

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
Alvord Alternative Continuation High School	33-66977-0135061	Decmeber 5, 2019	January 23, 2020

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)

We are a targeted Title 1 Assistance School (TAS).

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.

Provide students access to standards-aligned curriculum and instructional materials through self-paced online learning classes and the use of our DI (Direct Instruction).
 Provide flexible, alternative educational pathways and provide for unique student needs by implementing our regular, FLEX and Independent Studies programs.
 Effectively communicate with all stakeholders (students, parents, community, staff) to improve learning.

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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).

We have utilized multiple surveys and have had a myriad of results. Most students believe they will go directly into the workforce but are uncertain of the college or career path or skills to enter those fields. Our counselor and staff are coordinating with the office of Career Technical Education to provide a myriad of opportunities for our students to have access to discover a multitude of possible career paths. This has driven opportunities for visiting professionals for presentations and an increase in field trips to explore various opportunities for college and career readiness. Our teachers are providing weekly soft skills training to advance students ability to understand proper etiquette and practices in college and career settings.

Classroom Observations

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

The classrooms are visited regularly by site administration. The visits are done on a weekly basis in all classrooms. Teachers are formally and informally observed throughout the year. Those teachers who are not tenured and who struggle with content/engagement are visited more frequently. The professional development calendar was created based on survey results and classroom observation findings. We are embedding College and Career soft skills training once a week in all classrooms. Overall there are lessons being delivered and less classroom behavioral infractions occurring.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. 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)

Local district benchmarks, CAASPP results are all employed in lesson development and the development of instructional strategies. Benchmark exams are currently being incorporated into some individualized contracts.

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

Teachers in the various subject areas utilize the Alvord District course descriptions, adopted materials, and pacing guide, which are, aligned with the California content standards/frameworks. Teachers develop lesson plans using the course descriptions, district pacing guides, and Common Core frameworks. Teachers are integrating district benchmarks into individualized instructional materials and strategies. Data gathered and strategies/materials developed accordingly via staff collaboration and training.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The staff is highly qualified according to the criteria outlined by ESEA.

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

All teachers on staff are fully-credentialed and no teachers are mis-assigned. Professional is focused at improving in assessment, strategies, and the development of best practices is scheduled on a monthly basis.

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

All core disciplines have access to district-wide pacing guides aligned to state standards. The information utilized in the development of these pacing guides is based on local, state, and national assessment data. Staff development focuses on implementation of strategies/instruction outlined in these guides. Paraprofessionals also participate in site and district level staff development.

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

Due to the small size of the staff, instructional assistance from the district has been provided on an individual or small group basis as requested. Staff are trained in data-driven instructional strategies.

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

Teachers are appropriately credentialed and provided with monthly staff development which is aligned to the content standards as well as focused on student performance, assessment, and the specific needs for the school. Teachers collaborate regularly in both a formal and informal settings. Cross-curricular communication and coordination are ongoing.

Teaching and Learning

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

The faculty is provided with district adopted materials which are aligned with the state's content and performance standards.

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

Not Applicable

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

The nature of individualized instruction at an alternation education continuation school allows for flexibility in time and interventions strategies within regular school hours.

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

All textbooks and other instructional materials are aligned to state and national standards. Intervention and accessibility resources are available to all students who have specialized needs.

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

Direct instruction is incorporated into the classroom using material that is aligned with the AUSD and State adopted curriculum. All core courses are aligned with the state standards and intervention material. Students from all subgroups have access to a meaningful, rigorous, standards-based curriculum.

Opportunity and Equal Educational Access

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

As a continuation school much of our curriculum is structured as individualized instruction packets which students completed at their own pace. We have online(Odyssey Ware) as well as traditional text resources available to provide for individual student preferences. Odysseyware is provided for students to assist in passing the High School Exit Exam. Students are able to attend before and after-school tutoring , as needed. All students work individually with the school counselor on academic goals and plans to obtain those goals and time frames.

Evidence-based educational practices to raise student achievement

Direct Instruction strategies have been integrated into instruction. Students have opportunities to recoup credits through standards-aligned Odysseyware courses.

Parental Engagement

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

The Wiley Center has counselors on campus to work personal counseling needs like substance abuse and anger management. Participation in work study program is available to students through local comprehensive school sites. In order to assist under-achieving students, Alvord Alternative Continuation High School utilizes multiple resources. Parental involvement is seen as crucial to student success. Parents are required to attend a mandatory orientation with their student when enrolling at Alvord Alternative Continuation High School. Information is made available to parents through the use of Blackboard Connect, the school website, printed information sent home and Alvord Alternative Continuation High School Twitter. Additionally parents are contacted by school administration, counselors, and teachers when students are not recouping credits towards a timely graduation.

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)

Staff, parents, students, administration, and community members participate in School Site Council and English Learner Advisory Committee. Parents are actively involved in decision making through their participation in School Site Council.

Funding

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

The site receives categorical funds to assist with educationally disadvantaged students (LCFF_LI), English Learners (LCFF-EL) and Title 1. These funds are used to support these student populations. Supplemental materials and supplies are purchased to support student achievement. Wiley Center counseling is also provided. Teachers are made available to students on Saturday's through the Breakfast Club on select Saturday's throughout the school year for additional support for student support and tutoring in mathematics, language arts, social sciences, and sciences by subject area experts.

Fiscal support

The site receives categorical funds to assist with educationally disadvantaged students and English Learners. These funds are used to support these student populations.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The following school site-level advisory groups are involved in the development and planning process for the SPSA as we sought input from them in the development of the plan:

School Site Council
English Learner Advisory Committee
student, staff, parents

The process is as follows:

At our scheduled meeting, all stakeholders receive a copy of the SPSA plan, and time is allowed to look over each category, give input and immediate feedback and vote on the approval of the school plan.

Resource Inequities

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

We are missing additional classroom support for and English Language Learner students.

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	0.63%	%	0%	1		0
African American	1.89%	1.23%	2.86%	3	2	4
Asian	%	%	0%			0
Filipino	%	%	0.71%			1
Hispanic/Latino	93.71%	93.25%	90.71%	149	152	127
Pacific Islander	%	%	0%			0
White	2.52%	4.91%	5%	4	8	7
Multiple/No Response	%	%	0.71%			0
Total Enrollment				159	163	140

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 10	2	1	
Grade 11	59	53	58
Grade 12	98	109	82
Total Enrollment	159	163	140

Conclusions based on this data:

1. The enrollment has increased over the years. Students continuously move in and out of the program from graduating to returning back to the comprehensive sites. Furthermore, our enrollment will fluctuate month to month.
2. Majority of our students are juniors and seniors, in need of credit recovery our white population has increased to by 2.3%. While the majority of our students are Hispanic/Latino at 93.25%
3. The vast majority of our students are enrolled for credit recovery.

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	86	101	70	54.1%	62.0%	50.0%
Fluent English Proficient (FEP)	32	26	34	20.1%	16.0%	24.3%
Reclassified Fluent English Proficient (RFEP)		0	1	0	0.0%	1.0%

Conclusions based on this data:

1. Over the last three years none of our students have reclassified. We will focus on reclassifying our students.
2. Over the past three years our English Language Learners have increased from 41.3% to 62% which is an increase of approximately 20.7%.

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	62	84	64	55	84	56	55	83	56	88.7	100	87.5
All Grades	62	84	64	55	84	56	55	83	56	88.7	100	87.5

* 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	2491.	2438.	2473.	0.00	2.41	0.00	10.91	2.41	16.07	29.09	14.46	23.21	60.00	80.72	60.71
All Grades	N/A	N/A	N/A	0.00	2.41	0.00	10.91	2.41	16.07	29.09	14.46	23.21	60.00	80.72	60.71

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	5.45	3.61	1.79	40.00	33.73	35.71	54.55	62.65	62.50
All Grades	5.45	3.61	1.79	40.00	33.73	35.71	54.55	62.65	62.50

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	3.64	0.00	5.36	30.91	16.87	32.14	65.45	83.13	62.50
All Grades	3.64	0.00	5.36	30.91	16.87	32.14	65.45	83.13	62.50

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	3.64	3.61	5.36	69.09	50.60	57.14	27.27	45.78	37.50
All Grades	3.64	3.61	5.36	69.09	50.60	57.14	27.27	45.78	37.50

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	0.00	2.41	1.79	47.27	18.07	44.64	52.73	79.52	53.57
All Grades	0.00	2.41	1.79	47.27	18.07	44.64	52.73	79.52	53.57

Conclusions based on this data:

1. Looking at the mean scale score for the ELA CAASPP, our overall achievement has been up and down over the past three years. From 17-18 school year to 18-19 school year we have had an increase of 35 points.
2. Looking at the LCAP 5X5 Matrix data, our scores are 15+ points in average distance from meeting standards.
3. Looking at the LCAP 5X5 Matrix data, our scores are change has increased by at least 15+ points in average in distance from meeting standards.

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	64	84	64	55	82	56	55	82	56	85.9	97.6	87.5
All Grades	64	84	64	55	82	56	55	82	56	85.9	97.6	87.5

* 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	2436.	2399.	2436.	0.00	0.00	0.00	0.00	1.22	0.00	5.45	3.66	5.36	94.55	95.12	94.64
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	1.22	0.00	5.45	3.66	5.36	94.55	95.12	94.64

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	0.00	0.00	0.00	0.00	3.66	3.57	100.0	96.34	96.43
All Grades	0.00	0.00	0.00	0.00	3.66	3.57	100.0	96.34	96.43

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	0.00	0.00	1.79	21.82	15.85	23.21	78.18	84.15	75.00
All Grades	0.00	0.00	1.79	21.82	15.85	23.21	78.18	84.15	75.00

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	0.00	0.00	0.00	29.09	25.61	32.14	70.91	74.39	67.86
All Grades	0.00	0.00	0.00	29.09	25.61	32.14	70.91	74.39	67.86

Conclusions based on this data:

1. Looking at the mean scale score for the Math CAASPP, our overall achievement increased 37.2 points.
2. Looking at the LCAP 5x5 Students Matrix that measures the average distance from meeting the standards, all students tested performed in the 'Weak Performance or Change' category.

3. Looking at the LCAP 5x5 Students Matrix the scores increased by 15+ points in average distance from meeting standards.

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 10	*	*	*	*	*	*	*	*
Grade 11	1545.1	1569.4	1534.4	1564.1	1555.2	1574.3	50	32
Grade 12	1540.6	1565.4	1522.1	1578.0	1558.5	1552.4	21	41
All Grades							74	74

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
10		*	*	*		*	*	*	*	*
11	22.00	15.63	30.00	40.63	40.00	31.25	*	12.50	50	32
12	*	21.95	*	39.02	*	29.27	*	9.76	21	41
All Grades	21.62	18.92	31.08	40.54	37.84	29.73	*	10.81	74	74

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
10		*	*	*	*	*		*	*	*
11	42.00	34.38	40.00	34.38	*	15.63	*	15.63	50	32
12	*	31.71	*	53.66		7.32	*	7.32	21	41
All Grades	37.84	33.78	43.24	44.59	*	10.81	*	10.81	74	74

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10		*	*	*	*	*	*	*	*	*
11	*	6.25	22.00	25.00	28.00	46.88	40.00	21.88	50	32
12	*	7.32	*	14.63	*	51.22	*	26.83	21	41
All Grades	*	6.76	27.03	18.92	29.73	50.00	33.78	24.32	74	74

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
11	44.00	12.50	30.00	56.25	26.00	31.25	50	32
12	*	7.32	52.38	70.73	*	21.95	21	41
All Grades	44.59	10.81	36.49	63.51	18.92	25.68	74	74

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
11	54.00	68.75	44.00	18.75	*	12.50	50	32
12	*	85.37	*	12.20	*	2.44	21	41
All Grades	48.65	78.38	44.59	14.86	*	6.76	74	74

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
11	*	12.50	36.00	53.13	50.00	34.38	50	32
12	*	9.76	57.14	48.78	*	41.46	21	41
All Grades	*	10.81	41.89	51.35	45.95	37.84	74	74

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
10	*	*	*	*	*	*	*	*
11	*	9.38	82.00	87.50	*	3.13	50	32
12	*	7.32	57.14	87.80	*	4.88	21	41
All Grades	22.97	8.11	72.97	86.49	*	5.41	74	74

Conclusions based on this data:

- 2017-2018 was the first time the ELPAC was administered. Since there is no previous data to compare these scores to, Performance Goal 2 will be to have students improve one level overall on the administration.
- Since we only had comparable data at the 11th grade, the following were seen: an increase in the overall score (+24.3 points), with a decrease in oral language score (+29.7 points) and an increase in the written language (+19.1 points).
- We have tested 18 less students from 17-18 to 18-19 school year.

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
163	95.1	62.0	This is the percent of students whose well-being is the responsibility of a court.
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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	101	62.0
Homeless	24	14.7
Socioeconomically Disadvantaged	155	95.1
Students with Disabilities	9	5.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	1.2
Hispanic	152	93.3
Two or More Races	1	0.6
White	8	4.9






Conclusions based on this data:

1. Over sixty percent of our students are classified as English Language Learners. Once again, this is another sub group of students with exceptional needs. Not being proficient in the English Language can adversely affect test scores and our graduation rate. The need for literacy interventions across the curriculum is very apparent.
2. 95.1% of our students are socioeconomically disadvantaged. When students are lacking the basic necessities of life, it is difficult for them to be academically successful. We must continue to look for ways to provide items to our students that their families cannot provide for them.
3. Our largest student population are Hispanic.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  Green	Suspension Rate  Orange
Mathematics  No Performance Color		
College/Career  Red		

Conclusions based on this data:

1. The California Schools Dashboard report, suspension rates declined 3.1% (EL group declined 2.3%, Hispanic group declined 2.9% and Socioeconomically Disadvantaged students declined 3.6%).
2. The California School Dashboard report, graduation rate increased 18.2% (Hispanic group increased 19.4% and Socioeconomically Disadvantaged students increased 16%)

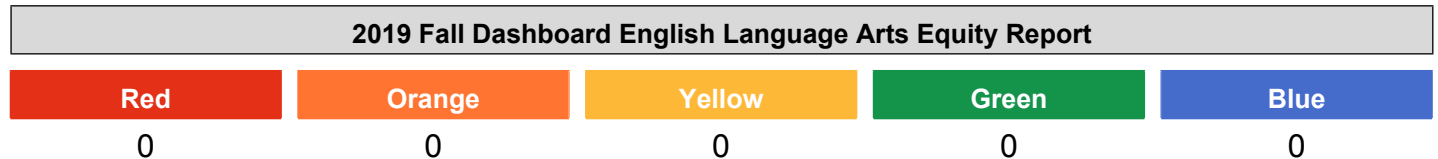
School and Student Performance Data

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					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 110 points below standard Increased Significantly +30.4 points 28	 No Performance Color 152.3 points below standard Maintained -2.8 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 118.5 points below standard Increased Significantly +30.4 points 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color 111.6 points below standard Increased Significantly ++37.8 points 25	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

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 152.3 points below standard Increased ++8.5 points 17	Reclassified English Learners 0 Students	English Only Less than 11 Students - Data Not Displayed for Privacy 5
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Conclusions based on this data:

1. Our 11th grade student population is so small, no performance level colors were reported.
2. Although few of our students scored at standard met or exceeded, there is growth to be seen. In 2018, students were 149.4 points below average distance from standard met, (149.5 below standard EL declined 38.5 points), (149.4 below standard Hispanic declined 52.5 points), and (Socioeconomically disadvantaged 147.5 below standard which is a decline of 49.9 points).

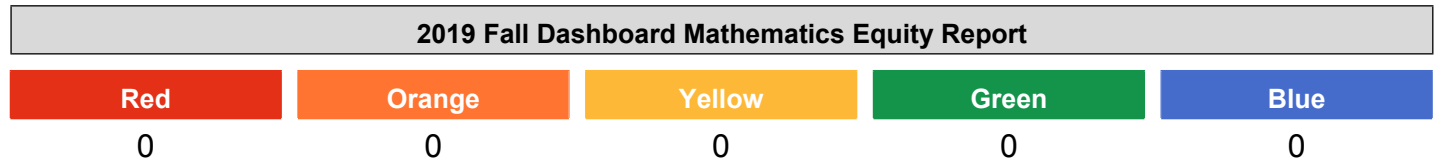
School and Student Performance Data

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		
All Students <div>  <p>No Performance Color</p> <p>185.6 points below standard</p> <p>Increased Significantly ++54.9 points 28</p> </div>	English Learners <div>  <p>No Performance Color</p> <p>212.9 points below standard</p> <p>Increased Significantly ++27.9 points 17</p> </div>	Foster Youth <div>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> </div>
Homeless <div>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p> </div>	Socioeconomically Disadvantaged <div>  <p>No Performance Color</p> <p>191.8 points below standard</p> <p>Increased Significantly ++48.3 points 26</p> </div>	Students with Disabilities <div>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> </div>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 194 points below standard Increased Significantly ++46.6 points 25			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

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
212.9 points below standard Increased Significantly ++34.4 points 17		Less than 11 Students - Data Not Displayed for Privacy 5

Conclusions based on this data:

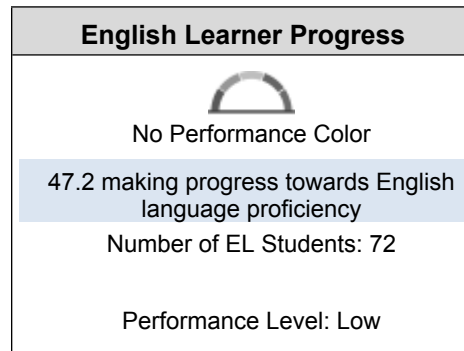
1. Because our 11th grade student population is so small, no performance level colors were reported.
2. Although few of our students scored at standard met or exceeded, there is growth to be seen. In 2017, students declined 49.8 points which is 160.8 points below average distance from standard met.

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
27.7		12.5	34.7

Conclusions based on this data:

- 52.7% of our EL students scored at level 3 and 4, while 47.3% of our EL students scored in the lower levels (level 1 and 2).
- The focus is to reclassify the majority of our level 4 students (well developed language acquisition) during this school year (2019-2020).

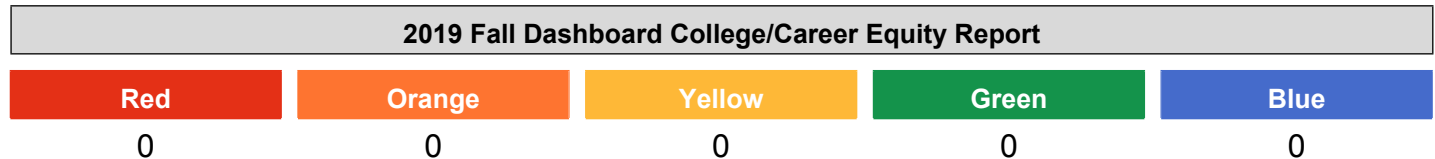
School and Student Performance Data

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		
All Students  Red 2.8 Maintained +0.9 108	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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
0 Prepared	1.9 Prepared	2.8 Prepared
12 Approaching Prepared	13 Approaching Prepared	9.3 Approaching Prepared
88 Not Prepared	85.2 Not Prepared	88 Not Prepared

Conclusions based on this data:

1. About 3% of our student population fall into the Prepared level.
2. Data stayed stagnant, as we are comparing the past 2 years results. We would like to see an increase in the number of our students being prepared for college/career.
3. The percentage of students not prepared for college and career has increased over the last two years.

