



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
Ygnacio Valley High School	07-61754-0737809	11/18/20	

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement
Targeted Support and Improvement
Additional Targeted Support and Improvement

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

At Ygnacio Valley High School, we are an International Baccalaureate and AVID school. We use these strategies to make our students effective critical thinkers, we strive for this using writing and reasoning strategies. At Ygnacio Valley High, we use data to monitor our sub groups to help close the achievement gap.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

The State "Healthy Kids" Survey was used to determine our areas of need in students and staff feeling safe and engaged on campus. This survey indicated that many, though not all, students feel they have supportive relationships with adults on campus and that their emotional and academic needs are being met. In addition, the California Healthy Kids survey also allows us to survey parents and staff.

Classroom Observations

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

In addition to the standard teacher evaluation. Administration performs classroom walkthroughs for anywhere between 5 and 15 minutes. During those observations, one area of instruction is highlighted. Teachers are given a matrix as to what is the expectation for each of the highlighted areas. One area that findings found were that student voice is not present in a majority of our classes.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Many departments use common assessments to analyze the effectiveness of their instruction and monitor student achievement. The English and Math departments compares student data across grade levels by Common Core State Standards identified as "Essential" by the department (Internal Assessment Blocks, IAB). The entire staff examined the most recent ELPAC scores for our English Language Learners and discussed implementing staff-wide strategies to improve achievement for this population.

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

The English and Math department uses identified essential standards to assess student online Internal Assessment Blocks (IAB), then uses PLC time to compare these data reports. Teachers whose students effectively mastered these standards are invited to share lesson plans and instructional strategies. The entire department participates in collaborative inquiry around student subgroups, areas of success, and learning challenges. Grade levels plan their follow-up instruction accordingly, teach a common lesson, and re-assess students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Ygnacio Valley High School meet state credentialing requirements.

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

All teacher at YVHS are currently credentialed. Professional Development on instructional materials has been held at the district in the past; however new teachers don't currently receive training on SBE instructional materials adopted in the past 10 years. New instructional materials adoptions, especially in the area of IB are currently under way and additional professional development will be provided for all teachers. A Program Specialist has been hired at a .6 FTE to support teachers in Curriculum and Instruction. In addition, one teacher on campus has .4 FTE in release time and to support teachers in International Baccalaureate instruction, including materials.

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

The Program Specialist will work with the Principal and department chairs to determine professional development needs on campus during the school year. Teachers in the English, Math, Science and Social Studies departments attended 5 days of training at the district provided by EL Achieve called "Constructing Meaning", an approach which helps teachers increase student talk in the classroom and help English Language Learners with academic language and vocabulary.

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

District level Content/instructional experts are used to support departments, committees, and individuals. District EL Coaches are invited to participate in meetings and planning that affect English Language Learner students, as well as provide additional training and meet with teachers.

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

Two meetings per month are set aside for Departments and Professional Learning Communities/Course-Alikes to meet for collaboration (1 each). Additional funds are provided for departments/teams to take time during the school day for additional collaboration.

Teaching and Learning

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

All English and Math teachers have implemented Common Core State Standards in all classes. Training for Science teachers on Next Generation Science Standards is on-going. All other departments have received two to three trainings this year re: Standards Based Assessments, Common Core State Standards and are beginning to align instruction and curriculum accordingly.

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

YVHS student programs currently adhere to recommended instructional minutes for reading/language arts and mathematics

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

The Master Schedule at YVHS currently provides a limited amount of flexibility for intervention courses including Algebra 1A and 1B (math) and Academic Literacy (English), as well as other support classes for full and part-time Special Education students. Students who meet the criteria for exiting these intervention courses are moved in limited numbers at the semester and occasionally at the quarter.

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

Standards-based instructional materials are provided to all student groups in all subject areas.

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

All courses at YVHS use SBE-adopted and standards-aligned instructional materials and core courses, including intervention classes.

Opportunity and Equal Educational Access

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

The Master Schedule at YVHS includes SDAIE (Specially Designed Academic Instruction in English)-designated courses for underperforming English Language Learners. It also provides a sheltered class for newcomers. Intervention courses are also provided in Math, and English for students who need additional support in these areas.

Evidence-based educational practices to raise student achievement

Research was consulted in modifying the school's mission/vision. In addition, the "Positive Behavior Intervention Support" team uses research-based education practices to work with the staff on implementing school-wide disciplinary and engagement strategies that support students academically and developmentally to raise student achievement school-wide. This includes the "first week of school" common lesson plans, guest speakers, and resources used by all teachers, as well as the 9th grade "Career Transitions" course that supports all students in becoming life-long learners and creating educational goals. These initiatives will continue and expand during the 2020-21 school year. Implementation of schoolwide positive behavior support leads to increased academic engaged time and enhanced academic outcomes (Algozzine & Algozzine, 2007; Horner et al., 2009;Lassen, Steele, & Sailor, 2006)

Parental Engagement

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

The After-School (CARES) program at YVHS provides tutoring, enrichment classes, and technology to support underachieving students. Credit recovery for these students is also available through our Cyber-High Computer program. During the Quarantine, the CARES program has been assisting with our food service distribution. Students who are prohibitively credit deficient are placed at district continuation high schools which provide additional and alternative services to students who need assistance meeting graduation requirements. The district's English Language Learner department supports the YVHS English Language Learner coordinator (and team) in assisting underachieving EL students with credit recovery and other academic and emotional needs. In addition, the district has funded positions for three academic counselors to serve all YVHS students. The College-and-Career Center and Library also provide important resources and learning experiences for students at all achievement levels. During the summer, Summer School is offered to students in need of credit recovery.

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

YVHS held a parent meeting at the beginning of the year to inform and involve parents in the planning and implementation of our Title I program. Next year's parent outreach meeting at the beginning of the school year will include an evaluation of the current program. This information was also presented to the staff (including clerical staff) at after-school meetings. School Site Council regularly reviews data and goals of SPSA. In addition SSC annually reviews and approves plan and budget.

Funding

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

Funds were provided to the CARES After-school program to support these students with academic assistance. .8 FTE is funded for a community liaison position. Additionally, Title 1 funds are used for FTE for a Program Specialist to work with Curriculum and Instruction, and an IB Coordinator. In addition Title 1 funds are used to support Special Education and English Learners in the classroom.

Fiscal support (EPC)

Mt Diablo Unified distributes targeted supplemental funds to support site initiatives in the Local Control Accountability Plan and in each school's Single Plan for Student Achievement.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Regularly scheduled School Site Council, English Learner Advisory Council (ELAC), and Parent Teacher Student Association (PTSA) Meetings. EL Team reviewed ELPAC and reclassification data with School Site Council, data informed goal setting process. Held faculty and parent meetings specifically to discuss Title 1 process and to identify priorities from all stakeholders. Presented results of these meeting to School Site Council. Student members of Site Council reported discussion and action items with other members of student leadership.

