in CKH for new staff members.

-Fund training for students in CKH.

-Fund specific training in CKH for support staff including athletic coaches, (ex "Coaching Greatness")

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000 PBIS materials and Professional development	Title I
85000 CKH Training	Title I

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

Continue Core Instructional Model strategies schoolwide which builds the capacity of teachers and school leadership to ensure the effective implementation of Literacy in the Content Areas for Common Core

- Fund supplies for collaboration and conferences.
- Fund SBA for staff to participate in professional development.
- Fund Extra Work Agreements (EWA) for teachers to participate in professional development.
- Fund training high yield instructional strategies such as, core instructional model (CIM) and professional learning community (PLC).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000 Supplies, materials, Training and SBA for Professional development	Title I

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

Visual and Performing Arts integration

- Fund fieldtrips to promote arts.
- Purchase material and supplies for VAPA.
- Fund professional development and conferences.
- Fund multimedia pathway supplies and activities.

- Fund materials for core 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)

45499 Field trips, Conferences, Transportation, VAPA materials and supplies

Title IV

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

Expand Technology Access and Proficiency :

- Fund Chromebooks carts/towers to support student use of technology in the classroom and at home.
- Fund Purchase of technology for teachers and staff to support students learning and parent communication.
- Integrating new/advancing technology as needed - with PD - continue staff training to access and utilize technology/data to effect instruction and improve learning.
- Purchase/Implement software to enhance vocabulary and grammar instruction in accordance with CCSS, materials for VAPA classes, i.e. DSLR digital camera, green screen, lights, clamps, After Effect special effects package, etc.
- Create student engagement through projects and assessments utilizing technology.
- Provide supplemental digital materials that support CCSS in all elective classes.
- Integrate the library into required and elective classes that could include but not limited to guest speakers related to literature and the arts.
- Update library materials and supplies to support literacy 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)

1582 Personnel SBA, EWA and training	Title I
2000 Chromebooks, Connectivity devices, software, additional technology	Targeted Funds

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students with IEPs, All students

Strategy/Activity

- In addition to other support provided to students with IEPs, also provide supplemental classroom equipment, curriculum, and classroom appliances for students to achieve learning goals.

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)
10000 supplemental equipment, curriculum, classroom appliances for student use	Title I

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

Expand Advance Placement (AP) program to increase access and achievement.

- Increase number of students taking AP classes and exams by funding needed resources.
- Increase student AP exam scores.
- Fund hours for staff to provide tutoring and guidance in AP courses.

-Purchase supplies and software for students to succeed in AP courses.

- Fund small class sizes for AP courses

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000 Personnel for additional AP student support, Test Prep, AP by the Sea and similar required training	Targeted Funds
3000 Supplies and materials for AP support	Targeted Funds

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

- Fund EL Adviser and Secretary to Support EL Students and Personnel. - Fund workshops/trainings/conferences for teachers and staff that work directly with newcomer/EL students -Fund fingerprinting for parents to be able to attend EL and other field trips -Fund field trips for EL 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)
62000 EL Adviser	Targeted Funds
48000 EL Secretary	Targeted Funds
El Conferences and Training	
Fingerprinting for parent volunteers	
EL Specific field trips	

Goal Expenditure Summary Goal 2 - 263,081.00

Annual Review

SPSA Year Reviewed: 2024-25

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.

There was an increase in the collaboration by teacher in the Core Instructional Model (CIM). Increase in rigor and open access to AP course resulted in higher numbers in AP test taken and qualifying scores. Still a need to improve overall participation on students in Rigorous course. EL specific field trips may benefit EL students in becoming more comfortable with their use of the English language as well as supporting their cultural growth

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

There was a higher focus on integrating VAPA in curriculum. Additional teachers attend Advance Placement training to increase offering of AP courses.

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.

Increase support in tutoring and mentoring for all students, in particular, students who would benefit from enrollment in AP courses. Increase strategies of student use of technology in classroom. Increase VAPA integration into student curriculum. EL students will be exposed to elements outside of the classroom that are in line with their language level abilities.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Cultivate a Safe and Secure, Positive School Culture that Supports all Students' Personal and Academic Growth.