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. Not Applicable

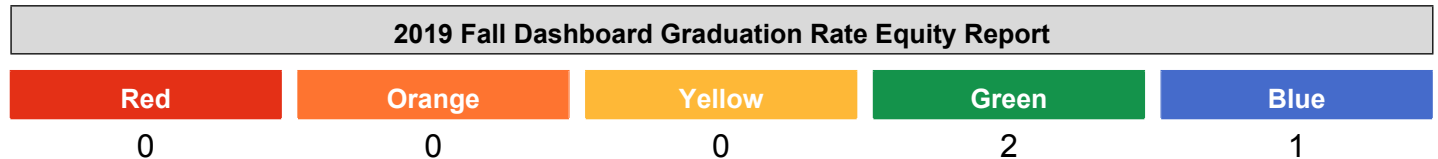
School and Student Performance Data

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.



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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Green 87 Maintained +2.6 108	English Learners  Blue 92.1 Increased +12.1 63	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 84.6 Increased +3.4 26	Socioeconomically Disadvantaged  Green 86.1 Maintained +2.6 101	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 88.4 Increased +3.9 103	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

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
84.4	87

Conclusions based on this data:

1. Graduation rate increased by 18.2% overall.
2. Significant growth is seen in the EL students (20.2%), socioeconomically disadvantage students (+16%) and Hispanic students (+19.4%).

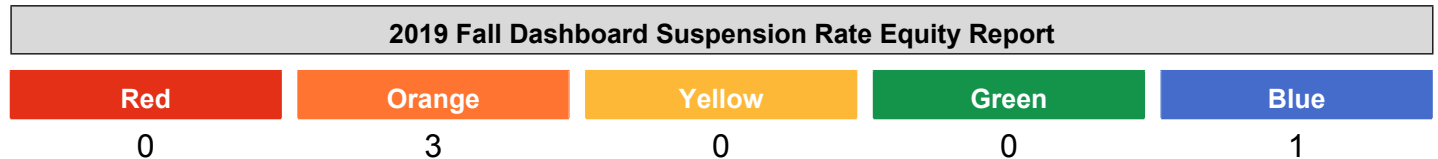
School and Student Performance Data

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		
All Students  Orange 1.9 Increased +1.1 267	English Learners  Orange 2.9 Increased +2.2 137	Foster Youth  No Performance Color Less than 11 Students - Data Not 1
Homeless  Blue 0 Maintained 0 44	Socioeconomically Disadvantaged  Orange 2 Increased +1.2 249	Students with Disabilities  No Performance Color 5 Increased +5 20

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 5	American Indian	Asian  No Performance Color Less than 11 Students - Data 2	Filipino  No Performance Color Less than 11 Students - Data 2
Hispanic  Orange 2.1 Increased +1.3 241	Two or More Races  No Performance Color Less than 11 Students - Data 1	Pacific Islander	White  No Performance Color 0 16

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.7	1.9

Conclusions based on this data:

- Suspension rate declined by -3.1% overall.
- Significant decline in suspension rates are seen in the following categories: EL population (-2.3), socioeconomically disadvantage students (-3.6%), and Hispanic population (-2.9%).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

By May 2021, Smart goal will focus on increasing percentage of students meeting or exceeding standard to 25% of all AACH 11th grade students based on CAASPP 2019-2020 overall achievement ELA test results to foster English language development, promote literacy and to improve college and career readiness. 100% of core classes will include at least one lesson from each of the following focus strategies: academic vocabulary development and close reading.

*Appropriate SDAIE teaching strategies used to promote equity for all students.

In Mathematics every student will increase by 10% beyond the predetermined pre and post tests, from the first and second semester curriculum.

In History 80% of students will score a 70% or higher on unit assessments.

By May 2021, 75% of students will score 70% or better (60% or better for Odysseyware courses) on all chapter tests in Earth Science and Biology by accessing the integration and utilization of Smart Board Technology in Biology and Earth Science. All Agriculture Science students will maintain proficient to advanced task completion for assigned projects.

Incorporating NGSS with Smart Board technology will accommodate different learning styles; Tactical, Visual, and Audio, and will enhance the student experience through Pre-labs, Virtual Labs, Microscope Studies, Classroom Activities, and research projects

English Learners will increase by 10 points beyond one year's growth which will be demonstrated on the CAASP. This will also positively impact the performance of our EL student population in the ELPAC summative assessment ensuring they are experiencing positive movement.

Identified Need(s)

Based on the data analysis it is evident that we have remained stagnant in consistently increasing student achievement across grade level spans and content areas. In order to support our students we will identify specific supplemental instructional materials/resources across disciplines. We will also make it a priority to continue to update and add to our technology resources in order to provide all students access to current tools for learning. In addition, we will provide certificated and classified staff professional learning that aligns to our goals. We will also use data to drive before, during school day, and after school interventions.

Our teaching staff needs to understand how students are being assessed. In order to increase literacy students need to have access to library books they are interested in reading; the books need to be high interest and at their reading level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA: Data used to form this goal comes from the results of the rubric evaluation of student work and the observations of	Data shows students must make gains in areas of reading, writing, listening, research and inquiry. Reading Intervention	Prior to site/program enrollment, students will be administered initial ELA testing, using Pearson iLit GRADE

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
student research skills, close reading, and written communication.	<p>Program will focus on skill building within these areas, so as to increase students proficiency. More specifically, students did make gains in percentage of students at or near standard; in both Reading and Listening. Data also shows weakest areas are in writing and research/inquiry.</p> <p>Based on CAASPP Achievement Data results for 2019-2020, 2.0% of 11th grade students at AACH met standard in ELA, 14% of 11th grade students nearly met and 81% of 11th grade students did not meet ELA standards.</p>	assessment, giving student and staff initial data points used to properly place students in the appropriate reading program.
MATH: Progress will be measured by analyzing students' test scores on the pre and post assessments.	<p>MATH: The data used to set the baseline for the goal is taken from pretests: 1st and 2nd semester assessments</p>	<p>MATH: Since the majority of our students come in with prior gaps in their math understanding, it is expected that the goal will be met by all students, as each unit is designed and taught to address individualized student needs.</p> <p>If the analysis of the data does not indicate that the goal was met in a particular section, the math department will collaborate to plan strategic interventions to meet the needs of the students and work towards meeting the academic goal.</p>
SCIENCE: Data used to form this goal comes from the results of the rubric evaluation of student work and the observations of student research skills, close reading, and written communication.	SCIENCE: Students are having difficulties conducting research, including identifying which terms to use in the search; how to broaden or narrow topics, evaluating resources, and searching through the vast amounts of content to identify relevant information.	SCIENCE: Students will be evaluated through the use of department-generated common assessment rubrics of presentations, teacher observations, and performance assessments/engaging scenarios.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
HISTORY: Data used to form this goal will come from the results of unit assessments and the rubric evaluation of student work as indicated on course contracts.	HISTORY: Students are having difficulties reaching proficiency due to the integration and increased rigor of the revised standards and CCSS. Students lack literacy skills necessary to successfully complete rigorous coursework.	HISTORY: Results from unit assessments will be used to determine the success of students attaining these goals. The inclusion of academic vocabulary and close reading in course contracts will provide evidence of success in attaining the academic goal.
ELL: The results from the previous two years of ELPAC, PSAT, and CAASPP ELA will analyzed to determine the effectiveness of the English Learner Program.	Analysis of last years data showed that overall program attendance improved, however goal for this year, based on data would be to increase number of students in program while maintaining attendance percentage above 97%.	Site staff will analyze monthly attendance reports, as well as attendance within each individual site program to determine areas needing improvement. ELL: It is expected that all English Learner students will score at or above the minimum district cut points for the ELPAC, PSAT, and CAASPP, which will allow them to be reclassified from an EL to an RFEP.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will benefit from instruction that is aligned to the standards and informed instructional practices that will increase their proficiency as assessed on CAASPP. In addition, the EL goal, focus will be on the EL student population to meet grade level standards.

Strategy/Activity

Teachers will be provided collaboration opportunities within the school day that includes collaboration with paraprofessionals to ensure we are supporting our students. In addition, teachers will identify and determine supplemental instructional resources to further develop lessons and support instructional delivery across the content areas that will also include technology resources.

ELA:

- evaluating the reliability of a source (i.e. domain suffix)
- analyzing the validity of online information including social media
- close reading
- Small group instruction
- creating "works cited" pages/entries

- required use of multiple sources
- research papers and presentations

MATH:

- Media enhanced lessons
- Immediate feedback via formal and informal assessment (lesson specific quiz)
- Individual tutoring
- Small group instruction
- Use and manipulatives
- Extended Learning (Saturday school i.e. Breakfast Club)
- Individualized instructions presented in the form of DI (direct instruction) and Self-paced

SCIENCE:

- evaluating the reliability of a source (i.e. domain suffix)
- analyzing the validity of online information including social media
- close reading
- required use of multiple sources
- research papers and presentations

HISTORY: The following instructional strategies will be used in both the self-paced social studies classes:

- peer tutoring
- cooperative learning groups
- allowing extra time to complete assignments
- SDAIE strategies
- academic vocabulary
- translation (as needed)
- visual aids, note-taking skills, and essay outlines.

ELL: All English Learner students are enrolled in a rigorous English development program that will allow them to achieve at or above the minimum district cut points on the ELPAC, CAASPP, and PSAT, which will allow the team to adjust the academic needs of our reclassified from EL to RFEP students. The EL facilitator and/or the counselor will meet with the students to go over results and reclassification criteria. All students have the opportunity to enroll in our Extended Learning/Saturday school program, where additional support is given by credential teachers.

Please see above for specific content-related strategies and activities that are being implemented to ensure that our EL population is successful in their academics and language acquisition.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6,820	Title I 1000-1999: Certificated Personnel Salaries Breakfast Club
10,760	LCFF-LI

	1000-1999: Certificated Personnel Salaries Breakfast Club
15,100.00	LCFF-EL 4000-4999: Books And Supplies Laptops-Intelli-Tech
500.00	Attendance 4000-4999: Books And Supplies Stater Bros and Eastvale Order--Incentives

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The strategies will provide opportunities for teachers to understand data and create learning opportunities to increase literacy. The overall effectiveness will be measured at the end of the school year, when testing data results are received.

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

There are no major differences between intended implementation and/ or budgeted expenditures.

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.

There will be no changes on this goal, annual outcomes, metrics, or strategies activities to achieve this goal as a result of this analysis.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

We as a school will promote the importance of being career and college ready throughout the school year. At least one college trip will be taken for EL students. A college and career night will be available for all students and their parents. We will also promote through enrichment opportunities open to all students becoming college ready during our Saturday Breakfast Club. Counselors will meet with all students and inform them on graduation requirements, career exploration opportunities, and provide post-secondary opportunities. Our goal is that each student moves up one level on the ELPAC. We will also incorporate College and Career readiness lessons one day a week for all students to obtain soft skills needed for post secondary and workforce success.

Identified Need(s)

Counselor needs time to meet with each student. There will be additional hours for training our community and students regarding FASFA during evening events. The attendance incentive monies will be used for perfect attendance. Counselor needs access to college and career readiness tools.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Schools Dashboard graduation data for 2018 85.2% which is an increase of 18.2% from the previous year.	Although small in numbers, there are a few students that are having difficulty meeting the 10 credit requirement per month.	Expected results would be to continue increasing the graduation rate and preparing the students to be college and career ready.
Credit completion; students will attend financial aid and college events to ensure students meet the eligibility requirement for graduation and complete FASFA requirements.	Students will earn a minimum of 10 credits per month	75% of AACHS students will complete their FASFA prior to graduation.

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

All students will meet with counselor to review and ensure the graduation requirements are met and FASFA is complete. Financial aid nights and college outreach will continue through graduation.

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	LCFF-LI 1000-1999: Certificated Personnel Salaries Counselor to present at FASFA nights and workshops
	LCFF-EL 5000-5999: Services And Other Operating Expenditures
1000.00	LCFF-EL 1000-1999: Certificated Personnel Salaries
500.00	LCFF-EL 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Overall, these strategies will increase our Graduation Rate and prepare our students to be College and Career readiness indicators.

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

There are no major differences between intended implementation and/ or budgeted expenditures.

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.

There will be no changes to the goal, annual outcomes, strategies or activities.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

We will promote a welcoming and healthy learning environment for all students that increases students daily attendance and participation in school events. There will be an attendance increase in both ELAC and School Site Council which these meetings are held monthly. We will increase attendance as well as students and parents voice in the following activities and committes, by at least 50%.

Identified Need(s)

Since August 2019 opening the school year we have had parent meetings for ELAC and School Site Council with parent involvement averaging 7 parents attending SSC and only 1 parent for ELAC for a population of 150 students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign-in sheets are used for each parent meeting.	Our baseline is about 1-2% of our students attend parent group meetings.	Results from our outcomes will result in a higher percentage of parents attending meetings and committee for the remainder of the year. Our outcome will be an increase in attendance in SSC and ELAC committees as well as students and parents voice in the following activities and committes, by at least 50%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy

Strategy/Activity

Students access Remind 101 for school updates and events. Remind 101 will be used to promote school and community events that pertain to building a positive school and community culture. Provide incentives to increase student attendance through monthly awards.

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)

1,250

Source(s)

Attendance
4000-4999: Books And Supplies
Incentives

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

We will use student, staff, parent survey data to build more targeted strategies that address the cultural needs of AACHS.

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

There are no major differences between intended implementation and/ or budgeted expenditures.

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.

There will be no changes to this goal, the annual outcomes, metrics, or strategies to achieve this goal.

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

Science (Secondary Only)

LEA/LCAP Goal

Goal(s)

By June 2019, 75% of students will score 70% or better on Odyssey Ware chapter tests.

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data used will be student test scores.	Students scoring 70% or better.	Students will be evaluated by utilizing test scores, teacher observation, and performance of tasks.

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.

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Not Applicable

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

Not Applicable

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.

Not Applicable

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

English Learners

LEA/LCAP Goal

Goal(s)

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC testing data.	70% of our students, based on ELPAC scores, could be reclassified if other necessary criteria are met. In 2018, 87 students at AACHS took the ELPAC test that replaces the CELDT test. 70% scored a 3 or a 4.	Review yearly ELPAC scores.

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.

LCFF-EL
1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

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.

LCFF-EL
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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.

LCFF-EL
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Not Applicable

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

Not Applicable

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.

Not Applicable

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

Safe and Drug-Free Environment Conducive to Learning

LEA/LCAP Goal

Goal(s)

Identified Need(s)

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.

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

High School Graduation and College Readiness

LEA/LCAP Goal

Goal(s)

100% of our students will complete district diploma requirements, will be college and/or career ready; prepared to enter a 2 year college path of study or career trade school upon exit from the AACHS school site, by June 2021.

Identified Need(s)

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	\$36,430.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$6,820.00

Subtotal of additional federal funds included for this school: \$6,820.00

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

State or Local Programs	Allocation (\$)
Attendance	\$1,750.00
LCFF-EL	\$16,600.00
LCFF-LI	\$11,260.00

Subtotal of state or local funds included for this school: \$29,610.00

Total of federal, state, and/or local funds for this school: \$36,430.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	18,045	1,445.00
LCFF-LI	11,260	0.00
Title I	6,820	0.00
Attendance	1,750	0.00

Expenditures by Funding Source

Funding Source	Amount
Attendance	1,750.00
LCFF-EL	16,600.00
LCFF-LI	11,260.00
Title I	6,820.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	19,080.00
4000-4999: Books And Supplies	17,350.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Attendance	1,750.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	1,000.00
4000-4999: Books And Supplies	LCFF-EL	15,600.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	11,260.00

1000-1999: Certificated Personnel
Salaries

Title I

6,820.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	33,180.00
Goal 2	2,000.00
Goal 3	1,250.00

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:

Craig Shiflett School Principal

Mark Recktenwald Classroom Teachers

Leanna Arrelano Other School Staff

Johanna Hernandez Parent or Community Members

JOse Corando Secondary Students

Name of Members	Role
Pollavet Hansanugrum	Classroom Teacher
Stephan Enriquez	Classroom Teacher
Ana Bertha Fucicore	Parent or Community Member
Marivella Villanueva	Parent or Community Member
Maria Rodriguez	Parent or Community Member
Abelina Caloverna	Parent or Community Member
Cinthia Ruiz	Secondary Student
Brian Aparicio	Secondary Student
Ivan Zamarron	Secondary Student

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 12/5/19.

Attested:



Principal, Craig Shiflett on 12/5/19

SSC Chairperson, Mark Recktenwald on 12/5/19

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

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

- a. engage parents and family members in their children's education
- b. inform parents and family members that they can directly effect the success of their children's learning
- c. build consistent and effective communication between home/school
- d. train teachers and administrators to communicate effectively with parents and families
- e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

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
Alvord Continuation High School	33-66977-3337128		

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)

Comprehensive Support and Improvement
We are a targeted Title 1 Assistance School (TAS).

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.

Provide students access to standards-aligned curriculum and instructional materials through the use of our DI (Direct Instruction), self paced and online learning classes.
Provide flexible, alternative educational pathways and provide for unique student needs by implementing our regular, FLEX and Independent Studies programs.
*****Strategically focus on the CCI indicator (College and Career Readiness) during the 20-21 school year.
Effectively communicate with all stakeholders (students, parents, community, staff) to improve learning.

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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).

**** IN SEPTEMBER 2020, A NEW NEEDS ASSESSMENT SURVEY was conducted with the staff (9 responses). Based on the responses, the following are needed:

- *better alignment between high school and next educational opportunity (connecting students to apprenticeship programs, work internships, work opportunity programs, etc)
- *creating programs that will build student interest towards a possible career choice.
- *Students have limited access to CTE offerings
- *Students have limited access to quality CTE resources, materials and equipment
- *our program was not highly focused on state assessment results, but rather on credit recovery and graduation rate. This is something that we need to revisit as a staff.
- *continue to provide better technology and support (personal laptop, hotspots for wifi) to our students and their family, especially now during distance learning.
- *Students have limited access to personalized support during building closures
- *Teachers need additional support to navigate online (synchronous and asynchronous) teaching, learning and student motivation

*****AS PART OF A SEPARATE CONVERSATION WITH staff, we agreed to look into offering our seniors that are many credits away from graduation, the opportunity to enroll in a study program that will prepare them to take the CHSPE (California High School Proficiency Examination)

In May 2020, we conducted a Comprehensive Needs Assessment with the staff (11 responses). Below are the main summary points from the results:

- * Lack of vocational education & CTE pathways
- * Students come in lacking: motivation, credits, study skills, grit and perseverance
- * More technology is needed for the students and in the classroom
- * Smaller class size allows for student-teacher interaction and building relationships.

The variety of instructional modes is one of our academic strength--the ability to offer self-paced, direct instruction, and computer based curricula, thus differentiating the learning for our students.