Resource Inequities

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

For the 20-21 school year. Ygnacio Valley High teaching staff was cut by 4 FTE. As a result the work of these individuals have been distributed to different teachers currently still on campus. In addition, during distance learning the school is evaluating the technology inequalities of the student body. District provided Hotspots were made available by request. Chromebook's were provided by request to students in need. The School Site will evaluate the campus going 1-1 and how will we support our students technology when we return to in-person instruction.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.48%	0.33%	0.16%	6	4	2
African American	4.82%	3.93%	2.65%	60	48	34
Asian	3.77%	4.1%	3.35%	47	50	43
Filipino	3.85%	4.02%	4.05%	48	49	52
Hispanic/Latino	74.08%	74.75%	78.29%	923	912	1,006
Pacific Islander	0.32%	0.66%	0.39%	4	8	5
White	10.19%	9.1%	8.33%	127	111	107
Multiple/No Response	1.20%	1.56%	1.95%	15	19	11
Total Enrollment				1246	1,220	1,285

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 8	1		
Grade 9	309	315	356
Grade 10	323	326	322
Grade 11	332	308	312
Grade 12	281	271	295
Total Enrollment	1,246	1,220	1,285

Conclusions based on this data:

1. Student Enrollment has stayed consistent in the last three years.
2. The decline of students from grade 11 to grade 12. Based on transfer data, we need to look at methods to get students from going to Alternative Education.
3. Encouraging is the number of 12th graders, in the past three years increasing is encouraging.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	375	334	350	30.1%	27.4%	27.2%
Fluent English Proficient (FEP)	580	622	682	46.5%	51.0%	53.1%
Reclassified Fluent English Proficient (RFEP)	22	28	18	5.6%	7.5%	5.4%

Conclusions based on this data:

1. 18-19 was the first year in three years that the number of English Learners dropped below the 30% mark
2. Positive results from school wide implementation of Constructing Meaning
3. Short of goal to raise number of Reclassified FEP. Large number of Long Term English Learners.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	276	274	277	264	267	267	262	267	267	95.7	97.4	96.4
All	276	274	277	264	267	267	262	267	267	95.7	97.4	96.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2536.	2526.	2534.	9.54	6.74	11.61	21.76	22.47	22.47	34.73	32.58	28.09	33.97	38.20	37.83
All Grades	N/A	N/A	N/A	9.54	6.74	11.61	21.76	22.47	22.47	34.73	32.58	28.09	33.97	38.20	37.83

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	13.74	11.99	14.66	50.00	52.06	40.60	36.26	35.96	44.74
All Grades	13.74	11.99	14.66	50.00	52.06	40.60	36.26	35.96	44.74

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	14.56	10.86	18.49	44.83	43.07	45.28	40.61	46.07	36.23
All Grades	14.56	10.86	18.49	44.83	43.07	45.28	40.61	46.07	36.23

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	8.78	8.61	12.03	62.60	66.29	59.40	28.63	25.09	28.57
All Grades	8.78	8.61	12.03	62.60	66.29	59.40	28.63	25.09	28.57

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	17.56	13.86	19.92	49.24	45.69	48.50	33.21	40.45	31.58
All Grades	17.56	13.86	19.92	49.24	45.69	48.50	33.21	40.45	31.58

Conclusions based on this data:

1. Currently Ygnacio Valley is below MDUSD and State averages for students near or below standard.
2. A need of focus school wide for writing and reading. Currently that the highest number of students who are near or below standards.
3. Scores from the last three years have been consistent, despite an uptick from 18-19

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	276	274	278	263	267	270	263	267	270	95.3	97.4	97.1
All	276	274	278	263	267	270	263	267	270	95.3	97.4	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2489.	2503.	2500.	0.76	1.87	3.70	6.84	11.61	9.63	20.15	22.10	18.89	72.24	64.42	67.78
All Grades	N/A	N/A	N/A	0.76	1.87	3.70	6.84	11.61	9.63	20.15	22.10	18.89	72.24	64.42	67.78

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	3.42	8.24	10.37	17.87	19.48	14.44	78.71	72.28	75.19
All Grades	3.42	8.24	10.37	17.87	19.48	14.44	78.71	72.28	75.19

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	1.52	4.87	4.44	31.94	34.08	37.78	66.54	61.05	57.78
All Grades	1.52	4.87	4.44	31.94	34.08	37.78	66.54	61.05	57.78

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	1.90	5.99	5.56	49.43	55.81	42.96	48.67	38.20	51.48
All Grades	1.90	5.99	5.56	49.43	55.81	42.96	48.67	38.20	51.48

Conclusions based on this data:

1. Similar to CAASP ELA results, Ygnacio Valley is below standard when compared to MDUSD and State of California results.
2. While all areas are in need of attention. The area of great concern is the Concepts and Procedures.
3. The data has been consistent for the past three years.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1510.7	1515.2	1501.1	1513.1	1519.8	1516.8	84	91
Grade 10	1531.1	1531.2	1527.8	1532.9	1533.9	1529.0	98	90
Grade 11	1550.5	1552.6	1544.3	1550.2	1556.3	1554.4	72	82
Grade 12	1542.8	1546.8	1530.1	1551.1	1555.0	1542.1	69	53
All Grades							323	316

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	14.29	7.69	33.33	24.18	23.81	41.76	28.57	26.37	84	91
10	32.65	26.67	22.45	25.56	21.43	24.44	23.47	23.33	98	90
11	27.78	21.95	36.11	31.71	19.44	25.61	16.67	20.73	72	82
12	30.43	16.98	39.13	39.62	17.39	24.53	*	18.87	69	53
All Grades	26.32	18.35	31.89	29.11	20.74	29.75	21.05	22.78	323	316

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	32.14	18.68	28.57	34.07	21.43	28.57	17.86	18.68	84	91
10	38.78	37.78	26.53	27.78	15.31	13.33	19.39	21.11	98	90
11	51.39	28.05	29.17	39.02	*	14.63	*	18.29	72	82
12	50.72	37.74	31.88	37.74	*	13.21	*	11.32	69	53
All Grades	42.41	29.75	28.79	34.18	13.93	18.04	14.86	18.04	323	316

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	21.43	4.40	51.19	51.65	27.38	43.96	84	91
10	33.67	6.67	36.73	58.89	29.59	34.44	98	90
11	33.33	2.44	44.44	57.32	22.22	40.24	72	82
12	31.88	1.89	47.83	54.72	20.29	43.40	69	53
All Grades	30.03	4.11	44.58	55.70	25.39	40.19	323	316

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	63.10	69.23	17.86	16.48	19.05	14.29	84	91
10	56.12	75.56	27.55	5.56	16.33	18.89	98	90
11	70.83	75.61	22.22	9.76	*	14.63	72	82
12	73.91	84.91	*	5.66	*	9.43	69	53
All Grades	65.02	75.32	21.05	9.81	13.93	14.87	323	316

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	26.19	41.76	65.48	58.24	84	91
10	13.27	15.56	39.80	40.00	46.94	44.44	98	90
11	*	8.54	47.22	48.78	43.06	42.68	72	82
12	*	13.21	44.93	49.06	40.58	37.74	69	53
All Grades	11.46	8.86	39.01	44.30	49.54	46.84	323	316

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	15.48	6.59	60.71	70.33	23.81	23.08	84	91
10	25.51	15.56	55.10	61.11	19.39	23.33	98	90
11	43.06	15.85	44.44	64.63	*	19.51	72	82
12	34.78	9.43	56.52	73.58	*	16.98	69	53
All Grades	28.79	12.03	54.49	66.77	16.72	21.20	323	316

Conclusions based on this data:

1. Data is similar to what we see from the CASSP ELA data, where areas of concern writing and reading.

2. Number of EL students tested are consistent grades 9-12. Why are we not moving our LTELs (Long Term English Learners)?