Identified Need

Need for additional initiatives to maintain students in a safe and productive classroom learning environment. Primary initiative is to create an Alternative To Suspension, Re-assignment program that will support students' academic achievement through support in positive behavior.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate - Dashboard	12.6%	66.7% at least one (20-21)
Attendance Rate	93%	
Chronic Absenteeism-DataQuest	39.8%	26.1% (20-21)
Truancy-DataQuest	61.16%	
Dropout Rate-DataQuest	1.4% (2016)	
Expulsion Rate-DataQuest	0.18%	
Williams Textbook Sufficiency-Dashboard	Sufficiency	
Williams Facilities Reviews-Dashboard	Facilities-Good	

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

MTSS and Trauma Informed training :

- Promote PD in trauma informed informed practices / MTSS for all staff.
- Fund supplies and accommodations for on-site and off-site SEL training.
- Fund meal and refreshments for all day trainings to support a enriching learning and collaborative environment.

- "Take two" and Anti-Bullying programs (MTSS, PBIS, SSC, Reassignment program)

- Presentations for students and staff regarding diversity.

- Field trips specific to student support center and other MTSS programs.

- Invite parent volunteers to attend field trips

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)

15000 Staff training/conferences, guest speakers, student support center

Title I

6000 Alternative to Suspension activities

Title I

3000 Materials and supplies for staff training events

Title I

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

Beautification and Rejuvenation of School Campus:

- Continue development and transformation of the library into a resource center available before/during/after school hours.
- Beautification of school site to promote positive school culture.
- Improve school spirit by improving the aesthetic look of the campus (painting the quads, improve restroom aesthetic, student entrance, building, with school branding)

- Outdoor fitness equipment for student use to promote healthy lifestyle and positive mental health.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000 Positive School culture signage	Targeted Funds
41000 Outdoor fitness center	Targeted Funds

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

Celebrate and promote graduation.

- Fund Freshman support programs, such as Link Crew and Student to Student.
- Fund training and supplies connected to freshman orientation and on-going freshman activities.
- Create Commitment Assembly for incoming 9th graders.
- Fund "Signing Day" event for students pursuing continued education after high school. Including supplies, rental tables, decorations, refreshments, certificates, teacher EWA, guest speakers.
- Order graduation chairs and stage for positive and student centered events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000 Supplies and materials for Signing Day and Commitment Assembly	Targeted Funds

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

Enhance school safety through Training for Security:

- Fund school safety training for security.
- Support annual security professional development program.
- Purchase additional cameras (and related equipment for student safety).
- Fund additional security to provide support for students activities the promote positive culture.

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)
5000 Training for security staff	Title I
1000 Supplies and materials for school safety training	Targeted Funds
1000 Security Cameras and safety technology	Targeted Funds

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Provide saturday school for all students.

- Fund saturday school to provide students with additional support in academic and social emotional learning (to include personnel, student supplies and transportation)

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)
35934 Staff Extra Work Agreements and SBA to support students during saturdays and outside school hours	Title I
12000 Transportation and supplies for students	Title I
13000 Academic credit recovery programs for students	Title I

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

Re-assignment and wellness Program

-Fund staff to provide support for students needing Tier II and Tier III support.

- Fund remodeling of space used by students receiving Tier II and Tier III intervention (including specific furniture to promote student engagement).
- Purchase supplies used in Re-assignment room.
- Fund equipment / items for wellness space.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000 Supplies and materials for student support area	Targeted Funds
44119 Personnel for re-assignment program	Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Foster, Homeless students

Strategy/Activity

Provide transportation for students to attend district activities and events

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000 Fund transportation for students to attend district activities and events, including EWA, SBA and contracted transportation.	Targeted Funds

Goal Expenditure Summary Goal 3 - 188,053.00

Annual Review

SPSA Year Reviewed: 2024-25

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.

New alternative to suspension program was structure this year with a re-assignment room being utilized in the third quarter. Progress was made in reducing suspension, however a more pronounced impact will be achieved in the coming years as the effect of the new re-assignment program continues to be implemented. Recent restructure of student support center had a positive impact on student suspensions assigned period suspensions.