Prior to the students' start at AHS the parents participate in an on-line Student Entrance Satisfaction Survey. The survey's focus is on the students' previous school experience as a whole: strengths and weaknesses of their previous program of studies, school climate and inclusiveness of addressing their needs.

Students also participate on an Exit Survey when they leave AHS, whether they graduate with their diploma or transfer back to their home school. One hundred new students participated in the surveys.

Based on the most recent (19-20 school year) entrance results, with 75 participants, the following trends and needs were noticed:

1. Conditions of Learning:

85% of students felt extremely or quite safe at their previous school

71% of the students were slightly or extremely satisfied with their previous school experience

71% of the students felt the administrative staff was very or extremely caring at their previous school

2. Pupil Outcomes:

76% of students plan to attend college

49% of students felt they were provided with enough information on different pathways to be college and career ready after graduating high school.

33% of students felt they were adequately informed of scholarship and financial aid information

3. Engagement:

64 of students felt encouraged and supported at their previous high school

83% of students said their previous school provided a caring and encouraging environment

Based on the most recent (19-20 school year) exit results, with 51 participants, the following trends and needs were noticed:

1. Conditions of Learning:

98% of students felt extremely or quite safe at AHS

96% of the students were slightly or extremely satisfied with the overall experience at AHS

100% of the students felt the administrative staff was very or extremely caring at AHS

2. Pupil Outcomes:

73% of students plan to attend college

73% of students felt they were provided with enough information on different pathways to be college and career ready after graduating high school.

61% of students felt they were adequately informed of scholarship and financial aid information

3. Engagement:

98% of students felt encouraged and supported at AHS

100% of students said AHS provided a caring and encouraging environment

Classroom Observations

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

***** CLASSROOM 'WALK-THRUS' DURING DISTANCE LEARNING are done by visiting teacher's google meets and interacting as necessary.

On-going, daily classroom walk throughs are conducted by the principal, with a focus on the Eight California Standards for the Teaching Professions (CSTP).

Mr. Medina is diligent on fostering relationships and communications with the staff about individual strengths and weakness of each teacher.

A summary of classroom findings are listed below:

1. student engagement evident every day
2. respectful interaction between students and teachers
3. rigorous, standards-aligned curriculum taught in every classroom, focusing on preparing students to be critical thinkers and problem solvers
4. teachers use a variety of activities to make subject matter meaningful and relevant to the students' cultural and social background

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. 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)

**** STARTING WITH THE 20-21 school year, we are utilizing IReady assessments as our Universal Math and Literacy screening, which is used to measure students' understanding, gaps and growth over the school year in both ELA and Math. Teachers will use these results to create personalized intervention and learning opportunities to start tackling some of the learning gaps that our students come in with. The IReady assessment will be administered 3 times during the school year (fall - Sept 14-30, 2020, winter - December 7 - 18, 2020 and spring administration - May 17-28, 2021)

****We would also like to include the CAASPP interim assessments, and use the results to inform our teaching, providing that the right conditions exist, under the distance learning model.

All throughout the school year, local school assessments, CELDT and CAASPP results are used to direct ongoing planning, lesson development and the utilizing of various instructional strategies to improve student achievement. Data is analyzed to make informed decisions to drive our practice.

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

Teachers in all subject areas utilize a variety of assessments to modify instructions, such as: assessments generated from the adopted and supplemental materials, which are aligned with the California Content State Standards (CCSS) and the Next Generation Science Standards (NGSS). Each department has the opportunity to analyze data from both the local and state assessments, and create next steps in supporting students' progress. Strategic use of the CAASPP interim assessments will provide immediate feedback on students' progress towards mastery of the Content Standards.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff meet the ESEA requirements for highly qualified staff.

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

All teachers are fully credentialed and no teachers are mis-assigned. Staff development during the last school year (19-20) focused on providing in-class support to our EL population, acquisition of academic language, strategies on reclassification for our EL students, using the state adopted instructional materials and curriculum. The director of our EL Program, Martha Martinez, closely worked with our teachers to provide this particular PD. Our hope is that this will continue throughout the current school year, as teachers are supporting our EL population.

****AT THE START OF THE 20-21 school year, teachers were asked to give input on other PD needs, which will be covered with CSI funds.

THE FOLLOWING AREAS ARE IN NEED OF TRAINING:

- *virtual seminars on motivating the students

- *virtual seminars on working with students in alternative settings

- *Build teacher capacity in being GAFE (Google Apps for Educators) certified

- *Build a strong CTE program - train and purchase CTE lab equipment as well as having one or two teachers being CTE certified

- *Build teacher capacity towards more CTE opportunities by encouraging teachers to attend CTE training/credentialing

- *Create a strong school to home and school to student connection. Some of our staff have excellent relationship with our students and they will reach out to some of our students to monitor learning, especially their ELA/Math progress

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

All core disciplines have access to units of study that are developed by teachers. Staff development focuses on implementation of strategies/instruction outlined in these guides, as well as motivating and serving our student population and their varied learning needs.

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

*** NEW TO THE 20-21 SCHOOL YEAR is implementing the iReady Assessments and our teachers have been closely working and training with Brandy Robb and Erin Askier from Assessment to build teacher capacity and utilize the data in their classroom. OUR CSI improvement team is also collaborating with Coleen Flavin from RCOE in building understanding and first steps in complying with the CSI requirements. Due to the small size of the staff, instructional assistance from the district has been provided on an individual or small group basis as requested. Teachers are trained in data-driven instructional strategies which then are disseminated to the rest of the staff.

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

Teachers collaborate regularly in both formal and informal settings. As part of the school culture, teachers meet regularly during their breaks as well as their prep period and informally discuss students' needs, progress, academic and behavioral strengths and weaknesses and plan next steps on supporting student achievement. Cross-curricular communication and coordination are ongoing. DURING DISTANCE LEARNING, teachers oftentimes remain on the virtual meeting after the regular scheduled school meeting ended and we discuss innovative ways to reach our students, to improve access to our google classroom and other GAFE apps that will support our students and techers during this time.

Teaching and Learning

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

The faculty is provided with district adopted materials which are aligned with the state's content and performance standards. Teachers are also using a variety of supplemental instructional materials to meet our diverse population learning needs.

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

N/A

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

DUE TO THE DISTANCE LEARNING model, instruction is synchronous Monday - Thursday and Asynchronous on Friday. Under normal circumstances, the nature of individualized instruction at a continuation school allows for flexibility in time and intervention strategies within the regular school hours. Our students have the option to be enrolled in one of the three programs offered at AHS, based on their personal and/or academic needs.

1. the regular program (5 periods per day)
2. FLEX program (11am - 3pm)
3. independent studies

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

All textbooks and other instructional materials are OUTDATED AND ARE PARTIALLY aligned to state and national standards. Intervention and accessibility resources are available to all students who have specialized needs.

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

Direct Instruction, self-paced and on-line learning is incorporated into the classroom using instructional materials that are aligned with the AUSD and state adopted curriculum. All core courses are aligned with the state standards.

Opportunity and Equal Educational Access

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

As a continuation high school much of our curriculum is structured as Direct Instruction classes and individualized instruction contracts which students complete at their own pace. We have online (Odysseyware) as well as traditional text resources available to provide for individual student preferences.

DURING THE Distance Learning Model, frequent home visits are conducted by the principal, Counselor or SRO officer.

Evidence-based educational practices to raise student achievement

Some of the evidence-based practices and strategies that have been strategically integrated into English, Mathematics, Science and Social Science courses, are SDAI strategies, EDI strategies, integrating ELD strategies into the mainstream classroom and increase rigor by increasing levels of questioning using DOK levels and Bloom's taxonomy,

Looking ahead: More emphasis will be placed school-wide on the 4C's of 21st Century skills: Critical Thinking, Creativity, Collaboration and Communication. We have started a partnership with UCR - Cal Fresh in our science class, that will hopefully build students' interest in STEM careers and promote 21st Century skills.

Parental Engagement

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

UNDER THE DISTANCE LEARNING model, many of the meeting are virtual and a few are postponed until students are back in the building.

RCC ambassador for our soon to be graduating seniors that are considering a college education.

School field-trips - FOCUSING ON building College and Career awareness for our students

Student workability (for our special education students)

Back to School night workshops on FAFSA, AERIES, Odysseyware (platform for our online courses)

Girls' Group and Boys' Group

AB216 for foster and homeless students

Christopher's closet

Spotlight on Careers and Colleges informational presentations are scheduled annually.

Various professional presentations to support students in a healthy living (ex: prescription drug abuse epidemic among teenagers presentation, CPR training for our senior students, Young Women's conference, Young Men's conference)

Looking ahead: form a mentorship program where former AHS graduates that are currently attending college mentor our seniors whose plans are to pursue a post high school education

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)

Parents, students, school staff and community representatives have the opportunity to be involved and included in the events here at AHS, by participating in the following activities:

SSC, ELAC, coffee with the principal, various school events held throughout the year, as well as the monthly students award assemblies, where the families and members of the community are invited to attend and celebrate our students' success.

DURING the 19-20 school year we started a partnership with UCR/CALFRESH program, which educates and fosters interest in a healthy lifestyle. This is something that we are planning on continuing to grow during the 20-21 school year.

Funding

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

WITH CSI FUNDS, CTE training and supplies for growing our lab will be covered. CSI funds will also be used to build teacher capacity in using technology (GAFE), motivating struggling and challenging students and increasing support in ELA & Math, as well as increasing teachers knowledge by looking into various pedagogical materials, training and professional memberships. With LCFF-LI funding, additional supplies are purchased for classrooms to enhance student learning. With LCFF-EL funding, our counselor was provided additional hours to meet with EL students and their parents. With Low Income funding our counselor will be paid to do FAFSA Nights. With Title 1 and EL funding, we will pay for our Extended Learning Program that provides additional time for students to catch up on their credits with teachers present for help if needed.

Fiscal support

Site receives an LCFF-LI, LCFF-EL, and Title I allocation based on the number of qualifying students. DURING THE 20-21 SCHOOL YEAR, our site also received CSI money in the amount of \$156,120

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The following school site-level advisory groups are involved in the development and planning process for the SPSA as we seeked input from them in the development of the plan:

SSC
ELAC
student, staff, parents
CSI improvement team

The process is as follows:

At our scheduled meeting, all stakeholders receive a copy of the SPSA plan, and time is allowed to look over each category, give input and immediate feedback and vote on the approval of the school plan.

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	1.65%	%	0%	2		0
African American	5.79%	8.33%	3.14%	7	14	5
Asian	1.65%	1.79%	0.63%	2	3	1
Filipino	1.65%	%	0.63%	2		1
Hispanic/Latino	79.34%	82.74%	88.05%	96	139	140
Pacific Islander	%	0.6%	0%		1	0
White	7.44%	5.36%	5.66%	9	9	9
Multiple/No Response	%	%	1.89%			0
Total Enrollment				121	168	159

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 10	2	3	3
Grade 11	37	57	54
Grade 12	82	108	102
Total Enrollment	121	168	159

Conclusions based on this data:

1. As we have students that enroll and others that graduate continuously throughout the school year, our enrollment data fluctuates from month to month.
2. Majority of our students are juniors and seniors, in need of credit recovery

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	45	60	59	37.2%	35.7%	37.1%
Fluent English Proficient (FEP)	22	31	24	18.2%	18.5%	15.1%
Reclassified Fluent English Proficient (RFEP)		0	2	0	0.0%	3.3%

Conclusions based on this data:

1. Our focus should be on reclassification, as only two of our students reclassified in the past year. This is an increase from the previous years, when none of the students reclassified.
2. Over the past year, the percentage of students classified as English learners increased from 35.7% to 37.1%.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	62	74	90	59	69	86	59	69	86	95.2	93.2	95.6
All Grades	62	74	90	59	69	86	59	69	86	95.2	93.2	95.6

* 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	2459.	2459.	2428.	1.69	1.45	1.16	6.78	4.35	5.81	20.34	20.29	8.14	71.19	73.91	84.88
All Grades	N/A	N/A	N/A	1.69	1.45	1.16	6.78	4.35	5.81	20.34	20.29	8.14	71.19	73.91	84.88

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	3.39	2.90	3.49	25.42	37.68	19.77	71.19	59.42	76.74
All Grades	3.39	2.90	3.49	25.42	37.68	19.77	71.19	59.42	76.74

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	5.08	1.45	1.16	25.42	20.29	15.12	69.49	78.26	83.72
All Grades	5.08	1.45	1.16	25.42	20.29	15.12	69.49	78.26	83.72

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	0.00	5.80	6.98	50.85	55.07	43.02	49.15	39.13	50.00
All Grades	0.00	5.80	6.98	50.85	55.07	43.02	49.15	39.13	50.00

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	0.00	2.90	2.33	40.68	33.33	18.60	59.32	63.77	79.07
All Grades	0.00	2.90	2.33	40.68	33.33	18.60	59.32	63.77	79.07

Conclusions based on this data:

1. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Looking at the mean scale score for the ELA CAASPP, our overall achievement declined by 30.6 points.
2. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Looking at the LCAP 5x5 Students Matrix that measures the average distance from meeting the standards, all students tested performed in the 'Weakest Performance or Change' category . Looking at the LCAP 5X5 Matrix data, our scores are -45.1 points in average distance from meeting standards.
3. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Approximately only 14% of our juniors met or nearly met standards for the ELA CAASPP. This is an 10.6% decrease from the previous year, when 24.6 % of our students met or nearly met standards.

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	62	73	90	59	68	86	59	68	86	95.2	93.2	95.6
All Grades	62	73	90	59	68	86	59	68	86	95.2	93.2	95.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2422.	2424.	2407.	0.00	0.00	0.00	0.00	0.00	0.00	6.78	4.41	2.33	93.22	95.59	97.67
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	6.78	4.41	2.33	93.22	95.59	97.67

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	0.00	0.00	0.00	5.08	2.94	1.16	94.92	97.06	98.84
All Grades	0.00	0.00	0.00	5.08	2.94	1.16	94.92	97.06	98.84

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	0.00	1.47	0.00	15.25	17.65	19.77	84.75	80.88	80.23
All Grades	0.00	1.47	0.00	15.25	17.65	19.77	84.75	80.88	80.23

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	0.00	0.00	0.00	40.68	22.06	34.88	59.32	77.94	65.12
All Grades	0.00	0.00	0.00	40.68	22.06	34.88	59.32	77.94	65.12

Conclusions based on this data:

1. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Looking at the mean scale score for the Math CAASPP, our overall achievement declined by 17.3 points.
2. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Looking at the LCAP 5x5 Students Matrix that measures the average distance from meeting the standards, all students tested performed in the 'Weakest Performance or

Change' category. Looking at the LCAP 5x5 Students Matrix the scores are -115.1 points in average distance from meeting standards.

3. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Approximately only 2.33% of our juniors met or nearly met standards for the Math CAASPP. This is an 2% decrease from the previous year, when 4.41% of our students met or nearly met standards.

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 K	*		*		*		*	
Grade 10	*	*	*	*	*	*	*	*
Grade 11	1574.2	1577.0	1586.0	1575.8	1562.0	1577.8	23	32
Grade 12	*	1535.0	*	1566.0	*	1503.7	*	27
All Grades							41	61

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
10	*	*	*	*		*		*	*	*
11	*	18.75	52.17	43.75	*	37.50	*	0.00	23	32
12	*	25.93	*	29.63	*	18.52	*	25.93	*	27
All Grades	29.27	21.31	39.02	39.34	*	27.87	*	11.48	41	61

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
11	52.17	37.50	*	43.75	*	18.75		0.00	23	32
12	*	33.33	*	33.33		11.11	*	22.22	*	27
All Grades	48.78	34.43	29.27	40.98	*	14.75	*	9.84	41	61

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	*	*	*	*		*		*	*	*
11	*	9.38	*	21.88	52.17	53.13	*	15.63	23	32
12	*	0.00	*	29.63	*	37.04	*	33.33	*	27
All Grades	*	4.92	*	27.87	46.34	44.26	*	22.95	41	61

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
11	60.87	6.25	*	71.88	*	21.88	23	32
12	*	11.11	*	62.96	*	25.93	*	27
All Grades	51.22	8.20	29.27	68.85	*	22.95	41	61

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
11	82.61	81.25	*	18.75		0.00	23	32
12	*	88.89	*	7.41	*	3.70	*	27
All Grades	65.85	83.61	*	14.75	*	1.64	41	61

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
11	*	9.38	60.87	65.63	*	25.00	23	32
12	*	14.81	*	40.74	*	44.44	*	27
All Grades	*	14.75	51.22	52.46	34.15	32.79	41	61

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
11	*	9.38	56.52	90.63	*	0.00	23	32
12	*	3.70	*	66.67		29.63	*	27
All Grades	31.71	6.56	56.10	80.33	*	13.11	41	61

Conclusions based on this data:

1. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE YET. We have tested 9 more juniors than compared to last year.
2. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE YET. Since we only had comparable data at the 11th grade, the following were seen: an increase in the overall score (+2.8 points), with a decrease in oral language score (-10.2 points) and an increase in the written language (+15.8 points).
3. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE YET. 21% of our students achieved a score of 4 and 39% of our students achieved a score of 3.

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
168	82.7	35.7	1.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	60	35.7
Foster Youth	2	1.2
Homeless	21	12.5
Socioeconomically Disadvantaged	139	82.7
Students with Disabilities	12	7.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	8.3
Asian	3	1.8
Hispanic	139	82.7
Two or More Races	2	1.2
Pacific Islander	1	0.6
White	9	5.4






Conclusions based on this data:

1. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE YET. We have over a third of our students classified as English Language Learners.
2. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE YET. 83% of our students are socioeconomically disadvantaged.
3. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE YET. Our largest student population are Hispanic.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE YET. From the 2019 California Schools Dashboard report, suspension rates declined 1.2% (EL group declined 1.9%, Hispanic group declined 0.5% and Socioeconomically Disadvantaged students declined 2%).
2. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE YET. From the 2019 California School Dashboard report, graduation rate was maintained -1.3% (Hispanic group increased 3.8% and Socioeconomically Disadvantaged students maintained 0.9%).
3. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE YET. Academic Performance in ELA declined 34.6 points (146.2 points below standard) and Math declined 28.2 points (229.9 points below standard). College/Career preparedness decreased, with 90.2% of our students not being prepared for College/Career.