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1220	80.6	27.4	0.8

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	334	27.4
Foster Youth	10	0.8
Homeless	7	0.6
Socioeconomically Disadvantaged	983	80.6
Students with Disabilities	207	17.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	48	3.9
American Indian	4	0.3
Asian	50	4.1
Filipino	49	4.0
Hispanic	912	74.8
Two or More Races	19	1.6
Pacific Islander	8	0.7
White	111	9.1






Conclusions based on this data:

1. School Demographics look similar as to last year
2. Need to review culturally proficient teaching and curriculum

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate  Green	Suspension Rate  Orange
Mathematics  Red		
College/Career  Yellow		

Conclusions based on this data:

1. ELA and Mathematics interventions need to be addressed
2. Graduation Rate is the highest in years, Why does the College Career not match? Will need to focus school wide on College Readiness and CTE pathways.
3. Suspension rates are improving. What are other means of correction that we can use to address behaviors not wanted?

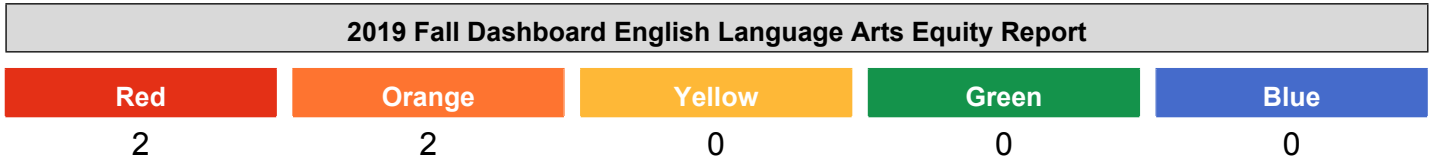
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 45.5 points below standard Increased ++7.1 points 260	<p>English Learners</p>  Red 117.2 points below standard Declined -10.9 points 98	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p>Socioeconomically Disadvantaged</p>  Orange 54.5 points below standard Increased ++6.6 points 199	<p>Students with Disabilities</p>  Red 121.3 points below standard Declined Significantly -21.1 points 47

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 19.4 points below standard Increased Significantly ++24.6 points 11
Hispanic	Two or More Races	Pacific Islander	White
 Orange 47.2 points below standard Increased ++7.9 points 202	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color 40.3 points below standard Maintained -1.9 points 23

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
145.5 points below standard Declined Significantly -26.5 points 71	43.4 points below standard Increased Significantly ++28.2 points 27	32.5 points below standard Maintained ++2.9 points 49

Conclusions based on this data:

1. Increase on performance from Students with Disability. IEP's needs were addressed better than in the past.
2. Decrease in all sub groups minus English Only and Students with Disability, the need to look deeper at Culturally Relevant Teaching and Curriculum.
3. Biggest drop is reclassified English Learners. We need to continuing monitoring the interventions for EL and Reclassified students.

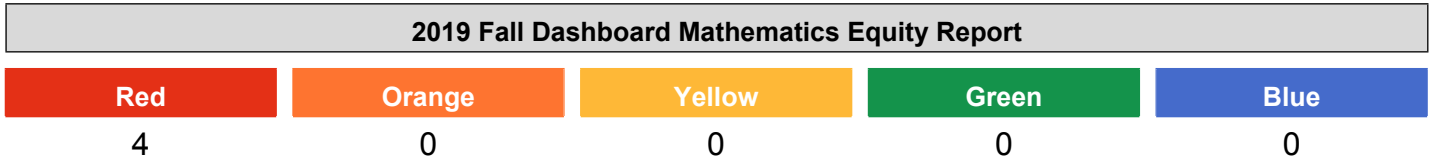
School and Student Performance Data

Academic Performance Mathematics






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Red 124 points below standard Declined -4.3 points 261	<p>English Learners</p>  Red 186.3 points below standard Declined -8.4 points 98	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p>Socioeconomically Disadvantaged</p>  Red 131 points below standard Maintained -0.4 points 200	<p>Students with Disabilities</p>  Red 196.2 points below standard Declined Significantly -35.1 points 46

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 77 points below standard Increased Significantly ++32.6 points 11
Hispanic	Two or More Races	Pacific Islander	White
 Red 129.3 points below standard Declined -3.4 points 203	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 108.8 points below standard Declined -11.1 points 23

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
208.3 points below standard Declined Significantly -18.8 points 71	128.4 points below standard Increased Significantly ++15.7 points 27	98.8 points below standard Maintained -2.9 points 49

Conclusions based on this data:

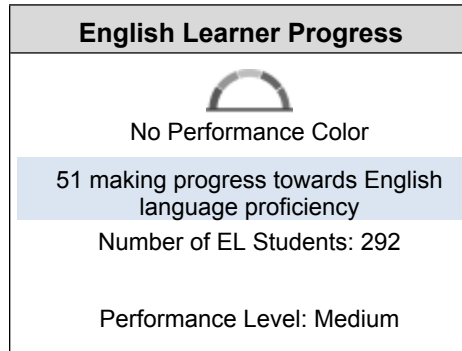
1. EL students have the largest gap below standard. It is vital to revisit interventions that we need to give to our EL Students.
2. We experienced increases in 7 sub groups. This is the class that had Algebra 1A and 1B offered to them.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.8	31.1	6.1	44.8

Conclusions based on this data:

1. The data is consistent to previous year
2. We as a school need to address LTELS that make up a large number of the EL learners

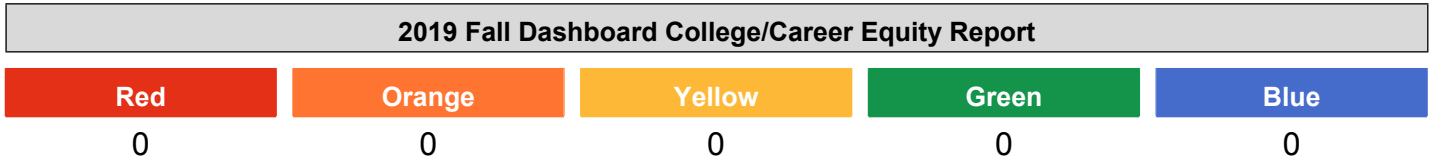
School and Student Performance Data

Academic Performance College/Career

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>24.6</p> <p>Increased +4.6</p> <p>268</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
20 Prepared	20 Prepared	24.6 Prepared
24.8 Approaching Prepared	24.8 Approaching Prepared	22.4 Approaching Prepared
55.2 Not Prepared	55.2 Not Prepared	53 Not Prepared

Conclusions based on this data:

1. Increasing number of students not prepared for College but Graduation Rates have risen.
2. Data shows that in a three year snapshot that students prepared is in decline
3. Raise a focus on D's and CTE and other means to measure college readiness.