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

Student support center initiative saw great progress and growth. Additional funds were allotted to train staff in trauma informed practices.

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.

Establish dedicated re-assignment room to reduce student suspension and provide academic support through promoting positive behavior. Focus on extended day and Saturday programs to support students. Implement "signing day" to motivate students to achieve academic excellence.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Communicate effectively with all educational partners and continue to build relationships in the community that help provide our students with innovative educational opportunities.

Identified Need

Need for additional outreach and communication with Spanish speaking parents and local organizations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall Climate Survey, Parents -	All percentages are strongly agree values. 40% - proud of school, 45% - teacher that cares, 30% - safe at school, 30% - provides resources , 32% - facility is clean, 40% - technology, 30% - communication, 40% - participation in school clubs/sports, 45% - high expectations, 35% - connected to school	
Fall Climate Survey, Students -	15%, 30%, 10%, 19%, 8%, 32%, 12%, 30%, 25%, 10%,	
Fall Climate Survey, Employee -	,45% ,70%, 28%, 25%, 18%, 45%, 18%, 60%, 50%, 20%	

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

Increase, Promote and Improve Parent / Teacher Communication By

- Increase parent volunteers to support staff and students.
- Further development of school website to increase user interface and accessibility.
- Increase bilingual communication with parents by ensuring bilingual staff is fully trained and equipped.

- Expand and promote the monthly Parent conference through school counseling office and available bilingual staff/faculty to assist with translating
- Offer workshops, seminars, and informational sessions on topics such as but not limited to academic support, college readiness, and parenting strategies.
- Provide opportunities for EL personnel to tutor EL 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)

5000 Staff to run events and programs supporting parent involvement

Title I

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

Increase Parent Workshop and Support of Community School Initiative:

- Workshops/training in PowerSchool, technology information, how to be successful, subject specific workshops, college information, through the community school initiative.
- Support parent workshops through Community school Initiative.
- Fund parent Volunteer livescan to increase parent participation.
- Support Positive Discipline Parent Workshops to increase parent engagement, build capacity of parents and staff.
- Fund refreshments for parents during conferences and information sessions.
- Fund EWA and SBA for staff to support CSI events, including food distribution, clothing distributions, baby to baby items, etc.
- Fund staff to support preparation of community distribution events.
- Fund equipment, supplies and other items to support parent resource center.

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)

3860 Conferences, Positive discipline parent workshops, Virtual workshops in Spanish or English.
Parent workshops for core content areas (ex but not limited to Science, English, Math)

Title I Part A: Parent Involvement

3000 After school program, parent workshop, and parent volunteering fees.

Title I Part A: Parent Involvement

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

Expand Communication Methods With Parents and Community Members Through:

- School-wide food drive and Wolf Pack Pantry (Key Club).
- School based mental health social worker.
- Further develop LHS communication with students, parents, and the public through Smore Newsletter.
- Increase Parent Volunteer Coordinator work hours to develop parent/community organization.

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)

3000 Community outreach supplies and materials

Source(s)

Title I

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

- Increase the use of the Parent Link application to connect students and families to daily activities of the campus.
- Decorative enhancements for graduation & awards ceremonies
- Additional hours for classified personnel to support Activities (Awards Ceremonies/graduation/dances/hall of fame)
- Additional hours for drivers to activities events such as Mock Trial, Every 15 minutes, 4.0 Dinner, Salute to Youth, College Info Night, Board Meetings, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000 Decorative enhancements for school events	Title I
1000 Additional hours for staff to run special events	Targeted Funds
1500 Additional hours for drivers	Targeted Funds

Goal Expenditure Summary Goal 4 - 20,360.00

Annual Review

SPSA Year Reviewed: 2024-25

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.

Implementation of parent volunteer program went well. There will be a focus on increasing opportunities for parent ongoing participation in school activities.

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

Need for greater focus on outreach and communication with parents and community members. Survey responses were positive from parent perspective. continue room to engage parents in regular school activities.

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.