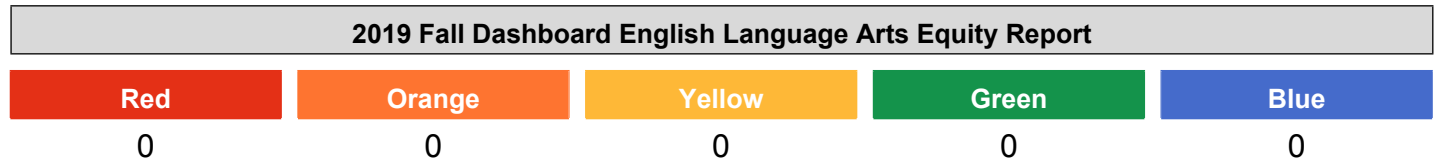
School and Student Performance Data

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					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 146.2 points below standard Declined Significantly -34.6 points 43	 No Performance Color 185.6 points below standard Declined Significantly -73.4 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 169.1 points below standard Declined Significantly -62.5 points 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

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 2	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 147.1 points below standard Declined Significantly -33.3 points 38	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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
187.5 points below standard Declined Significantly -75.3 points 15	Less than 11 Students - Data Not Displayed for Privacy 1	115.7 points below standard Increased ++7.1 points 21

Conclusions based on this data:

1. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE YET. Because our 11th grade student population is so small, no performance level colors were reported.
2. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE YET. Based on the 2019 Dashboard report, students' performance on ELA declined by 34.6 points (this is 146.2 points below standard)
3. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE YET. Based on the 2019 Dashboard report, the EL students' performance on ELA declined 73.4 points and the Socioeconomically Disadvantaged students declined 62.5 points

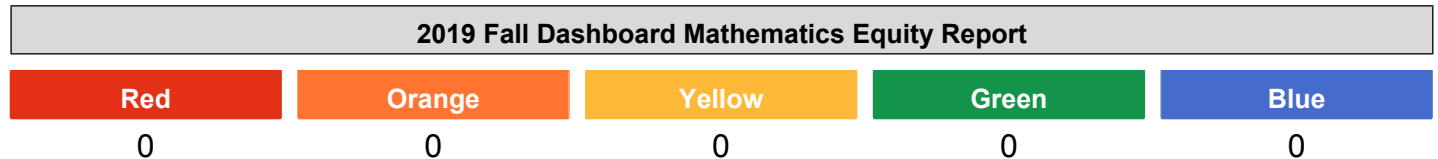
School and Student Performance Data

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		
All Students  <p>Red</p> <p>229.9 points below standard</p> <p>Declined Significantly -28.2 points</p> <p>43</p>	English Learners  <p>No Performance Color</p> <p>271.8 points below standard</p> <p>Declined Significantly -72.9 points</p> <p>16</p>	Foster Youth  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
Homeless  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	Socioeconomically Disadvantaged  <p>No Performance Color</p> <p>243.7 points below standard</p> <p>Declined Significantly -47.6 points</p> <p>35</p>	Students with Disabilities  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>

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 2		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 236.2 points below standard Declined Significantly -23.9 points 38			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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
274.3 points below standard Declined Significantly -75.4 points 15	Less than 11 Students - Data Not Displayed for Privacy 1	199.9 points below standard Increased ++4.6 points 21

Conclusions based on this data:

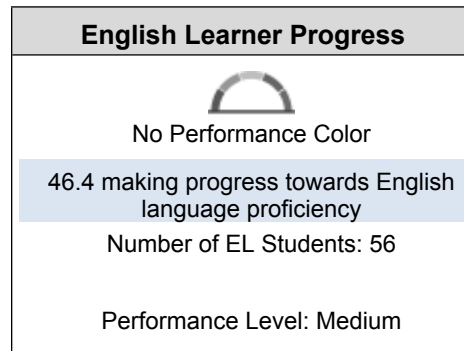
1. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE YET. Because our 11th grade student population is so small, no performance level colors were reported.
2. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE YET. Based on the 2019 Dashboard report, students' performance on Math declined by 28.2 points (this is 229.9 points below standard)
3. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE YET. Based on the 2019 Dashboard report, the EL students' performance on Math declined 72.9 points and the Socioeconomically Disadvantaged students declined 47.6 points

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
33.9	19.6	7.1	39.2

Conclusions based on this data:

1. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE YET. 46.4 % of our EL students are making progress towards English language proficiency
2. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE YET. The focus is to reclassify the majority of our level 4 students (well developed language acquisition) during this school year (2020-2021).
3. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE YET. 22 of the 56 EL students progressed at least one ELPI (English Learner Progress Indicator) level while 19 students decreased one ELPI level.

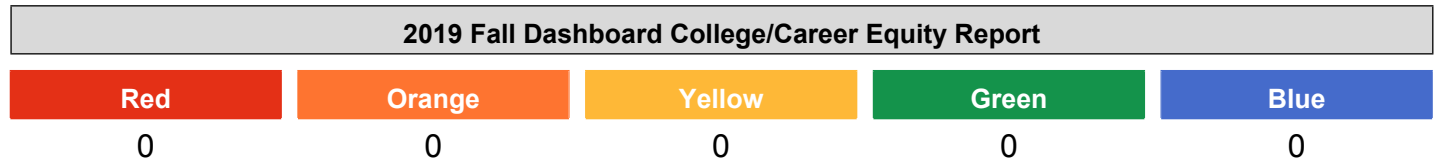
School and Student Performance Data

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		
All Students  Red 0.9 Maintained -0.2 112	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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
1.1 Prepared	1.1 Prepared	0.9 Prepared
18.9 Approaching Prepared	21.1 Approaching Prepared	8.9 Approaching Prepared
80 Not Prepared	77.8 Not Prepared	90.2 Not Prepared

Conclusions based on this data:

1. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE YET. We are in the red indicator, with not much change since the previous school year (maintained -0.2%)
2. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE YET. Comparing the last two school years, there was a 12.4% decrease in the % of students being prepared for College/Career. We would like to see an increase in the number of our students being prepared for college/career.
3. THIS INDICATOR WILL BE A FOCUS AREA DURING THE 20-21 SCHOOL YEAR

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. Data not applicable to our site.
2. 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.

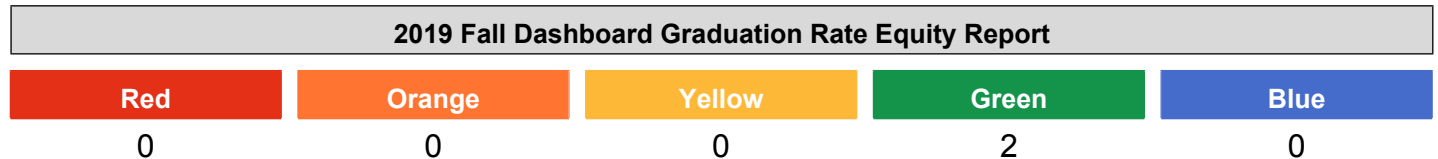
School and Student Performance Data

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.



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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Green 86.6 Maintained -1.3 112	English Learners  No Performance Color 86.8 Maintained -1.2 38	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color 85 Increased +10 20	Socioeconomically Disadvantaged  Green 86.6 Maintained +0.9 97	Students with Disabilities  No Performance Color 75 12

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 88.8 Increased +3.8 89	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

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
87.9	86.6

Conclusions based on this data:

1. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE YET. Overall we performed in the green color band for graduation rate. Graduation rate maintained -1.3% overall.
2. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE YET. From the 2019 CA Dashboard report, growth is seen in the Hispanic students (+3.8%) and our Homeless students (+10%)

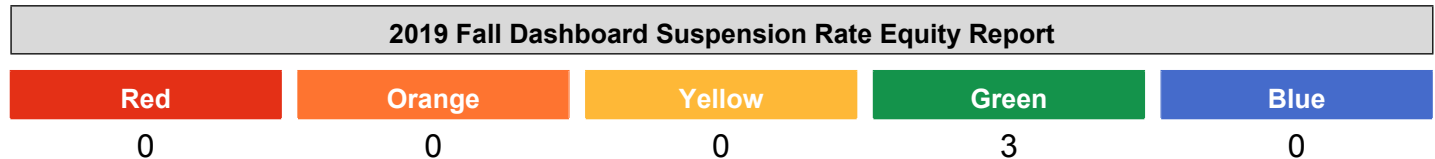
School and Student Performance Data

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		
All Students  Green 3.7 Declined -1.2 301	English Learners  Green 2 Declined -1.9 102	Foster Youth  No Performance Color Less than 11 Students - Data Not 6
Homeless  No Performance Color 0 Declined -12.5 40	Socioeconomically Disadvantaged  Green 2.7 Declined Significantly -2 257	Students with Disabilities  No Performance Color 6.7 Increased +1.4 30

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 4.5 Increased +4.5 22	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 4	
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.1 Declined -0.5 246	 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 2	 No Performance Color 0 Declined -10.5 20

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.9	3.7

Conclusions based on this data:

1. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE YET. Overall we performed in the green color band for suspension rate. Suspension rate declined 1.2% overall.
2. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE YET. From the 2019 CA Dashboard report, decline in suspension rates are seen in the following categories: EL population (-1.9%), socioeconomically disadvantage students (-2%), and Hispanic population (-0.5%).
3. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE YET. The current 4.9% suspension rate places our school in the Medium-band status on the LCAP 5x5 matrix.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

As a site, we would like to focus on the following as we revise our goals for the 20-21 school year and beyond. At this point because of the online learning and school campus being closed FOR MOST OF LAST SEMESTER, we will continue working on the goals that were previously set (see below by content area)

SCIENCE: By May 2021, 80% of students will score 70% or better (60% or better for Odysseyware courses) on all chapter tests in Earth Science and Biology (Living Earth) by accessing the integration and utilization of Smart Board Technology in Biology and Earth Science. All Agriculture Science Students will maintain proficient to advanced task completion for assigned projects. Incorporating NGSS with Smart Board Technology will accommodate different learning styles; Tactical, Visual, and Audio, and will enhance the student experience through Pre-labs, Virtual Labs, Microscope studies, Classroom Activities, and research projects.

ELA: By May of 2021, 80% of students will be able to conduct short and more sustained research to answer a question and/or solve a problem by evaluating sources, gathering relevant information, and narrowing and broadening inquiry as necessary; then use collected information to produce clear and coherent writing products using technology (i.e. shared paragraphs and/or essays, presentations, web pages) with a grade C or better as measured by department rubric evaluation.

HISTORY: By May 2021, 75% of students will score 70% or better on unit summative and formative assessments.

MATH: By May 2021, the overall class average test scores will show a one grade level increase in the iReady diagnostic test (first administration was in Sept 2020).

ELL: By May of 2021, all Limited-English-Proficient students will achieve the following results:

English Language Proficiency Assessment (ELPAC)

- A score of 4 Overall, which correlates to a minimum score of 1606 for students in Grades 9-10, and 1615 for Grades 11-12.

ELA Basic Skills Exam

- IReady Reading: score within two grade levels of their current grade or increase their reading score by two grade levels.
- Grades 11-12- CAASPP Overall ELA - minimum score 2537

Identified Need(s)

ACCESS TO CTE OFFERING, RESOURCES, MATERIALS AND EQUIPMENT
TEACHER SUPPORT TO NAVIGATE ONLINE (SYNCHRONOUS AND ASYNCHRONOUS)
TEACHING, LEARNING AND MOTIVATING THE STUDENTS

access to current and relevant sources of information and literature
access to stronger and reliable WI-FI connection
continue to increase rigor and problem solving skills in all content areas
start monitoring our EL students more closely
more support/PD on supporting and reclassifying EL, as in the past there wasn't sufficient support at the continuation school level (ex: bilingual aids,)
provide immediate feedback to students' classwork and allow multiple opportunities to revise the work
Students need increased support in the following conceptual categories:
Communicating Reasoning (equations solving, mathematical rules)
Mathematical construction using appropriate tools (geometric constructions)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SCIENCE: In Earth Science and Biology (Living Earth), test scores/results are utilized to provide reflective analysis of proficiency levels. This data is used as a reference for making optimal changes and adjustments to either the classroom curriculum or the rigor and reliability of the tests. In Agriculture Science, proficiency is based on completion of assigned projects. Projects are reviewed and adjusted accordingly.	SCIENCE: Students are scoring proficient or higher on completed tasks/projects and tests	SCIENCE: Students will be evaluated by utilizing test scores, teacher observation, and performance of tasks and projects.
ELA: Data used to form this goal comes from the results of the rubric evaluation of student work and the observations of student research skills, close reading, and written communication.	ELA: Students are having difficulties conducting research, including identifying which terms to use in the search; how to broaden or narrow topics, evaluating resources, and searching through the vast amounts of content to identify relevant information.	ELA: Students will be evaluated through the use of department-generated common assessment rubrics of presentations, teacher observations, and performance assessments/engaging scenarios.
HISTORY: Data used to form this goal will come from the results of unit assessments and the rubric evaluation of	HISTORY: Students are having difficulties reaching proficiency due to the integration and increased rigor of the revised	HISTORY: Results from unit assessments will be used to determine the success of students attaining these goals.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
student work as indicated on course contracts.	standards and CCSS. Students lack literacy skills necessary to successfully complete rigorous coursework.	The inclusion of academic vocabulary and close reading in course contracts will provide evidence of success in attaining the academic goal.
MATH: Progress will be measured by analyzing students' pre-test scores on iReady and their scores at the end of their year.	MATH: The data used to set the baseline for the goal is taken from the iReady pre-test. The data used to determine the actual outcome will be the final iReady test of the year for each student.	<p>MATH: Since the majority of our students come in with prior gaps in their math understanding, it is expected that the goal will be met by all students.</p> <p>If the analysis of the data does not indicate that the goal was met, the math department will collaborate to plan strategic interventions to meet the needs of the students and work towards meeting the academic goal.</p>
ELL: The results from the previous two years of ELPAC, PSAT, and CAASPP ELA will analyzed to determine the effectiveness of the English Learner Program.	<p>ELL: ELPAC: Comparing the median test scores in all categories of the 2017-18 and 2018-19 ELPAC results the data indicates that our English Learner students have obtained growth in all test performance categories.</p> <p>CAASPP Overall ELA Summative: Comparing the CAASPP ELA results from the 2017-18 and 2018-19 school years, all language acquisition subgroups performed poorly on the CAASPP ELA. In both 2017-18 and 2018-19, the results show the EO subgroup out-performing the EL subgroup.</p> <p>PSAT: Of the three EL students who would use the PSAT to</p>	ELL: It is expected that all English Learner students will score at or above the minimum district cut points for the ELPAC, PSAT, and CAASPP, which will allow them to be reclassified from an EL to an RFEP.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Reclassify; none scored high enough to Reclassify.	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

ALL Students will be served. For the EL goal, the focus will be on the EL student population.

Strategy/Activity

SCIENCE:

Direct Instruction (DI) (all students)

Research projects (Science Fair) (small groups) (individuals)

Hands-on activities (all students)

Multi-media (all students)

INCREASE OPPORTUNITY FOR STUDENTS TO PARTICIPATE IN LABS AND RESEARCH

ELA:

- evaluating the reliability of a source (i.e. domain suffix)
- analyzing the validity of online information including social media
- close reading
- online scavenger hunts
- creating "works cited" pages/entries
- required use of multiple sources
- research papers and presentations

HISTORY: The following instructional strategies will be used in both the self-paced and direct-instruction social studies classes:

- peer tutoring
- cooperative learning groups
- allowing extra time to complete assignments
- modeling
- SDAIE strategies & AVID strategies
- academic vocabulary
- translation (as needed)
- visual aids, note-taking skills, and essay outlines.

MATH:

- Media enhanced lessons

- Immediate feedback via formal and informal assessment (lesson specific quiz)
- Individual tutoring
- Small group instruction
- Use of realia and manipulatives
- Extended Learning (Saturday school)
- Individualized instructions presented in the form of DI (direct instruction) and Self-paced

ELL: All English Learner students are enrolled in a rigorous English development program that will allow them to achieve at or above the minimum district cut points on the ELPAC, CAASPP, and PSAT, which will allow them to be reclassified from EL to RFEP. The EL facilitator and/or the counselor will meet with the students to go over results and reclassification criteria. All students have the opportunity to enroll in our Extended Learning/Saturday school program, where additional support is given by credential teachers.

Please see above for specific content-related strategies and activities that are being implemented to ensure that our EL population is successful in their academics and language acquisition.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,500.00	CSI 1000-1999: Certificated Personnel Salaries Extended Learning (Saturday School)
4961.30	CSI 4000-4999: Books And Supplies Science classroom dissection and research equipment.
7800.00	LCFF-EL 1000-1999: Certificated Personnel Salaries EL Facilitator Stipend, Counselor meets After School w/ EL Student/Parents, CAFE
1,214.00	CSI 5800: Professional/Consulting Services And Operating Expenditures BER Online PD for 4 teachers
500.00	LCFF-EL 4000-4999: Books And Supplies Materials/manipulatives for the math classroom
500.00	LCFF-EL 4000-4999: Books And Supplies English Learner Material
750.00	Title I

5000-5999: Services And Other Operating Expenditures
Extended Learning Refreshments reimbursements.

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Will carry the same goals to the 20-21 school year, since the data for the 19-20 school year was not available due to the school closure/distance learning.

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

BASED ON DEPT GOALS - no difference so far

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.

Will do the analysis at a later time and we will carry the same goals to the 20-21 school year, since the data for the 19-20 school year was not available due to the school closure/distance learning.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

GOAL 2:

Enhance student achievement to reach requirements for high school graduation and post-secondary success;

*By May 2021 at least 50% of our students will focus on development of knowledge and skills necessary for high school graduation as well as workforce and post-secondary options (including CHSPE).

*Expand student participation in dual enrollment.

Identified Need(s)

CHSPE SUPPORT FOR our seniors that are many credits away from graduation.

POSSIBLE TEACHER EXTRA DUTY PAY to support and prepare students for the CHSPE exam

flexibility in schedule as counselor meets one on one with each student

Attendance incentive funds - student incentives for perfect attendance

Financial and curriculum support

Dual enrollment support in partnership with the community college

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Goal 2: At least 80% of students complete their 10 credits per month requirement.	Goal 2: On average for the school year 20% of the students are meeting the required 10 credits per month completion.	Goal 2: We expect to return to Hybrid Model and increase credit completion to 80% of our students.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Goal 2:

All students will meet virtually with counselor department to review their progress toward graduation. Students who do not make sufficient progress toward goals will meet with administrator and counselor department to add interventions and/or adjust their course offerings/program placement.

Counseling department will partner with the English department in having seniors complete the FASFA in their required senior portfolio. Counseling department will also host Financial aid seminars and community college outreach days.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	Counselor to meet with students for FAFSA Nights additional hours
2000.00	CSI 4000-4999: Books And Supplies teachers pay to prepare students for the CHSPE (2 teachers for 20 hours each at \$50.00 an hour.)
1261.50	LCFF-LI 4000-4999: Books And Supplies Student Binders

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

We are still early in the school year to gauge gathered data on credit completion.

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

No major differences experienced/

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.

Keep a portion of our seniors returning as 5th year

Mindful of possible changes as having 5th year seniors waiting to graduate this school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

GOAL #3

By May 2021, increase attendance as well as students and parents voice in the following activities and committees, by at least 50%.

Increase parents and students involvement at our Back to School Events held each school year in October and March

Increase parents and students involvement in our ELAC meetings which are held once per month

Identified Need(s)

In the first 3 months of school for the 19-20 school year, we've had the following student and parent involvement in the activities listed above:

ELAC meetings: An average of 6 parents and 7 students in attendance

With a student population of approximately 163 students, this means 4% attendance. We would like to see our attendance increase to an average of 9 parents and 10 students in attendance at future events.

Back to School night in October 2019: A total of 10 parents and 11 students in attendance.