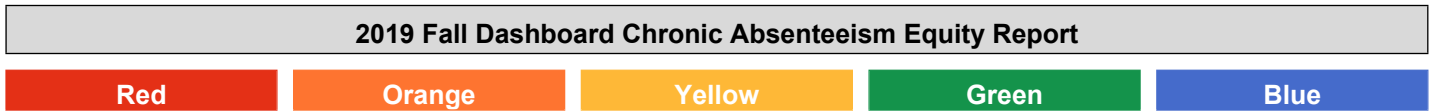
School and Student Performance Data

Academic Engagement Chronic Absenteeism

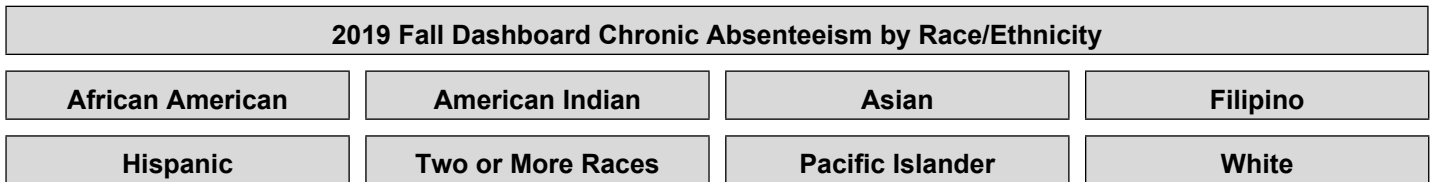
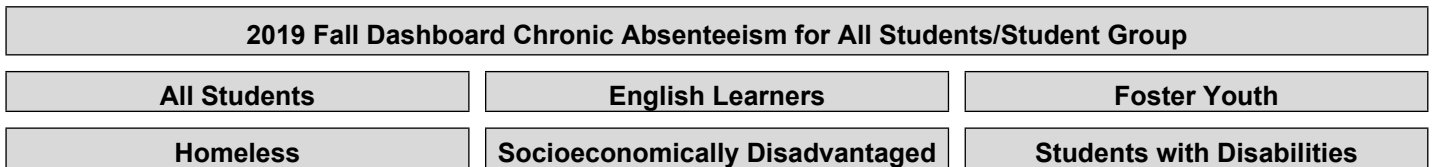
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  Green 90.7 Maintained -0.5 270	<p>English Learners</p>  Orange 81.5 Declined -11.3 81	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p>Homeless</p>  No Performance Color 80 Declined -7.5 20	<p>Socioeconomically Disadvantaged</p>  Yellow 91 Declined -2.2 211	<p>Students with Disabilities</p>  Red 65.9 Declined -5.5 44

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 92.9 Increased +5.4 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 83.3 Declined -9 12	 No Performance Color 83.3 Declined -4.9 12
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 91.4 Declined -4.6 185	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 88.6 Increased +34 35

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

2019 Fall Dashboard Graduation Rate by Year

2018	2019
91.2	90.7

Conclusions based on this data:

- Overall an increase of 10.4% . Good work with stressing to students the importance of school and teachers offering students the ability to redo work.
- All subgroups experienced increase of performance with the exception of white students.
- How do we bring college readiness numbers to match graduation numbers?

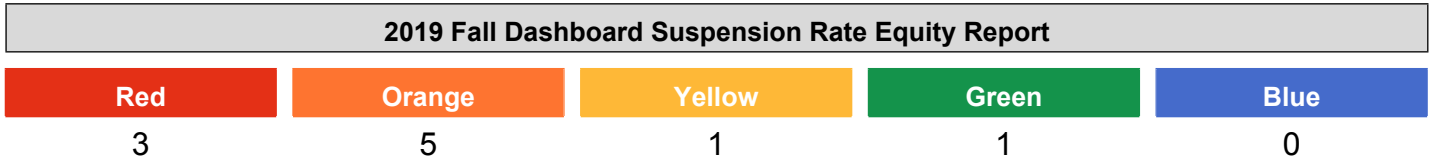
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 7.7 Increased +1.7 1307	<p>English Learners</p>  Red 10.8 Increased Significantly +4 369	<p>Foster Youth</p>  No Performance Color 6.7 Declined -9.1 15
<p>Homeless</p>  Red 15.9 Increased +6.1 44	<p>Socioeconomically Disadvantaged</p>  Orange 8.5 Increased +2.3 979	<p>Students with Disabilities</p>  Orange 6.2 Increased +0.7 225

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 21.6 Increased +11.4 51	 No Performance Color Less than 11 Students - Data 4	 Orange 9.3 Increased +3 54	 Orange 5.9 Increased +5.9 51
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.7 Increased +2.1 964	 Yellow 7.3 Declined -1 41	 No Performance Color Less than 11 Students - Data 10	 Green 2.3 Declined -6.2 132

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	6	7.7

Conclusions based on this data:

1. Decrease in all subgroups with the exception two or more races.
2. Administrations efforts of other means of corrections is showing results.
3. Looking for potential with a more cohesive PBIS effort.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 1

LEA/LCAP Goal

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.

Goal 1

All students will receive a high quality education in a safe and welcoming environment with high expectations, and access to technology, Common Core State Standards, ELD standards, advising on A-G requirements and classes. All students will have access to Common Core aligned textbooks and materials.

Identified Need

In 18-19, our graduation rate was 91% as compared to 80.7% in 2017-18 . In 18-19 22.9% of graduates met the UC/CSU eligibility requirements.