Additional focus on using school app and social media to connect with parents. Implementation of school activities that include parents in positive activities with students, such as parent and me field trips, signing day, student parent workshops, etc. Possible partnership with LACOE in implementing CSI with a focus on parent engagement.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Ensure that Students with Disabilities are being provided equitable access to resources related to College and Career Readiness, 21st Century Learning, and a safe and positive school climate.

Identified Need

Academic proficiency. and college and career readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	76.1%	76.5%
A-G Rate	23.4%	
California Dashboard - Math	5.26% met or exceeded the standard	230.2 pts below standard
California Dashboard - English	27.58% met or exceeded the standard	172.7 pts below standard

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)

Students with Disabilities

Strategy/Activity

Expand Tutoring offering for student with Disabilities

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)

Tutoring

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Purchase additional classroom-based equipment and technology
Purchase materials and technology that will assist special education teachers in developing IEP's, working with general ed teachers, and communicating better with parents. An example, but not limited to AbleSpace
Purchase materials for the library to support literacy

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)

Classroom supplementary equipment

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Provide additional funding for Community Base Instruction and Field Trips

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)

Community Based Instruction

Title I

Field Trips

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Provide additional Training and Professional Development for Teachers
Provide professional development/collaboration time for general education and special education teachers to collaborate

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)
EWA for Professional development and collaboration	Title II Part A: Improving Teacher Quality
SBA for Professional development and collaboration	Title II Part A: Improving Teacher Quality
Fund Professional development for staff to attend conferences	Title II Part A: Improving Teacher Quality

Goal Expenditure Summary Goal 4 -

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	\$730,572.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,033,432.00

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 (\$)
Title I	\$685,073.00
Title I Part A: Parent Involvement	\$6,860.00
Title IV	\$45,499.00

Subtotal of additional federal funds included for this school: \$737,432.00

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

State or Local Programs	Allocation (\$)
Targeted Funds	\$296,000.00

Subtotal of state or local funds included for this school: \$296,000.00

Total of federal, state, and/or local funds for this school: \$1,033,432.00

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
Targeted Funds	296,000.00	0.00
Title I	685,073.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Funds	296,000.00
Title I	685,073.00
Title I Part A: Parent Involvement	6,860.00
Title IV	45,499.00

Expenditures by Budget Reference

Budget Reference	Amount
	51,934.00
1000-1999: Certificated Personnel Salaries	464,499.00
2000-2999: Classified Personnel Salaries	130,000.00
4000-4999: Books And Supplies	227,520.00
5000-5999: Services And Other Operating Expenditures	111,360.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Targeted Funds	5,000.00
1000-1999: Certificated Personnel Salaries	Targeted Funds	106,500.00
2000-2999: Classified Personnel Salaries	Targeted Funds	110,000.00

4000-4999: Books And Supplies	Targeted Funds	30,000.00
5000-5999: Services And Other Operating Expenditures	Targeted Funds	44,500.00
	Title I	95,053.00
1000-1999: Certificated Personnel Salaries	Title I	312,500.00
2000-2999: Classified Personnel Salaries	Title I	17,000.00
4000-4999: Books And Supplies	Title I	197,520.00
5000-5999: Services And Other Operating Expenditures	Title I	63,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	3,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	3,860.00
1000-1999: Certificated Personnel Salaries	Title IV	45,499.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	561,938.00
Goal 2	263,081.00
Goal 3	188,053.00
Goal 4	20,360.00

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

Name of Members	Role
Jose Barajas	Principal
Lara Sweitzer	Classroom Teacher
Chanyn Breen	Classroom Teacher
Michael Williams	Classroom Teacher
Kristena Rosselli	Classroom Teacher
Siouxsie Calderon	Parent or Community Member
Arthur Moore	Secondary Student
Yvonne Malikowski	Parent or Community Member
Emily Valencia	Secondary Student
Melany De La Cruz	Secondary Student
Esmeralda Ortega	Secondary Student
James Hickman	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/12/2025.

Attested:

	Principal, Jose Barajas on 05/12/2025
	SSC Chairperson, Lara Sweitzer on 05/12/2025

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019