With a student population of approximately 163 students, this means that 6% of our families are being involved in the Back to School night. We would like to see our attendance increase to 15 parents and 16 students at future events.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
As our metric indicator we will use the sign-in sheets from each meeting/activity	The most recent data used to set the goal is as follows: A total of 6 % of our families have attended the Back to School night in October 2019 (10 Parents and 11 Students) An average of 4% of our families have attended the four ELAC meetings so far (Aug - Nov 2019)	Our expected Outcome is to see an increase of at least 50% in parents and students involvement in the two events below: Back to School Night: expected attendance will be 16 Parents and 16 Students ELAC meetings: average attendance will be approximately 19 members (average of 10 students and 9 parents)

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy

Strategy/Activity

Offer incentives for the students to download and sign up for the REMIND app

Promote the Back to School night and the ELAC meeting dates at the following events: Student registration days, Coffee with the Principal (attendance for this event was 14 parents on 9/20/19 and 7 parents on 10/11/19)

Increase ASB (Associated Student Body) involvement in promoting the meeting

Encourage teachers to be more intentional about promoting and discussing the benefits of having various stakeholders be involved in school activities and culture to foster school connectedness

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)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Our back to school/conferences in the Spring 2020 was canceled due to Corona Virus spread, so we will carry the same goal for the 20-21 school year.

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

none

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.

Will do the analysis at a later time, since the data for the 19-20 school year is not available due to school closure.

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

Science (Secondary Only)

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

GOAL #4

SCIENCE: By May of 2021, 80% of students will score 70% or better (60% or better for Odysseyware courses) on all chapter tests in Earth Science and Biology (Living Earth) by accessing the integration and utilization of Smart Board Technology in Biology and Earth Science. All Agriculture Science Students will maintain proficient to advanced task completion for assigned projects. Incorporating NGSS with Smart Board Technology will accommodate different learning styles; Tactical, Visual, and Audio, and will enhance the student experience through Pre-labs, Virtual Labs, Microscope studies, Classroom Activities, and research projects.

Identified Need(s)

access to current and relevant sources of information and research
access to stronger and reliable WI-FI connection
ACCESS TO current resources & lab equipment

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
In Earth Science and Biology (Living Earth), test scores/results are utilized to provide reflective analysis of proficiency levels. This data is used as a reference for making optimal changes and adjustments to either the classroom curriculum or the rigor and reliability of the tests. In Agriculture Science, proficiency is based on completion of assigned projects. Projects are reviewed and adjusted accordingly.	Students are scoring proficient or higher on completed tasks/projects and tests	Students will be evaluated by utilizing test scores, teacher observation, and performance of tasks and projects.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Direct Instruction (DI) (all students)
 Research projects (Science Fair) (small groups) (individuals)
 Hands-on activities (all students)
 Multi-media (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)

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

see above

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)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Will carry the same goals to the 20-21 school year, since the data for the 19-20 school year was not available due to the school closure/distance learning.

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

none

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.

Will do the analysis at a later time and we will carry the same goals to the 20-21 school year, since the data for the 19-20 school year was not available due to the school closure/distance learning.

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 English Learners

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

GOAL #5

By May of 2021, all Limited-English-Proficient students will achieve the following results:

English Language Proficiency Assessment (ELPAC)

- A score of 4 Overall on the ELPAC and a score of 3 Overall on the ELA CAASPP

Identified Need(s)

continue to increase rigor and problem solving skills in all content areas

monitor our EL/RFEP students

staff PD on supporting EL instruction and reclassification

provide immediate feedback to students' classwork and allow multiple opportunities to revise the work

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

The results from the previous two years of ELPAC and CAASPP ELA will be analyzed to determine the effectiveness of the English Learner Program.

ELPAC:
Compare the median test scores in all categories of the 2018-19 and 2019-20 ELPAC results. Look for indicators that the EL population met the goal in all categories.

It is expected that all English Learner students will score at or above the minimum district cut points for the ELPAC and CAASPP, which will allow them to be reclassified from an EL to an RFEP.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

ALL Students will be served. For the EL goal, the focus will be on the EL student population.

Strategy/Activity

All English Learner students are enrolled in a rigorous English development program that will allow them to achieve at or above the minimum district cut points on the ELPAC AND CAASPP which will allow them to be reclassified from EL to RFEP. The EL facilitator and/or the counselor will meet with the students to go over results and reclassification criteria. All students have the opportunity to enroll in our Extended Learning/Saturday school program, where additional support is given by credential teachers.
Please see Goal 1 for specific content-related strategies and activities that are being implemented to ensure that our EL population is successful in their academics and language acquisition.

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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Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Will carry the same goals to the 20-21 school year, since the data for the 19-20 school year was not available due to the school closure/distance learning.

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

no difference so far

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.

The analysis for the CAASPP goal will be done using the 20-21 scores, as the test was not administered during the 19-20 school year and the students that took the 18-19 CAASPP test already graduated.

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 #6 Safe and Drug-Free Environment Conducive to Learning

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

By June 2021, there will be at least a 10% increase of Alvord High School students that will report feeling safe on campus as measured by the Alvord High School Climate Exit Survey

Identified Need(s)

parents participation in more of the school activities
flexibility in schedule as counselor (and other staff) meets one on one with each student
Additional teacher support to navigate motivating and supporting students in a virtual learning model
Return to on-campus instruction. Virtual education is not conducive to positive school climate

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Alvord High School Climate Exit Survey	<p>Based on the MOST RECENT (19-20 school year) exit results, the following trends and needs were noticed:</p> <p>Engagement: 98% of students felt encouraged and supported at AHS 100% of students said AHS provided a caring and encouraging environment</p> <p>Due to COVID/Virtual school, engagement is low currently. Anticipate building engagement and student participation slowly through the hybrid model, once that is in place.</p>	<p>With students returning to campus, engagement and participation will increase and we hope to be able to keep our current results.</p> <p>Engagement: 98% of students felt encouraged and supported at AHS 100% of students said AHS provided a caring and encouraging environment</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

Strategy/Activity

ASB to encourage more students participation
continue to reach out to parents to attend our school activities and monthly award ceremonies

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)
800.00	Title I 4000-4999: Books And Supplies Counselor booklets/pamphlets
175.00	Attendance 4000-4999: Books And Supplies Incentives for students (achievement, motivation, engagement)
1573.81	Attendance 4000-4999: Books And Supplies custom face masks to be used as attendance incentives

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The goal was achieved in 19-20 school year, as engagement rose from 66% to 98% and from 81% to 100% from 18-19 school year to 19-20 school year.

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

none

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 changes so far. The challenge will be to meet this goal under the current distance-learning model.

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 #7 - High School Graduation and College Readiness

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

By May 2021, the number of students completing high school graduation requirements, as well as participating in career and college readiness activities, will increase by 5%

Identified Need(s)

student motivation

Due to virtual education setting students are having difficulty meeting the 10 credit requirement per month.

5th year seniors due to School closure/distance learning in Spring 2020

Limited access to CTE offerings, resources, materials and equipment

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Graduation Rate	California Dashboard Graduation Rate in 2019 was 86.6% (New data for 2020 is not released yet)	We would like to see an increase by 5%

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

Graduation:

All students will meet with counselor department to review their progress toward graduation.

Students who do not make sufficient progress toward goals will meet with administrator and counselor department to add interventions and/or adjust their course offerings/program placement.

College/Career ready:

Counseling department will partner with the English department in having seniors complete the FASFA in their required senior portfolio. Counseling department will also host Financial aid seminars and community college outreach days.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

CSI

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Goal #7 not included last year

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

N/A

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

Goal #7 not included last year

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	\$39,843.00
Total Federal Funds Provided to the School from the LEA for CSI	\$156,120.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$32,035.61

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 (\$)
CSI	\$18,675.30
Title I	\$1,550.00

Subtotal of additional federal funds included for this school: \$20,225.30

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 (\$)
Attendance	\$1,748.81
LCFF-EL	\$8,800.00
LCFF-LI	\$1,261.50

Subtotal of state or local funds included for this school: \$11,810.31

Total of federal, state, and/or local funds for this school: \$32,035.61

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	20,439	11,639.00
LCFF-LI	12,054	10,792.50
Title I	7,350	5,800.00
CSI	156,120.00	137,444.70

Expenditures by Funding Source

Funding Source	Amount
Attendance	1,748.81
CSI	18,675.30
LCFF-EL	8,800.00
LCFF-LI	1,261.50
Title I	1,550.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	18,300.00
4000-4999: Books And Supplies	11,771.61
5000-5999: Services And Other Operating Expenditures	750.00
5800: Professional/Consulting Services And Operating Expenditures	1,214.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Attendance	1,748.81

1000-1999: Certificated Personnel Salaries	CSI	10,500.00
4000-4999: Books And Supplies	CSI	6,961.30
5800: Professional/Consulting Services And Operating Expenditures	CSI	1,214.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	7,800.00
4000-4999: Books And Supplies	LCFF-EL	1,000.00
4000-4999: Books And Supplies	LCFF-LI	1,261.50
4000-4999: Books And Supplies	Title I	800.00
5000-5999: Services And Other Operating Expenditures	Title I	750.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	26,225.30
Goal 2	3,261.50
Goal 6	2,548.81

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
- 4 Secondary Students

Name of Members	Role
Luis Medina	Principal
Michele Spratley	Classroom Teacher
Warren Bradley	Classroom Teacher
Dirk Shultz	Classroom Teacher
Jesus Arias	Other School Staff
Camila Bush	Parent or Community Member
Heather Elmore	Parent or Community Member
Mary Lavengood	Secondary Student
Leslie Molina	Secondary Student
Sloan Elmore	Secondary Student
Kevin Olvera	Secondary Student

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 .

Attested:

	Principal, Luis Medina on
	SSC Chairperson, Michele Spratley on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **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/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

- a. engage parents and family members in their children's education
- b. inform parents and family members that they can directly effect the success of their children's learning
- c. build consistent and effective communication between home/school
- d. train teachers and administrators to communicate effectively with parents and families
- e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

Timestamp	Were you satisfied or dissatisfied	How respectful were the teachers	What school did you attend
8/15/2019 9:36:09	Slightly dissatisfied	Slightly respectful	Hillcrest High School
8/15/2019 9:36:30	Extremely dissatisfied	Slightly respectful	other
8/15/2019 9:36:43	Extremely dissatisfied	Slightly respectful	Hillcrest High School
8/15/2019 9:36:55	Extremely satisfied	Very respectful	Hillcrest High School
8/15/2019 9:36:59	Slightly satisfied	Slightly respectful	Hillcrest High School
8/15/2019 9:37:00	Slightly satisfied	Very respectful	La Sierra High School
8/15/2019 9:37:36	Extremely dissatisfied	Slightly respectful	Hillcrest High School
8/15/2019 9:37:38	Extremely satisfied	Very respectful	other
8/15/2019 9:37:41	Extremely satisfied	Very respectful	Hillcrest High School
8/15/2019 9:37:51	Extremely satisfied	Slightly respectful	Hillcrest High School
8/15/2019 9:37:51	Slightly satisfied	Slightly respectful	La Sierra High School
8/15/2019 9:37:57	Slightly dissatisfied	Slightly respectful	Hillcrest High School
8/15/2019 9:38:20	Slightly satisfied	Very respectful	Hillcrest High School
8/20/2019 12:04:50	Slightly dissatisfied	Very respectful	Hillcrest High School
8/28/2019 8:34:01	Slightly satisfied	Very respectful	Hillcrest High School
8/28/2019 8:34:18	Extremely dissatisfied	Slightly respectful	La Sierra High School
8/28/2019 8:35:03	Slightly satisfied	Very respectful	La Sierra High School
8/28/2019 8:35:50	Slightly satisfied	Slightly respectful	Hillcrest High School
8/28/2019 8:36:58	Slightly satisfied	Slightly respectful	Hillcrest High School
8/28/2019 8:39:59	Slightly satisfied	Very respectful	other
8/28/2019 8:41:10	Slightly satisfied	Very respectful	Hillcrest High School
9/12/2019 8:31:33	Slightly satisfied	Very respectful	Hillcrest High School
9/12/2019 8:32:03	Slightly dissatisfied	Very respectful	other
9/26/2019 8:28:55	Slightly satisfied	Very respectful	Hillcrest High School
9/26/2019 8:29:11	Slightly satisfied	Very respectful	other
9/26/2019 8:29:27	Extremely satisfied	Very respectful	La Sierra High School
9/26/2019 8:30:08	Extremely satisfied	Very respectful	Hillcrest High School
9/26/2019 8:30:30	Extremely dissatisfied	Very respectful	other
9/26/2019 8:32:47	Extremely satisfied	Not at all respectful	La Sierra High School
10/16/2019 8:35:32	Extremely satisfied	Not at all respectful	La Sierra High School
10/16/2019 8:35:47	Extremely dissatisfied	Slightly respectful	Norte Vista High School
10/16/2019 8:36:02	Slightly satisfied	Very respectful	Hillcrest High School
10/16/2019 8:36:07	Slightly dissatisfied	Very respectful	La Sierra High School
10/16/2019 8:41:52	Extremely satisfied	Very respectful	La Sierra High School
10/18/2019 13:09:11	Extremely dissatisfied	Not at all respectful	Norte Vista High School
11/7/2019 8:41:59	Extremely satisfied	Very respectful	La Sierra High School
11/7/2019 8:42:21	Slightly satisfied	Very respectful	La Sierra High School
11/7/2019 8:42:27	Extremely satisfied	Very respectful	La Sierra High School
12/12/2019 8:33:19	Slightly dissatisfied	Slightly respectful	Hillcrest High School
12/12/2019 8:33:22	Slightly satisfied	Very respectful	Hillcrest High School
12/12/2019 8:33:23	Slightly dissatisfied	Slightly respectful	La Sierra High School
12/12/2019 8:33:29	Extremely satisfied	Very respectful	La Sierra High School
12/12/2019 8:33:45	Slightly satisfied	Slightly respectful	La Sierra High School
12/12/2019 8:33:46	Extremely satisfied	Very respectful	Hillcrest High School
12/12/2019 8:34:05	Slightly dissatisfied	Slightly respectful	Hillcrest High School

12/12/2019 8:34:20	Extremely dissatisfied	Slightly respectful	Hillcrest High School
12/12/2019 8:34:30	Extremely satisfied	Slightly respectful	Hillcrest High School
12/12/2019 8:35:35	Slightly satisfied	Slightly respectful	Hillcrest High School
12/12/2019 8:35:56	Slightly satisfied	Very respectful	Hillcrest High School
12/12/2019 8:43:12	Slightly satisfied	Very respectful	Hillcrest High School
12/12/2019 8:43:29	Slightly satisfied	Slightly respectful	La Sierra High School
1/9/2020 8:35:43	Slightly satisfied	Very respectful	Hillcrest High School
1/9/2020 8:36:00	Slightly dissatisfied	Very respectful	La Sierra High School
1/9/2020 8:36:13	Extremely satisfied	Very respectful	La Sierra High School
1/9/2020 8:36:22	Slightly dissatisfied	Very respectful	other
1/9/2020 8:36:24	Extremely satisfied	Very respectful	La Sierra High School
1/9/2020 8:36:35	Slightly satisfied	Very respectful	La Sierra High School
1/9/2020 8:36:58	Slightly dissatisfied	Slightly respectful	other
1/9/2020 8:37:07	Slightly dissatisfied	Slightly respectful	La Sierra High School
1/9/2020 8:37:33	Extremely satisfied	Very respectful	La Sierra High School
1/9/2020 8:37:56	Slightly satisfied	Very respectful	La Sierra High School
1/9/2020 8:38:05	Slightly satisfied	Slightly respectful	Hillcrest High School
1/23/2020 8:40:35	Extremely satisfied	Slightly respectful	Hillcrest High School
1/23/2020 8:40:48	Slightly satisfied	Very respectful	Hillcrest High School
1/23/2020 8:41:00	Slightly satisfied	Very respectful	Hillcrest High School
1/23/2020 8:41:11	Slightly satisfied	Very respectful	Hillcrest High School
1/23/2020 8:41:56	Slightly dissatisfied	Not at all respectful	Arlington High School
2/6/2020 8:31:53	Extremely satisfied	Very respectful	La Sierra High School
2/6/2020 8:32:09	Slightly satisfied	Very respectful	La Sierra High School
2/6/2020 8:34:21	Extremely satisfied	Very respectful	La Sierra High School
2/6/2020 8:34:36	Slightly satisfied	Very respectful	La Sierra High School
2/6/2020 8:34:51	Slightly satisfied	Very respectful	La Sierra High School
3/5/2020 8:39:53	Extremely satisfied	Very respectful	Hillcrest High School
3/5/2020 8:40:56	Slightly satisfied	Very respectful	La Sierra High School
3/5/2020 8:46:48	Extremely dissatisfied	Very respectful	La Sierra High School

How caring was the admini	How safe did you feel on c	Do you plan to attend some	Did your previous school p
Slightly caring	Quite safe	yes	yes
Slightly caring	Quite safe	no	a little
Not at all caring	Extremely safe	yes	no
Extremely caring	Quite safe	yes	yes
Very caring	Quite safe	yes	no
Very caring	Quite safe	no	a little
Slightly caring	Slightly safe	yes	a little
Extremely caring	Extremely safe	no	yes
Very caring	Extremely safe	yes	no
Very caring	Quite safe	yes	yes
Very caring	Slightly safe	no	yes
Very caring	Quite safe	yes	a little
Very caring	Quite safe	yes	a little
Very caring	Quite safe	yes	no
Very caring	Quite safe	yes	a little
Slightly caring	Quite safe	yes	yes
Slightly caring	Slightly safe	no	a little
Slightly caring	Slightly safe	yes	a little
Slightly caring	Extremely safe	yes	a little
Extremely caring	Quite safe	yes	a little
Extremely caring	Quite safe	yes	yes
Very caring	Quite safe	yes	a little
Extremely caring	Extremely safe	no	no
Slightly caring	Quite safe	yes	yes
Very caring	Extremely safe	yes	yes
Very caring	Quite safe	yes	yes
Very caring	Extremely safe	yes	yes
Slightly caring	Extremely safe	yes	no
Extremely caring	Extremely safe	yes	yes
Extremely caring	Quite safe	yes	yes
Slightly caring	Quite safe	yes	yes
Not at all caring	Quite safe	no	yes
Extremely caring	Quite safe	yes	a little
Extremely caring	Extremely safe	yes	yes
Slightly caring	Not at all safe	no	yes
Extremely caring	Extremely safe	yes	yes
Very caring	Quite safe	yes	a little
Very caring	Extremely safe	no	yes
Slightly caring	Not at all safe	yes	a little
Very caring	Quite safe	no	yes
Slightly caring	Quite safe	yes	a little
Extremely caring	Extremely safe	yes	yes
Very caring	Quite safe	yes	a little
Very caring	Quite safe	yes	yes
Very caring	Slightly safe	yes	yes