54.3% of all students recieved at least one D or F on thier report card in 2018-19

Not all teachers report feeling confident in their ability to effectively teach nor have all the needed supplies and do not have access to appropriate technology to support Common Core State Standards, Next Generation Science Standards and English Language Development Standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase graduation rate from 91% to 95% over three years.	2019- overall students in 2018-19 graduation rate was 91%	By the year 2023, the graduation rate will be 95%
Increase graduates meeting the College Readiness indicator	2019- 22.9% of the graduates were UC-CSU eligible.	By 2023, the number of students UC-CSU ready will raise to 50%
Reduce D's and F's for all grades levels	In 2019- the number of students who recieved at lease one D or F on their report card was 54%	By 2023, the number of students who will recieve one D or F on their report card will be 27%
Overall Increase/Decrease of CASSPP score from standard	EL declined -6.8 points, 55.3 points below standard Math increased 13.4 points, 122.9 points below standard	By 2023, EL increase 45.3 points below standard Math increase 112 points below standard
English Learners Increase/Decrease of CASSPP score from standard	EL declined -13.7 points, 117 points below standard Math increased 17.2 points, 189.5 points below standard	By 2023, EL increase 107 points below standard Math increase 179 points below standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Socioeconomically Disadvantage Increase/Decrease of CASSPP score from standard	EL declined -11.1 points, 64.9 points below standard Math increased 9.7 points, 135 points below standard	By 2023, EL increase 54.9 points below standard Math increase 125 points below standard
Special Education Increase/Decrease of CASSPP score from standard	EL increased 10.6 points, 143.3 points below standard Math increased 10.6 points, 202.6 points below standard	By 2023, EL increase 133.3 points below standard Math increase 192.6 points below standard
English Learners resegmented as English Proficient	The number of English Learners reclassified as English Proficient dropped from 10% to 7.5%	By 2023, the number of students reclassified as English Proficient will increase to 15%
9th grade students on track for graduation	The number of 9th grade students on track for graduation dropped from 71.2% to 54%	By 2023, the number of 9th graders on track for graduation will increase to 75%

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

Including students in subgroups: English Learners, Students with Disabilities and Socioeconomically Disadvantage students.

Strategy/Activity

All teachers will have additional materials that support Common Core.

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)

6531

Source(s)

Title I (3070)
4000 - 4999 Books and Supplies
Materials and Supplies to Supplement Curriculum

20,000

Site Discretionary
4000 - 4999 Books and Supplies

	Department Materials and Supplies
3500	19-20 Site Discretionary Carryover 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) copying cost
5000	Site Discretionary 4000 - 4999 Books and Supplies Culturally Responsive Supplemental Curriculum
7802.71	19-20 Title I (30700) 4000 - 4999 Books and Supplies Materials and Supplies to Supplement Curriculum
3747.48	19-20 Site Discretionary Carryover 4000 - 4999 Books and Supplies Admin Materials and Supplies
11608	Site Discretionary 4000 - 4999 Books and Supplies Materials and Supplies

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

All staff have access to updated technology and can say with confidence they are able to implement Common Core technology threads into their curriculum and classroom.

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	Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures Professional Development for Common Core training, Google Classroom training and implementation of technology in the classroom.
20000	Title I (3070) 4000 - 4999 Books and Supplies Technology is needed for student use in classrooms. Increase in COWs (Computers on

	Wheels), media stations, upgrades to existing technology.
4536.00	19-20 Title I (30700) 4000 - 4999 Books and Supplies Software to support Common Core Curriculum like Turnitin
5000	Site Discretionary 4000 - 4999 Books and Supplies New computers are needed for teacher use. Prioritize Common Core teachers and core subject area teachers with the most need.
8495.85	19-20 LCFF Supplemental Carryover 4000 - 4999 Books and Supplies New computers are needed for teacher use. Prioritize Common Core teachers and core subject area teachers with the most need.
5000	Site Discretionary 4000 - 4999 Books and Supplies Technology is needed for student use in classrooms. Increase in COWs (Computers on Wheels), media stations, upgrades to existing technology.

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

All students will have access to A-G courses. All students shall receive counseling and individual transcript auditing services to determine A-G eligibility and support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

101454

Source(s)

LCFF Supplemental
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)
Increase variety of classes offered during the school day (AP, IB, CTE pathways, ELD.).

106454.00

Title I (3070)

	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Increase classes offered for support through strategic distribution of allotted FTE
0.00	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Increase classes offered zero period through strategic distribution of allotted FTE
1000	19-20 LCFF Supplemental Carryover 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Increase the availability of enrichment opportunities for students to experience post secondary options.
0.0	5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Credit recovery offered within the school day. (District funded)
400	Title I (3070) 4000 - 4999 Books and Supplies Career and College Center - Materials and supplies
1000	LCFF Supplemental 4000 - 4999 Books and Supplies Library- Materials and Supplies
5000	19-20 LCFF Supplemental Carryover 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Increase variety of classes offered during the school day (AP, IB, CTE pathways, ELD.).
	4000 - 4999 Books and Supplies
	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Students will be audited and have appropriate access to ELD and Special Education services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
44831.60	19-20 Title I (30700) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Administrative Support for Special Ed services
0.00	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) EL Support Teacher (district funded)
1000	Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Classified Support - Extra Assistance
1000	Title I (3070) 4000 - 4999 Books and Supplies Supplemental Materials and Supplies for ELD/SPED
	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)
	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)
	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)
	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)

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

85% of Freshmen will end their first year on track with at least 55 credits earned.

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)
44831.60	19-20 Title I (30700) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Program Specialist for Curriculum and Instruction
0.00	7000 - 7999 Other Outgo 9th graders will continue to be enrolled in Career Transitions, the Freshman Enrichment Program
1000	19-20 LCFF Supplemental Carryover 5800 Professional/Consulting Services and Operating Expenditures Send teachers to training each year specific to this goal.
25000	19-20 LCFF Supplemental Carryover 4000 - 4999 Books and Supplies Academic Planners for all students

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

70% of LTEL's will reclassify as Fluent English Proficient

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)
59948.00	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Teacher for English Language Support classes.
5000	Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures Site based Professional Development
0.00	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Provide Sheltered versions of courses as appropriate. This is not additional sections but strategically placed base funded FTE
1000	Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Release time for teachers to visit effective classrooms/schools in and out of our school district.
	5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)

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

Participate in professional development to improve the effectiveness of our PLC's.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3500	Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures Attendance at Conferences - teachers
3500	Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures Attendance at Conferences- administrators
2000	Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures Attendance at conferences- classified
	5800 Professional/Consulting Services and Operating Expenditures
	5800 Professional/Consulting Services and Operating Expenditures
	5800 Professional/Consulting Services and Operating Expenditures
	5800 Professional/Consulting Services and Operating Expenditures
	5800 Professional/Consulting Services and Operating Expenditures

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

Provide students with supplemental classroom and project supplies. Many of our students do not have access to these materials at home. Access to supplemental materials in the classroom will enable students to complete assignments and projects in class.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2338	LCFF Supplemental 4000 - 4999 Books and Supplies Classroom/Student materials and supplies
2662	19-20 LCFF Supplemental Carryover 4000 - 4999 Books and Supplies Classroom/Student materials and supplies

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

Department chairs will meet with the textbook administrator to talk about needs assessment of textbooks and common core consumables. Textbooks and consumables are district funded and provided.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	Site Discretionary 4000 - 4999 Books and Supplies Needs assessment of textbooks and consumables.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide tutoring before or after school intervention 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)
1000	Title I (3070) 4000 - 4999 Books and Supplies High interest reading material, primary languages, varied levels for classrooms
5000	Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Tutoring on time sheet

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

Share effective practices, lesson design. Timely analysis of formative assessment data.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	19-20 Title I (30700) 5800 Professional/Consulting Services and Operating Expenditures Professional development/coaching for PLC
500	LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Release time for PLC to work on PLC lessons
5000	Site Discretionary 4000 - 4999 Books and Supplies Materials and supplies

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To provide programs and services which enrich students' educational experiences during and outside of the school day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
300	19-20 Title I (30700) 4000 - 4999 Books and Supplies Purchase intervention and enrichment supplemental curriculum and materials. Provide professional development for all purchased intervention and enrichment curriculum and materials.
300	19-20 Title I (30700) 5800 Professional/Consulting Services and Operating Expenditures Attendance at conferences- Administrative
300	19-20 Title I (30700) 5800 Professional/Consulting Services and Operating Expenditures Attendance at conferences classified
300	19-20 Title I (30700) 5800 Professional/Consulting Services and Operating Expenditures Attendance at conferences certificated
500	LCFF Supplemental 4000 - 4999 Books and Supplies Ongoing repair and replacement of athletic equipment and safety items.

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

School will implement International Baccalaureate program to assist in developing and maintaining high level of student rigor and expectation

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	19-20 Title I (30700)

	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Funding for extra pay beyond contract hours for staff to create and develop course outline to satisfy program requirement.
3875	19-20 Title I (30700) 5800 Professional/Consulting Services and Operating Expenditures Provide professional development for relative IB courses and programs.
300	19-20 Title I (30700) 5800 Professional/Consulting Services and Operating Expenditures Provide teachers with release time for planning and visits of other successful IB programs.
21674.00	19-20 LCFF Supplemental Carryover 4000 - 4999 Books and Supplies Provide Online services, both curriculum and student management such as Manage Bac
200.00	19-20 Site Discretionary Carryover 5800 Professional/Consulting Services and Operating Expenditures California Association of World Schools

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

Other Subgroups

Strategy/Activity

Increase student access to visual performing arts programs and courses with the goal of strengthening 21st century collaboration, communication, innovation and critical thinking 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)

1500

Source(s)

19-20 LCFF Supplemental Carryover
4000 - 4999 Books and Supplies
Ongoing repair and replacement of performing arts equipment.

0

19-20 Title I (30700)

Annual Review

SPSA Year Reviewed: 2019-20

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.

1.1 Effective, PO's and Print shop receipts show that request for supplies were filled. Teachers reported they have sufficient materials to support CCSS.

1.2 Not Effective, Due to aging technology, there is a need to replace technology in classrooms. The baseline of technology in a standard classroom at YVHS is a projector, document camera and computer in each room.

1.3 Need more time to evaluate, This is the sixth year of academic counseling at YVHS. 9th grade on track to graduation declined to 54% from 79.3% Our assumption was because of the sudden end of the school year. Graduation rates will also need to be evaluated further and to see how many student's dropped out due to the pandemic. A-G graduation rate rose slightly to 24%.

1.4 Need more time to evaluate. Due to pandemic, we are using data from 18-19. ELD students reclassified at the rate of 7.5% this was an increase from 5.5% CASSPP data shows that for EL Students, English Language score declined to -117 below standard. This is a decrease of -13.7 and in Math scores decreased to -187.5 below standard. this is a decline of 17.5 points. For students with disabilities, ELA scores increased to -143.3 points below standard, this was an increase of 10.6 points. In Math, the scores increased to -202.6 below standard, this was an increase of 10.6 points.

Percentage of EL students who received at least one D or F was at 71% and percentage of students with a Disability who received one D or F was 57.92%

1.5 Need more time to evaluate, Students in the 9th grade take Career Transition class using the Get Focus, Stay Focus curriculum. 9th grade on track for graduation rate was 54% this was a decline from 71%. We attribute this number to the pandemic and the lack of summer school including the sudden ending of the school year.

1.6 Need more time to evaluate, Students with EL Services, meet quarterly with teachers and counselor in ELRT meetings. Their progress is monitored by the district EL coordinator assigned to YVHS. EL students reclassified at a rate of 7.5% and increase from 5.5%. The percentage of EL students who received at least one D or F on was at 71%

1.7 Effective, PO's Teachers and Staff went to a variety of professional developments in the areas of EL development, Next Generation Science Standards, Constructing Meaning, and International Baccalaureate as well as distance learning.

1.8 Effective, POs, Teachers reported that they have sufficient materials to support CCSS.

1.9 Effective, Successful Williams visit in the fall of 2020.

1.10 Not Effective, Support was offered through the After School Program for homework support before and after school. The overall number of students who received at least one D or F was 54%. The overall percentage of 9th grade students who are on track for graduation decreased to 71%. Graduation rates were raised to 91% This was an increase of 3% from 88% The number of graduates who were A-G eligible was 22.9% statistically no change from the previous year Sub groups A-G eligibility

1.11 Effective, Teachers are given time to meet in their departments and in their PLC's. In addition, teachers who teach in an academy or IB are given release time to work on student data.

1.12 Need more time to evaluate, Due to the pandemic, we did not have students going on educational experiences outside of the classroom.

1.13 Effective, (growing) School completed second year of IB implementation. All students enrolled in IB took the IB test. Average pass rate for all students was 30%. YVHS celebrated our first two full diploma students.

1.14 Need more time to evaluate, Due to budget cuts, we are not offering any piano or choir sections. Added a new section of Piano class. additional courses are being explored.

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

Due to the pandemic, planned implementation of many of these goals needed to be amended or postponed.

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.

To measure D and F, we are moving to percentage of D's and F's given to students with at least 1 D or F on the report card.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 2

LEA/LCAP Goal

Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

Goal 2

Parents, family and community will be informed, engaged and connected as partners with MDUSD employees to support student learning. We will see an increase in engagement and understanding of parent roles in student attendance on campus, including but not limited to; participating in parent meetings and events, increasing student attendance, reducing suspensions, and developing relationships with teachers.

Identified Need

Based on parent, community, student and staff input;
 Increase mutual accountability, alignment and communication among all stakeholders (e.g. students, parents, staff and community).
 Increase opportunities for parents/guardians and community stakeholders to become engaged in an effort to assist with increasing student attendance and achievement.
 Improve communications and connections with family and community stakeholders.
 Increase opportunities, services and partnerships between school/district/community and businesses to increase students connection to learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parents, family and community are engaged and connected as partners. Improvement will be measured by increases from the Baseline Year	Overall 72% of the parents on the California Healthy Kids Survey 2018-19 agreed with the statement, "Attended a school or class event."	Increase to 80% of the parents on the California Healthy Kids Survey 2020-21 agreed with the statement, "Attended a school or class event."
Students will connect learning and preparation for their future through the support of informed parents, family and community who are engaged as partners will all site-level employees.	Overall 83% of the parents on the California Healthy Kids Survey 2018-19 agreed with the statement, "Attended a general school meeting." In 18-19 95 students were suspended at least one day.	Increase to 90% of the parents on the California Healthy Kids Survey 2020-21 agreed with the statement, "Attended a general school meeting." Decrease suspension number of incidents from 95 to 85.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>In 18 -19 the Overall Decrease chronic absenteeism rate was 17.78%</p> <p>Overall 79% of the parents on the California Healthy Kids Survey 2018-19 agreed with the statement, "Parents feel welcome to participate at this school."</p>	<p>In 20-21 decrease the chronic absenteeism from 17.78 to 12.78%</p> <p>Increase to 85% of the parents on the California Healthy Kids Survey 2020-21 agreed with the statement, "Parents feel welcome to participate at this school."</p>

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

Develop a plan to increase/improve EL parent participation in all parent groups. Identify ways to improve communication between school-linked services and sites.