Not at all caring	Slightly safe	no	a little
Very caring	Quite safe	no	no
Slightly caring	Quite safe	no	a little
Slightly caring	Quite safe	yes	yes
Very caring	Quite safe	yes	no
Slightly caring	Quite safe	yes	yes
Extremely caring	Extremely safe	yes	a little
Extremely caring	Extremely safe	yes	yes
Extremely caring	Extremely safe	yes	yes
Extremely caring	Quite safe	yes	yes
Very caring	Extremely safe	yes	yes
Very caring	Extremely safe	yes	a little
Very caring	Quite safe	yes	yes
Slightly caring	Slightly safe	yes	a little
Very caring	Extremely safe	yes	a little
Extremely caring	Extremely safe	no	yes
Extremely caring	Quite safe	yes	no
Very caring	Extremely safe	yes	no
Very caring	Quite safe	no	a little
Slightly caring	Slightly safe	yes	no
Very caring	Quite safe	no	yes
Slightly caring	Slightly safe	no	no
Very caring	Quite safe	yes	yes
Very caring	Quite safe	no	a little
Extremely caring	Extremely safe	yes	no
Very caring	Extremely safe	yes	yes
Very caring	Extremely safe	no	yes
Very caring	Extremely safe	yes	yes
Very caring	Quite safe	yes	a little
Very caring	Extremely safe	yes	yes

Did your previous school provide you with information about the school's policies and procedures?	Were you informed of school policies and procedures?	Did you receive a high level of support and encouragement from the school?
Yes	a little	No
No	a little	No
No	no	No
Yes	no	Yes
Yes	no	No
Yes	no	Yes
No	no	No
Yes	yes	Yes
Yes	yes	No
Yes	yes	Yes
Yes	yes	Yes
Yes	no	No
Yes	no	No
Yes	no	No
Yes	a little	No
No	no	No
No	a little	No
Yes	a little	Yes
Yes	a little	No
Yes	no	Yes
No	yes	No
Yes	a little	Yes
Yes	no	Yes
Yes	yes	Yes
Yes	yes	Yes
Yes	yes	Yes
Yes	yes	Yes
No	no	No
Yes	a little	Yes
Yes	a little	Yes
No	yes	Yes
No	yes	No
Yes	a little	Yes
Yes	yes	Yes
Yes	a little	Yes
Yes	yes	Yes
Yes	no	Yes
Yes	a little	Yes
No	no	No
Yes	a little	No
Yes	no	Yes
Yes	a little	Yes
Yes	no	Yes
Yes	a little	Yes
Yes	no	Yes
Yes	a little	Yes
Yes	no	Yes

No	a little	No
Yes	no	Yes
Yes	a little	No
Yes	a little	Yes
Yes	no	Yes
Yes	yes	Yes
Yes	a little	Yes
Yes	yes	Yes
Yes	yes	Yes
Yes	yes	Yes
Yes	yes	Yes
Yes	a little	Yes
No	a little	No
Yes	a little	Yes
Yes	a little	Yes
Yes	no	Yes
Yes	no	Yes
Yes	no	Yes
Yes	yes	No
Yes	no	No
Yes	yes	Yes
No	yes	No
Yes	a little	No
Yes	a little	Yes
Yes	yes	No
Yes	yes	Yes
Yes	yes	Yes
Yes	yes	Yes
Yes	a little	Yes
Yes	no	No

ncouragement to succeed at your previous high school?

Experience

Extremely satisfied
Slightly satisfied
Slightly dissatisfied
Extremely dissatisfied

Respect

21 Very respectful
32 Slightly respectful
13 Not at all respectful
9

School

47 Hillcrest High School
24 La Sierra High School
4 Norte Vista High School
Arlington High School
Martin Luther King High School
Lincoln High School
North High School
Poly High School
Ramona High School
Centennial High School
Corona High School
John F. Kennedy Middle Coll
Orange Grove High School
Lee Pollard High School
Norco High School
Eleanor Roosevelt High School
Santiago High School
Other

Caring Administrative Staff

Extremely caring
Very Caring
Slightly caring
Not at all caring

Safe on Campus

18 Extremely safe
35 Quite Safe
19 Slightly safe
3 Not at all

Attend College

26 Yes
38 No
9
0

Caring, encouraging environment

Yes
No

Scholarship info

62 Yes
13 No
a little

support and encouragement

25 Yes
24 No
26

34
30
2
1
0
0
0
0
0
0
0
0
0
0
0
0
0
0
8

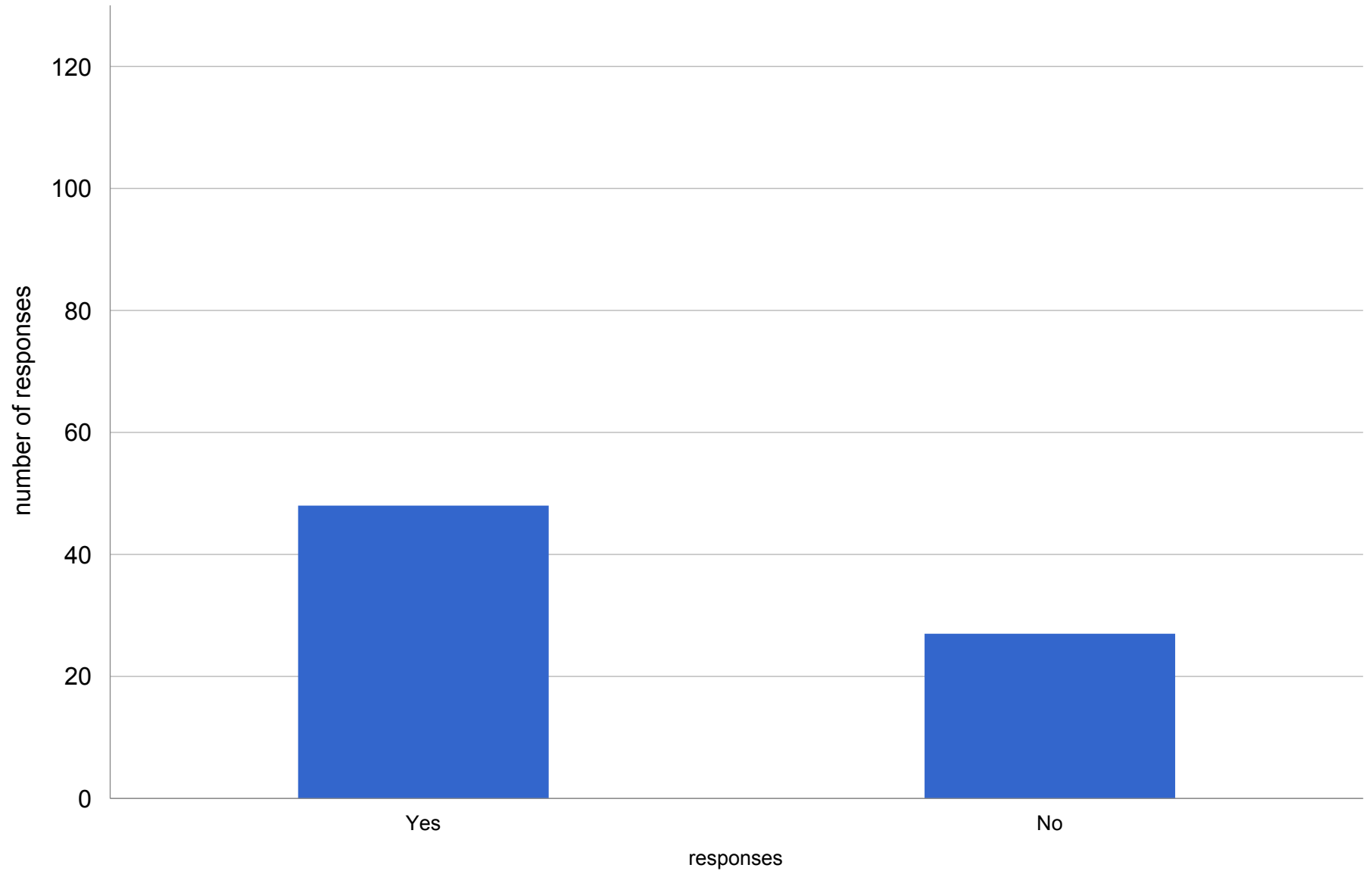
Careers and college

56	yes	37
19	no	13
	a little	25

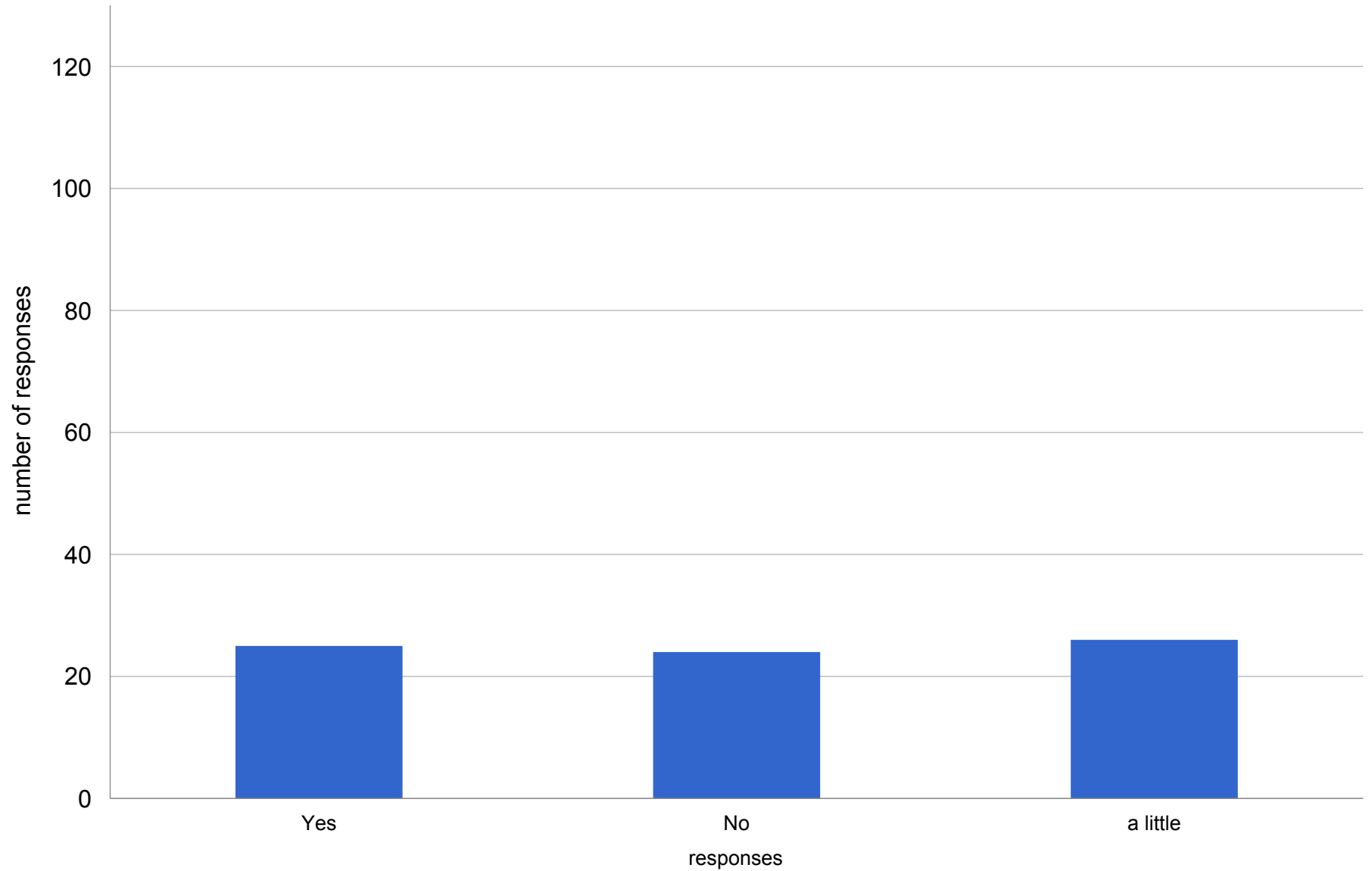
nt

48
27

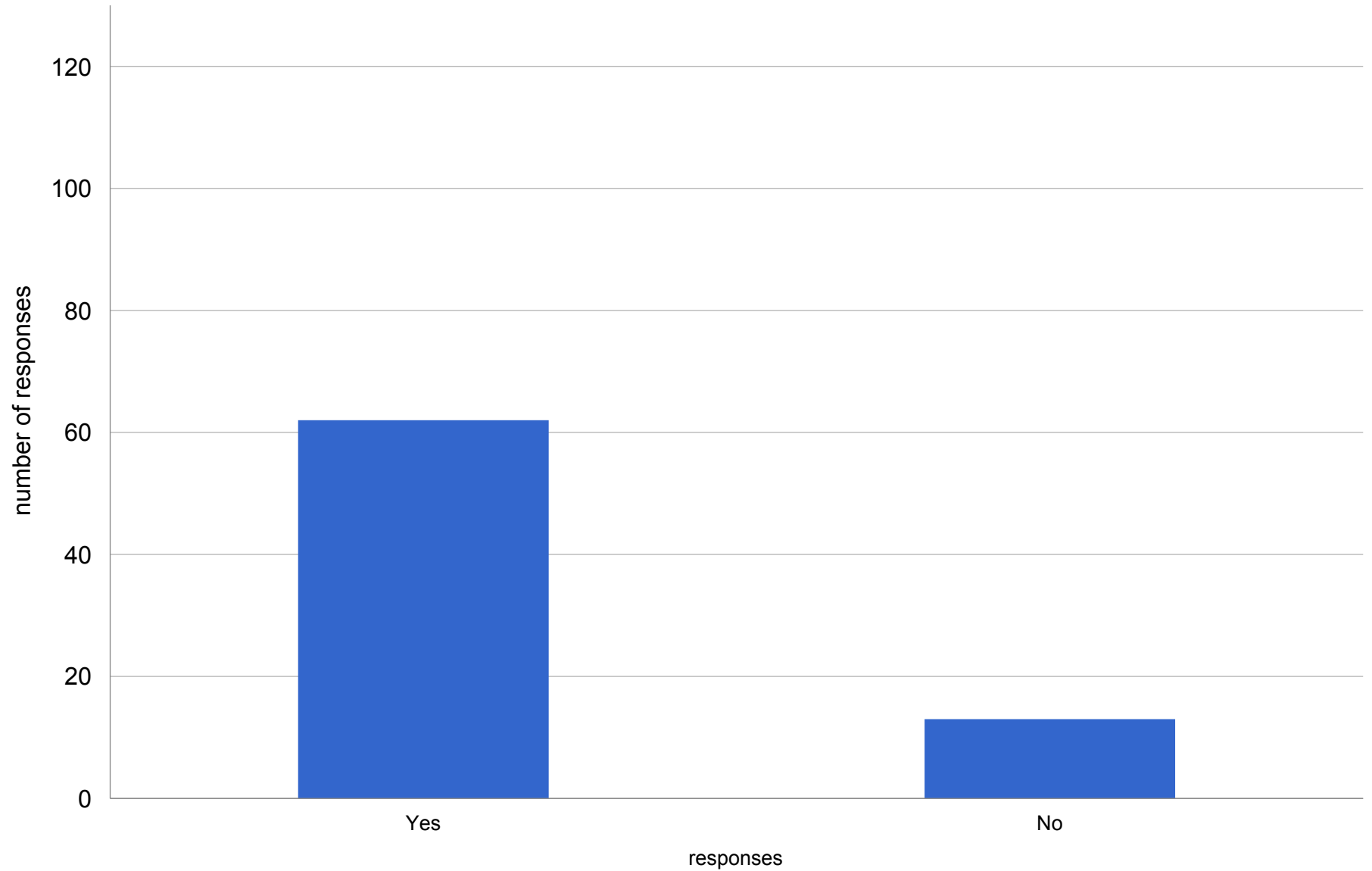
Did you receive a high level of support and encouragement to succeed at your previous high school? (2019 - 2020)



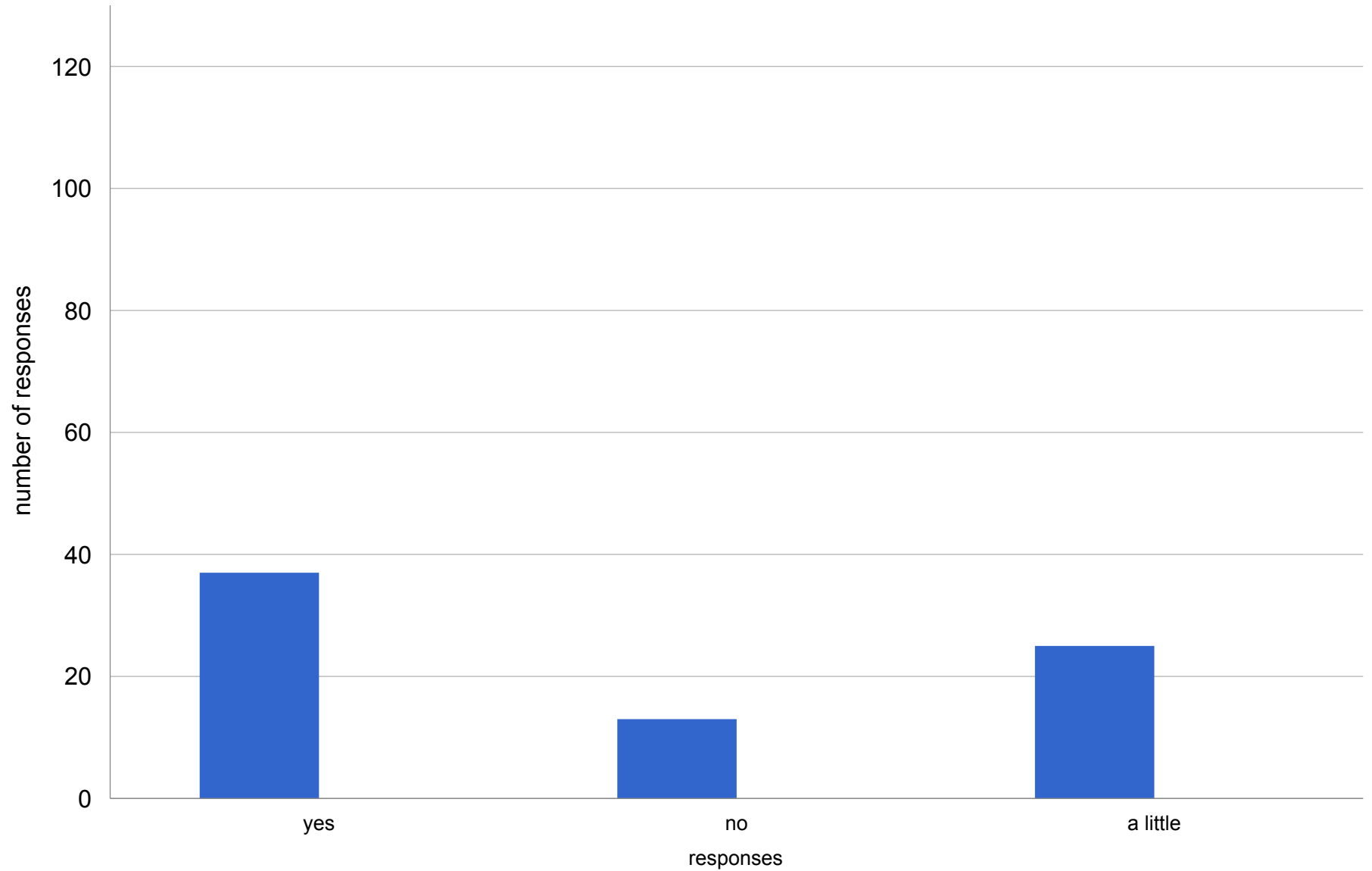
Were you informed of scholarship and financial aid information at your previous school? (2019 - 2020)