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)

5357

Title I Parent Engagement (3068)
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)
Create a community outreach liaison full-time position.

37803

Title I (3070)
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)
Create a community outreach liaison full-time position.

1000

Title I (3070)
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)

Increase communication to parents in their home languages inviting and encouraging participation in parent groups. Fund interpreter at each parent meeting. (PTSA, ELAC and Boosters)

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

Improve attendance by 5% and decrease tardies by 5%.

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	Site Discretionary 4000 - 4999 Books and Supplies Student recognition for improved attendance
500	Site Discretionary 5900 Communications Postage
5000	LCFF Supplemental 4000 - 4999 Books and Supplies Materials and Supplies

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

Decrease in class and school suspensions by 5%

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)
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500	Site Discretionary 4000 - 4999 Books and Supplies PBIS rewards
1000	Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures PD Training on positive adult/student interaction
1000	Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures Other Means of Correction (OMC) Training and Professional Development

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Develop and implement a plan to ensure parents are informed of their role in the reclassification process for their children. Provide training as needed to assist them in supporting their students toward reclassification and beyond.

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	Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Parent Education Classes
500	Site Discretionary 7000 - 7999 Other Outgo Light food/snacks for parents and children
400	Title I (3070) 4000 - 4999 Books and Supplies Materials and Supplies
1000	Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Parent Education Classes

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Foster Youth

Strategy/Activity

Develop a plan to increase/improve communication between school and foster youth services/programs.

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)

0.00

Source(s)

With the support of the district's Foster Youth Services, we will increase communication to foster parents and group home representatives, inviting and encouraging participation in parent groups and site meetings/activities

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

Develop and Implement Week Of Welcome. First Week of school is dedicated to setting the tone for the year. Providing workshops on responsibility, accountability, A-G requirements, building community and student expectations.

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

Source(s)

LCFF Supplemental
5800 Professional/Consulting Services and Operating Expenditures
Keynote Speaker for Week of Welcome

1000

LCFF Supplemental
4000 - 4999 Books and Supplies
Materials and Supplies

4500	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Certificated Staff hours to plan WOW week (11 staff at 12 hours each)
3000	Base Carryover (0301/0701/0801) 7000 - 7999 Other Outgo Food for Students and Staff on FDOS for meetings held during the breakfast and/or lunch hours

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

Students feel that there needs to be an increase in safety measures on campus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
61701.00	Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Wellness Center Coordinator
0.00	Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Intern for Wellness Center
5000	LCFF Supplemental 4000 - 4999 Books and Supplies Materials and Supplies for Re-Opening of Campus

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

Continue implementation of the Warrior Way through Positive Behavior Intervention and Support. See CNA 14

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)
6842.00	19-20 Title I (30700) 5900 Communications HEROK12 software
2750	19-20 LCFF Supplemental Carryover 5900 Communications School Info App
1000	LCFF Supplemental 4000 - 4999 Books and Supplies Purchase Signage and Reward Systems that reinforce the Warrior Way
2500	Title I (3070) 4000 - 4999 Books and Supplies Purchase intervention supplemental curriculum and materials
3000	19-20 Title I (30700) 5800 Professional/Consulting Services and Operating Expenditures Professional development for engagement strategies and content
1000	LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Increase the availability of opportunities for students to experience engagement strategies and content that will contribute to campus climate.

Annual Review

SPSA Year Reviewed: 2019-20

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.

2.1 Effective- All school communication is sent out in two languages, Spanish and English. In addition all parent meetings at Ygnacio Valley have a Spanish translator present. Effective Overall 88% of the parents on the

California Healthy Kids Survey 2018 agreed with the statement, "Parents feel welcome to participate at this school." This was an increase of 9% from the previous school year.

2.2 Effective - Students are rewarded via the HERO K-12 PBIS system to improve attendance. In addition, students and families get counseling and are linked to services via SART. Effective The rate of chronic absenteeism dropped to 17.78% Since implementation of HEROK12 system, tardies have dropped by 62%.since 2017-18. But during distance learning, we have had a real challenge in connecting with our students while they are at home.

2.3 Effective -This is the fifth year of the Wellness Center opened. In addition to the three counselors and Wellness Center Coordinator (Social Work Specialist.) The Wellness Center coordinates with outside agencies and local colleges and universities to fulfill internship hours. Effective; The number of suspensions went up from 86 to 95, A drop of 10%.

2.4 Effective - ELAC and PTSA meetings are held each year with a presentation that highlights for parents information to help with the reclassification process. Overall 88% of the parents on the California Healthy Kids Survey 2019-20 agreed with the statement, "Parents feel welcome to participate at this school." The number of students re-designated as English Proficient increased to 7.5% Overall 79% of the parents on the California Healthy Kids Survey 2019-20 agreed with the statement, "Attended a school or class event." Overall 92% of the parents on the California Healthy Kids Survey 2018-19 agreed with the statement, "Attended a general school meeting." These are all improvement over 2018-19 data.

2.5 Effective - This is the fifth year of the Wellness Center opened. In addition to the three counselors and Wellness Center Coordinator (Social Work Specialist.) The Wellness Center coordinates with outside agencies and local colleges and universities to fulfill internship hours.

2.6 Need more time to evaluate. Given the pandemic, we did not have enough valid data to judge the effectiveness of this program.

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

Due to the pandemic, we had to work to on communication with our families. In addition, there is a technology divide with many of our at risk population without the means to communicate electronically.

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 3

LEA/LCAP Goal

High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and/or career ready.

Goal 3

High quality, culturally proficient, and responsive staff will be supportive of all students, respectful of all students' backgrounds, and invested in the education of all students.

Identified Need

Based on feedback from parents, staff, and students, we see a need to increase our focus on culturally responsive classrooms and to increase our work in creating a campus where all students feel welcome and supported.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Students will learn and thrive in an environment with high quality instruction where all staff demonstrates cultural responsiveness, fosters strong, supportive relationships, and engages students in their learning.</p> <p>Students and staff will demonstrate cultural responsiveness in their interactions with peers.</p> <p>implement professional development survey</p>	<p>78% of the parents agree with this question on the California Healthy Kids Survey. This school... encourages all students to enroll in challenging courses regardless of their race, ethnicity, or nationality.</p>	<p>In 2019-20 85% of the parents will agree with this question on the California Healthy Kids Survey. This school... encourages all students to enroll in challenging courses regardless of their race, ethnicity, or nationality.</p>
	<p>88% of the parents agree with this question on the California Healthy Kids Survey. This school... treats all students with respect.</p>	<p>In 2019-20 95% of the parents will agree with this question on the California Healthy Kids Survey. This school... treats all students with respect.</p>
	<p>68% of the parents agree with this question on the California Healthy Kids Survey. This school... provides instructional materials that reflect my child's culture, ethnicity, and identity.</p>	<p>In 2019-20 80% of the parents agree with this question on the California Healthy Kids Survey. This school... provides instructional materials that reflect my child's culture, ethnicity, and identity.</p>

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
All as well as Foster Youth, English Language Learners, Low Income Students

Strategy/Activity

Continue to provide collaboration time for professional development and coaching to support Professional Learning Communities and the implementation of State Standards to address all students' needs.

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)

500

Source(s)

Site Discretionary
4000 - 4999 Books and Supplies
Wednesdays protected time for all staff: Staff meetings, department and PLC meetings

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

Provide Professional Development regarding culturally proficient and responsive staff supportive of all students to increase student achievement and engagement.

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)

5000

Source(s)

Title I (3070)
5800 Professional/Consulting Services and Operating Expenditures
Professional Development to increase cultural proficiency.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Due to the pandemic, the data below is being evaluated based on the 18-19 school year in addition to the incomplete 19-20 school year data.

3.1 Need for time to evaluate. Two Wednesday's each month are dedicated for teachers to have time to meet in PLC and Departments to implement common core standards and reflect on their teaching. Effective The number of students who received D's and F's for all grades was 54% of the student body. The overall percentage of 9th grade students on track for graduation decreased to 54 % Graduation Rates in 2018-19 was 91%. This is an increase of 2.7% over 2017-18.School Wide, graduates meeting UC/CSU eligibility was 24%

3.2 Need for time to evaluate. Professional Development in the areas of culturally responsive teaching have been provided to teachers during Staff Development. In addition a team of staff members attended International Baccalaureate training. Effective 80% of the parents agree with this question on the California Healthy Kids Survey. This school... encourages all students to enroll in challenging courses regardless of their race, ethnicity, or nationality. This was an increase of 2%. 84% of the parents agree with this question on the California Healthy Kids Survey. This school... treats all students with respect. This is a decline of 4%. 60% of the parents agree with this question on the California Healthy Kids Survey. This school... provides instructional materials that reflect my child's culture, ethnicity, and identity. This is a decline of 8%.

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

Due to the pandemic, the data above is being evaluated based on the 18-19 school year in addition to the incomplete 19-20 school year data.

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.

No significant changes were made.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 4

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 5

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$718,242.24

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 (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
	\$0.00
19-20 LCFF Supplemental Carryover	\$69,081.85
19-20 Site Discretionary Carryover	\$7,447.48
19-20 Title I (30700)	\$118,718.91
Base Carryover (0301/0701/0801)	\$3,000.00
LCFF Supplemental	\$186,240.00
Site Discretionary	\$58,608.00
Title I (3070)	\$269,789.00
Title I Parent Engagement (3068)	\$5,357.00

Subtotal of state or local funds included for this school: \$718,242.24

Total of federal, state, and/or local funds for this school: \$718,242.24

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
Site Discretionary	58,608.00	0.00
LCFF Supplemental	186,240.00	0.00
Title I Parent Engagement (3068)	5,357.00	0.00
Title I (3070)	269,789.00	0.00
19-20 Site Discretionary Carryover	7,447.48	0.00
19-20 LCFF Supplemental Carryover	69,081.85	0.00
19-20 Title I (30700)	118,718.91	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
19-20 LCFF Supplemental Carryover	69,081.85
19-20 Site Discretionary Carryover	7,447.48
19-20 Title I (30700)	118,718.91
Base Carryover (0301/0701/0801)	3,000.00
LCFF Supplemental	186,240.00
Site Discretionary	58,608.00
Title I (3070)	269,789.00
Title I Parent Engagement (3068)	5,357.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	473,523.20
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	8,357.00

4000 - 4999 Books and Supplies	180,995.04
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	5,500.00
5800 Professional/Consulting Services and Operating Expenditures	36,275.00
5900 Communications	10,092.00
7000 - 7999 Other Outgo	3,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)		0.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)		0.00
7000 - 7999 Other Outgo		0.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	19-20 LCFF Supplemental Carryover	5,000.00
4000 - 4999 Books and Supplies	19-20 LCFF Supplemental Carryover	59,331.85
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	19-20 LCFF Supplemental Carryover	1,000.00
5800 Professional/Consulting Services and Operating Expenditures	19-20 LCFF Supplemental Carryover	1,000.00
5900 Communications	19-20 LCFF Supplemental Carryover	2,750.00
4000 - 4999 Books and Supplies	19-20 Site Discretionary Carryover	3,747.48
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	19-20 Site Discretionary Carryover	3,500.00
5800 Professional/Consulting Services and Operating Expenditures	19-20 Site Discretionary Carryover	200.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	19-20 Title I (30700)	90,663.20
4000 - 4999 Books and Supplies	19-20 Title I (30700)	12,638.71
5800 Professional/Consulting Services and Operating Expenditures	19-20 Title I (30700)	8,575.00
5900 Communications	19-20 Title I (30700)	6,842.00

7000 - 7999 Other Outgo	Base Carryover (0301/0701/0801)	3,000.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	165,902.00
4000 - 4999 Books and Supplies	LCFF Supplemental	15,838.00
5800 Professional/Consulting Services and Operating Expenditures	LCFF Supplemental	4,500.00
4000 - 4999 Books and Supplies	Site Discretionary	57,608.00
5900 Communications	Site Discretionary	500.00
7000 - 7999 Other Outgo	Site Discretionary	500.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	211,958.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	3,000.00
4000 - 4999 Books and Supplies	Title I (3070)	31,831.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Title I (3070)	1,000.00
5800 Professional/Consulting Services and Operating Expenditures	Title I (3070)	22,000.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	Title I Parent Engagement (3068)	5,357.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	557,389.24
Goal 2	155,353.00
Goal 3	5,500.00

School Site Council Membership

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

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

Name of Members	Role
Efa Huckaby	Principal
Jim Lyon	Classroom Teacher
Veronica Nassrallah	Classroom Teacher
Andrew Hubbell	Classroom Teacher
Jenniffer Guirola	Other School Staff
Jennifer Bonifacio Rodriguez	Secondary Student
	Secondary Student
	Secondary Student
Miriam Mendez	Secondary Student
Rosa Diaz	Parent or Community Member
Open	

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 November 20, 2020.

Attested:



Principal, Efa Huckaby on 11/20/20



SSC Chairperson, Jenny Guirola on 11/20/20

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019