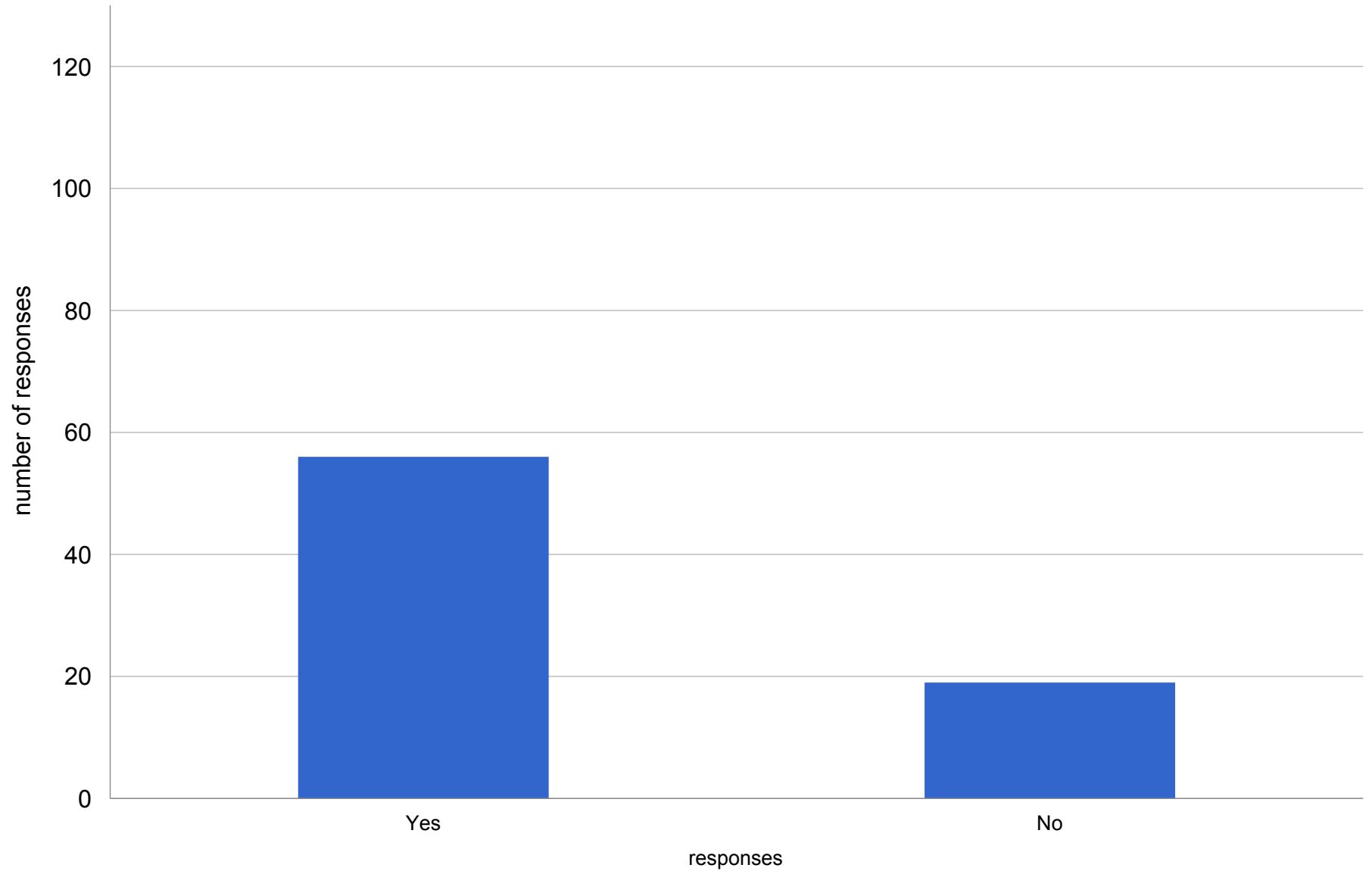
Did your previous school provide a caring, encouraging environment? (2019 - 2020)



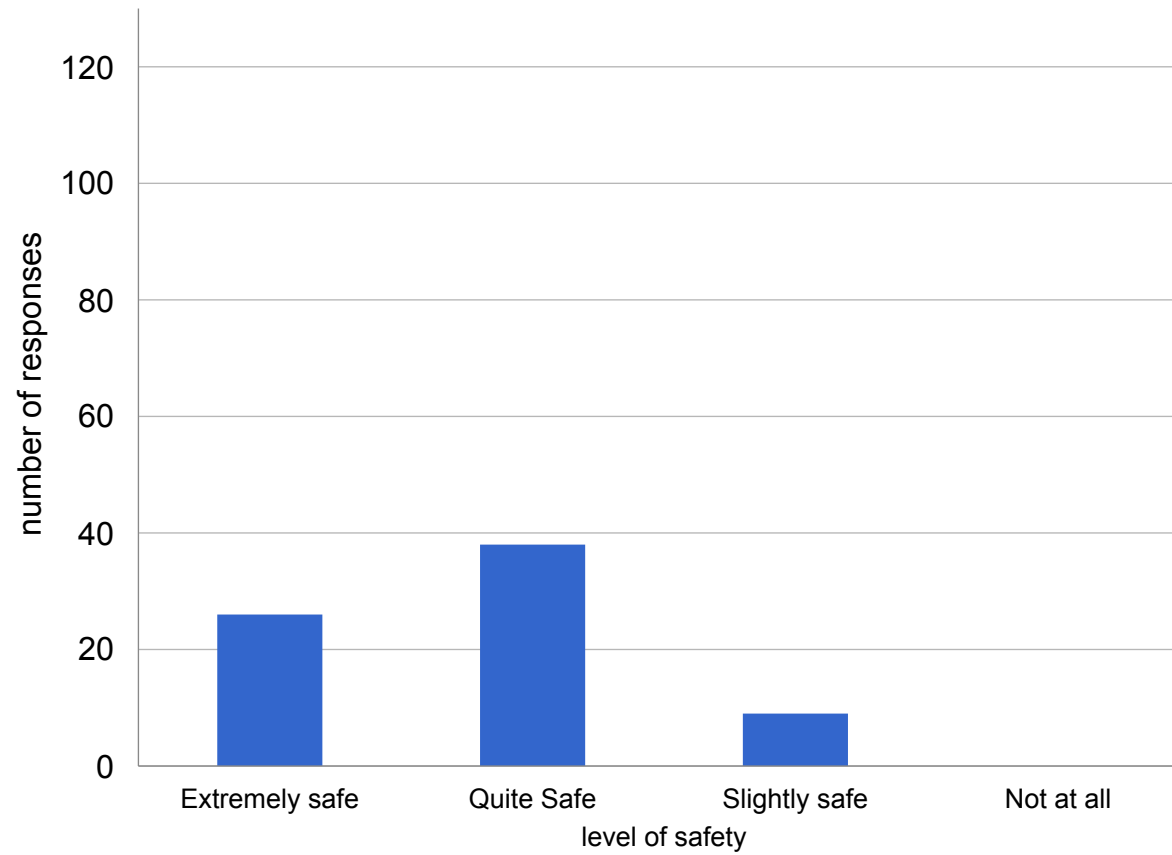
Did your previous school provide you with information about careers and college after graduation? (2019 - 2020)



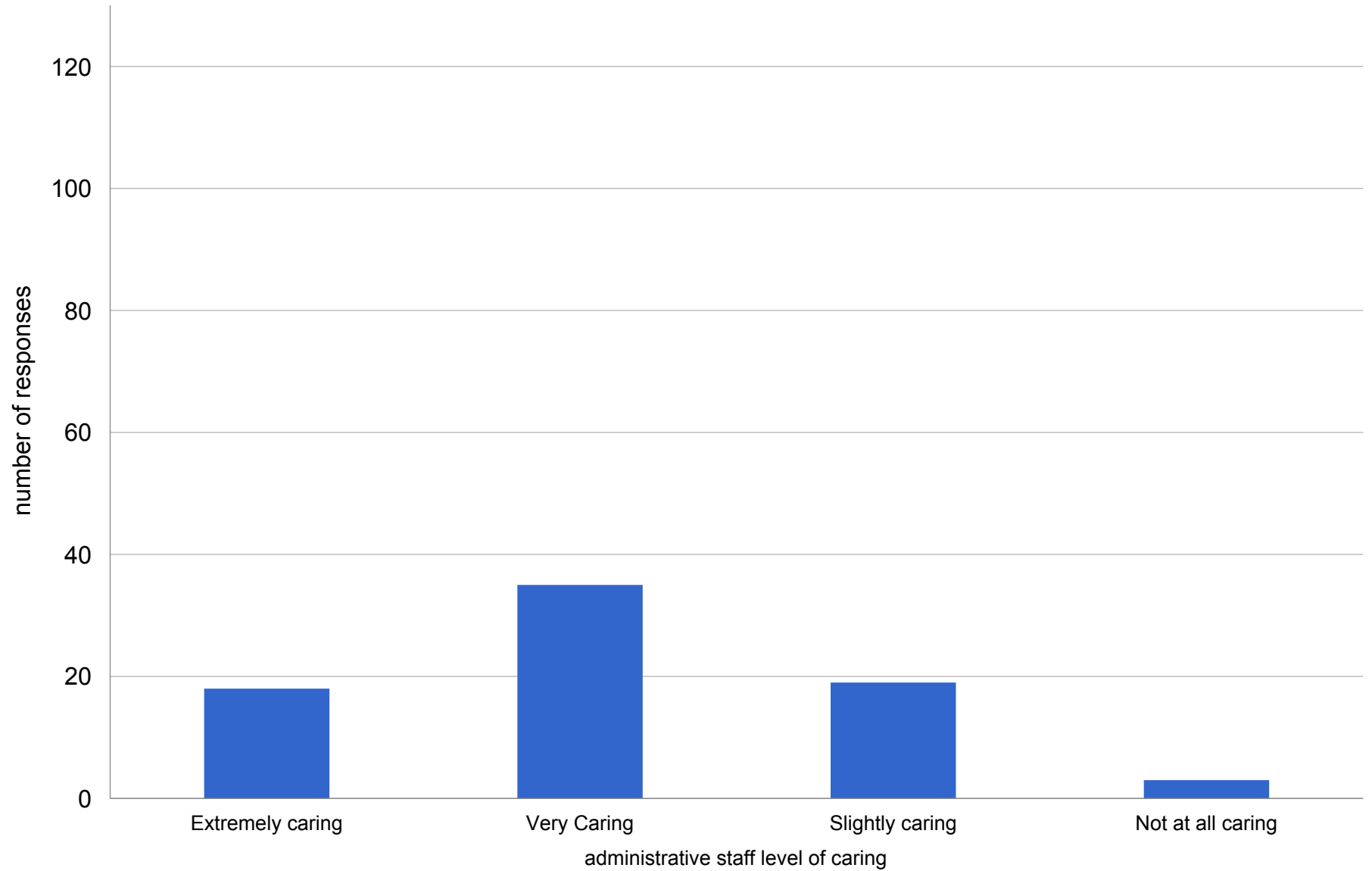
Do you plan to attend some type of college after graduation from Alvord High School? (2019 - 2020)



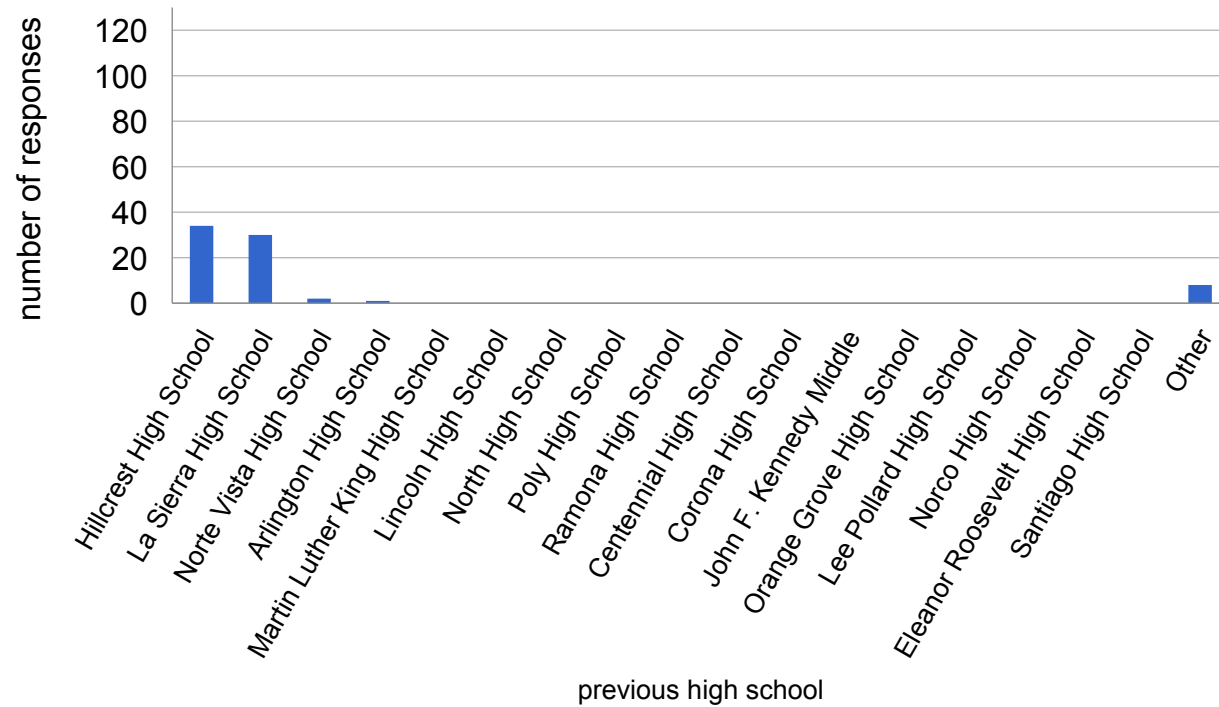
How safe did you feel on campus at your previous school? (2019 - 2020)



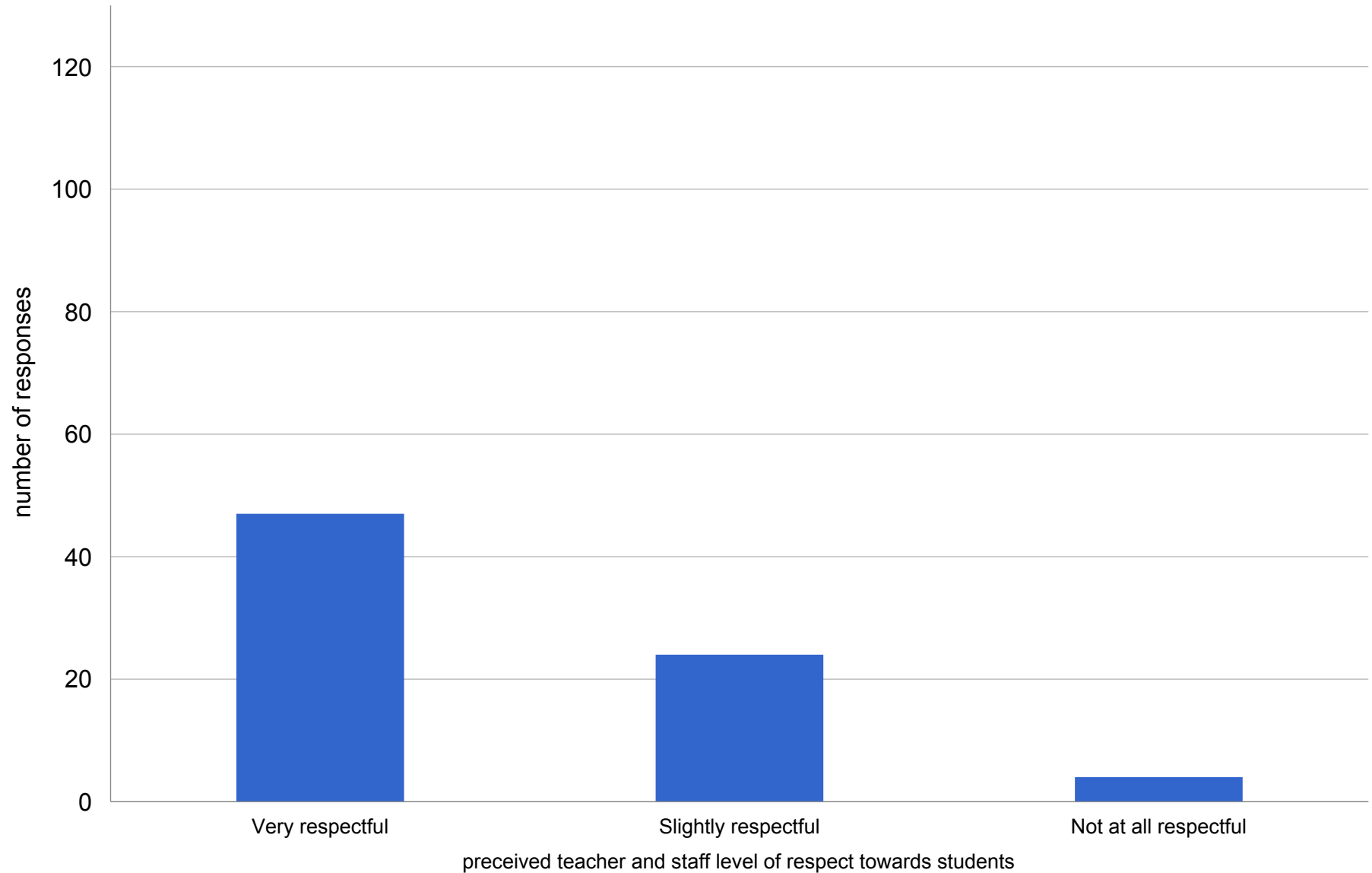
How caring was the administrative staff at your previous high school? (2019 - 2020)



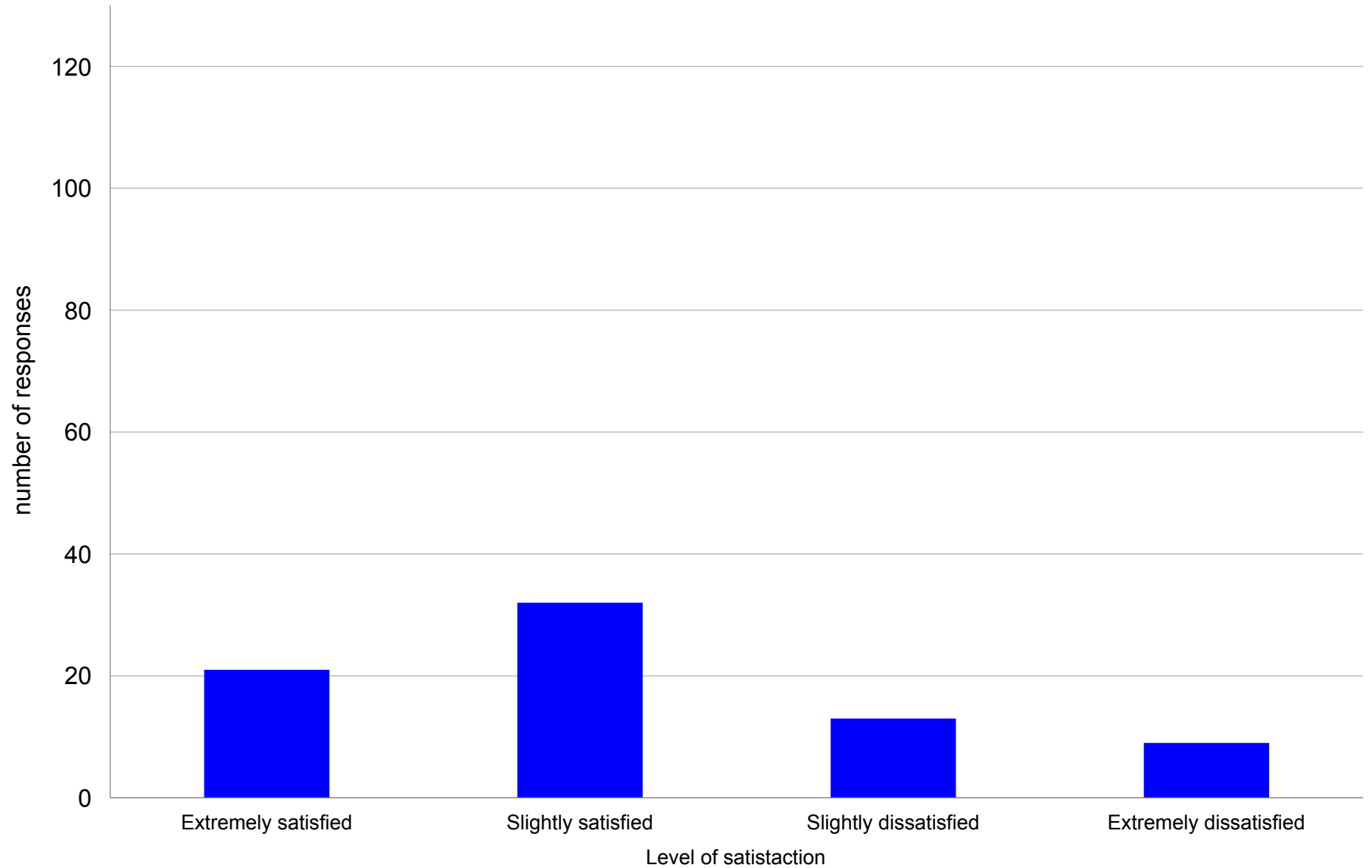
What school did you attend before coming to Alvord High School? (2018 - 2019)



How respectful were the teachers and staff to the students at your previous school? (2019 - 2020)



Were you satisfied or dissatisfied with your experience at your previous school? (2019 - 2020)



Timestamp	Overall, are you satisfied o	How respectful are the tea	What suggestions do you h
8/15/2019 9:56:12	Extremely satisfied	Very respectful	A suggestion that I have fo
9/23/2019 12:13:26	Extremely satisfied	Very respectful	i really don't have any sugg
9/25/2019 9:38:00	Extremely satisfied	Very respectful	nothing
9/30/2019 12:27:40	Extremely satisfied	Very respectful	Everything is fine .
10/7/2019 10:21:36	Extremely satisfied	Very respectful	In my opinion I have no sug
10/10/2019 10:47:50	Extremely satisfied	Very respectful	to have the teachers intera
10/11/2019 10:00:02	Extremely satisfied	Very respectful	dress code
10/21/2019 9:32:12	Extremely satisfied	Very respectful	I don't have any suggestior
11/4/2019 9:28:20	Extremely satisfied	Very respectful	Talking to students that are
11/18/2019 13:18:47	Extremely satisfied	Very respectful	None at all, Alvord has been
11/19/2019 11:14:45	Extremely satisfied	Very respectful	The school is really good a
11/20/2019 12:45:01	Extremely satisfied	Very respectful	no
12/2/2019 9:45:01	Extremely satisfied	Very respectful	no
12/2/2019 12:10:08	Extremely satisfied	Very respectful	none
12/9/2019 9:43:19	Extremely satisfied	Very respectful	nothing everything is fine
12/9/2019 9:45:15	Extremely satisfied	Very respectful	nothing everything is fine
12/9/2019 9:47:03	Extremely satisfied	Very respectful	fixing the laptops
12/9/2019 11:07:39	Extremely satisfied	Very respectful	none
12/17/2019 12:11:23	Extremely satisfied	Very respectful	nothing no conplants
12/19/2019 11:24:43	Extremely satisfied	Very respectful	more career based classes
1/14/2020 11:18:36	Extremely satisfied	Very respectful	This school is the best sch
1/19/2020 2:28:36	Extremely satisfied	Very respectful	None
1/21/2020 10:05:22	Extremely satisfied	Very respectful	Less Notes!
1/21/2020 13:05:36	Extremely satisfied	Slightly respectful	everything is alright, just ne
1/31/2020 9:10:54	Extremely dissatisfied	Very respectful	start pushing students too f
2/3/2020 9:23:01	Extremely dissatisfied	Very respectful	start pushing students too f
2/3/2020 9:24:42	Extremely satisfied	Very respectful	Flex teachers to grade ass
2/3/2020 10:03:37	Extremely satisfied	Very respectful	Nothing needs to be impro
2/3/2020 10:51:28	Extremely satisfied	Very respectful	nothing
2/3/2020 10:56:49	Extremely satisfied	Very respectful	continue your exlence to pi
2/3/2020 13:05:33	Extremely satisfied	Very respectful	none
2/3/2020 13:50:53	Extremely satisfied	Very respectful	I have no suggestions for A
2/19/2020 8:38:17	Extremely satisfied	Very respectful	keep pushing the students
2/19/2020 9:56:05	Extremely satisfied	Very respectful	Better food
2/26/2020 11:45:53	Extremely satisfied	Very respectful	Encourage students
2/28/2020 9:50:52	Slightly satisfied	Very respectful	better food
3/3/2020 11:14:13	Extremely satisfied	Very respectful	less notes
3/6/2020 8:21:15	Extremely satisfied	Very respectful	Nothing this school is great
3/9/2020 8:24:18	Extremely satisfied	Very respectful	Nothing really i liked it here
3/13/2020 10:42:20	Extremely satisfied	Very respectful	Alvord should improve mor
3/13/2020 13:15:35	Extremely satisfied	Very respectful	i dont have any suggestion
4/29/2020 12:16:37	Slightly satisfied	Slightly respectful	I don't have any suggestior
4/30/2020 8:26:24	Extremely satisfied	Very respectful	Better WiFi
4/30/2020 8:39:43	Extremely satisfied	Very respectful	To improve Alvord High Sc
4/30/2020 9:00:33	Extremely satisfied	Very respectful	To improve Alvord High Sc

4/30/2020 9:00:57	Extremely satisfied	Very respectful	To improve Alvord High Sc
4/30/2020 9:01:13	Extremely satisfied	Very respectful	To improve Alvord High Sc
4/30/2020 9:01:24	Extremely satisfied	Very respectful	To improve Alvord High Sc
4/30/2020 9:04:42	Slightly satisfied	Slightly respectful	NONE
5/7/2020 9:16:44	Extremely satisfied	Very respectful	everything is pretty
5/8/2020 8:36:18	Extremely satisfied	Very respectful	I do not have any suggestio

How caring is the administrator?	How safe do you feel on campus?	Do you plan to attend some college?	Has Alvord High School provided you with a safe environment?
Extremely caring	Quite safe	Yes	a little
Very caring	Extremely safe	Yes	Yes
Very caring	Quite safe	Yes	Yes
Extremely caring	Extremely safe	No	Yes
Extremely caring	Extremely safe	Yes	Yes
Very caring	Quite safe	Yes	Yes
Extremely caring	Extremely safe	Yes	Yes
Very caring	Extremely safe	Yes	Yes
Extremely caring	Quite safe	Yes	Yes
Extremely caring	Extremely safe	Yes	Yes
Very caring	Quite safe	No	a little
Extremely caring	Extremely safe	Yes	a little
Extremely caring	Quite safe	No	No
Extremely caring	Extremely safe	No	Yes
Extremely caring	Quite safe	Yes	Yes
Extremely caring	Quite safe	Yes	Yes
Very caring	Quite safe	Yes	Yes
Extremely caring	Extremely safe	Yes	Yes
Extremely caring	Extremely safe	Yes	Yes
Extremely caring	Quite safe	Yes	Yes
Extremely caring	Extremely safe	Yes	Yes
Very caring	Quite safe	No	a little
Extremely caring	Extremely safe	Yes	Yes
Extremely caring	Extremely safe	Yes	a little
Extremely caring	Extremely safe	Yes	Yes
Extremely caring	Extremely safe	Yes	Yes
Extremely caring	Extremely safe	Yes	Yes
Extremely caring	Extremely safe	No	Yes
Extremely caring	Extremely safe	Yes	Yes
Extremely caring	Extremely safe	Yes	Yes
Extremely caring	Extremely safe	Yes	a little
Extremely caring	Extremely safe	Yes	Yes
Extremely caring	Extremely safe	Yes	Yes
Extremely caring	Extremely safe	Yes	Yes
Extremely caring	Extremely safe	Yes	a little
Extremely caring	Quite safe	Yes	Yes
Extremely caring	Extremely safe	Yes	Yes
Extremely caring	Quite safe	Yes	a little
Very caring	Quite safe	Yes	a little
Extremely caring	Quite safe	Yes	Yes
Extremely caring	Quite safe	No	a little
Very caring	Extremely safe	Yes	Yes
Extremely caring	Quite safe	Yes	Yes
Very caring	Quite safe	No	No
Extremely caring	Extremely safe	Yes	Yes
Very caring	Extremely safe	No	No
Very caring	Extremely safe	No	No

Very caring	Extremely safe	No	No
Very caring	Extremely safe	No	No
Very caring	Extremely safe	No	No
Very caring	Slightly safe	Yes	a little
Extremely caring	Extremely safe	Yes	Yes
Extremely caring	Extremely safe	No	a little

[illegible]

Yes
Yes
Yes
Yes
Yes
Yes

No
No
No
a little
a little
Yes

Yes
Yes
Yes
Yes
Yes
Yes

ncouragement to succeed at Alvord High School?

Experience

Extremely satisfied
Slightly satisfied
Slightly dissatisfied
Extremely dissatisfied

Respect

46 Very respectful
3 Slightly respectful
0 Not at all respectful
2

Suggestions

48
3
0

Caring admin

Extremely caring
Very caring
Slightly caring
Not at all caring

Safe

35 Extremely safe
16 Quite safe
0 Slightly safe
0 Not at all safe

32
18
1
0

AHS caring/encouraging

Yes
No

Scholarship

51 Yes
0 No
a little

Support/encouragement

31 Yes
12 No
8

50
1

College

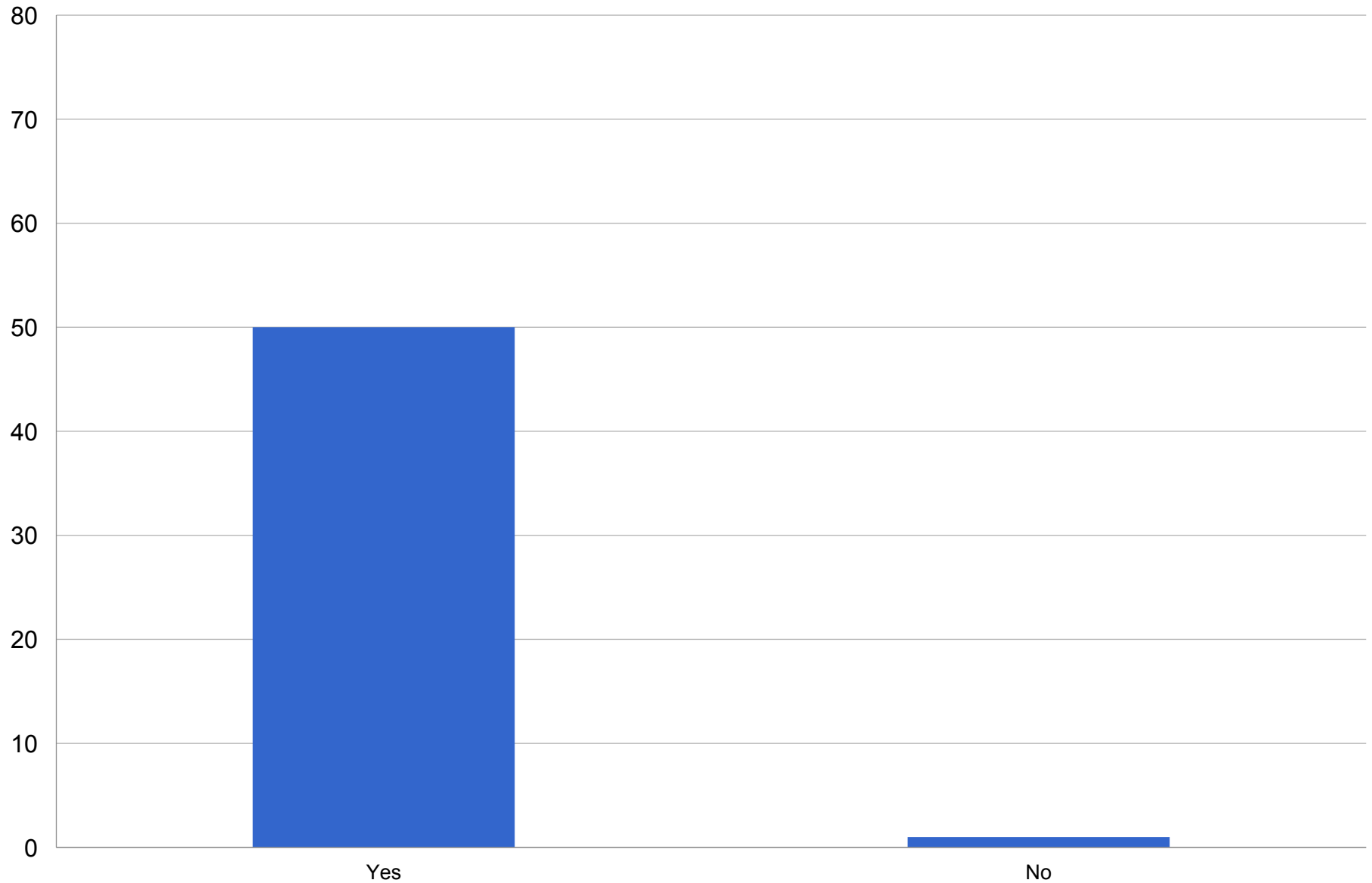
Yes
No

37
14

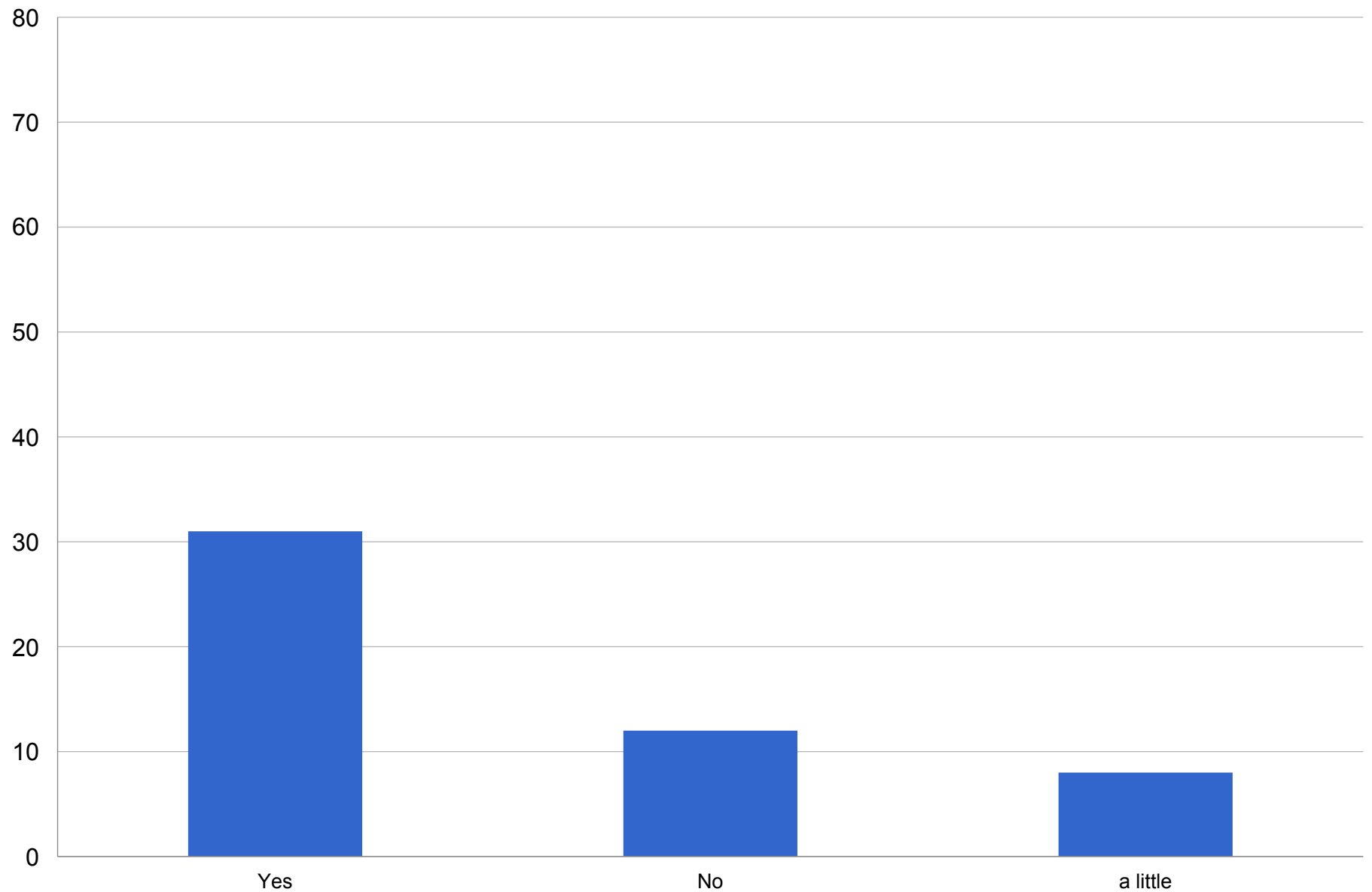
Careers

Yes	37
No	14
a little	0

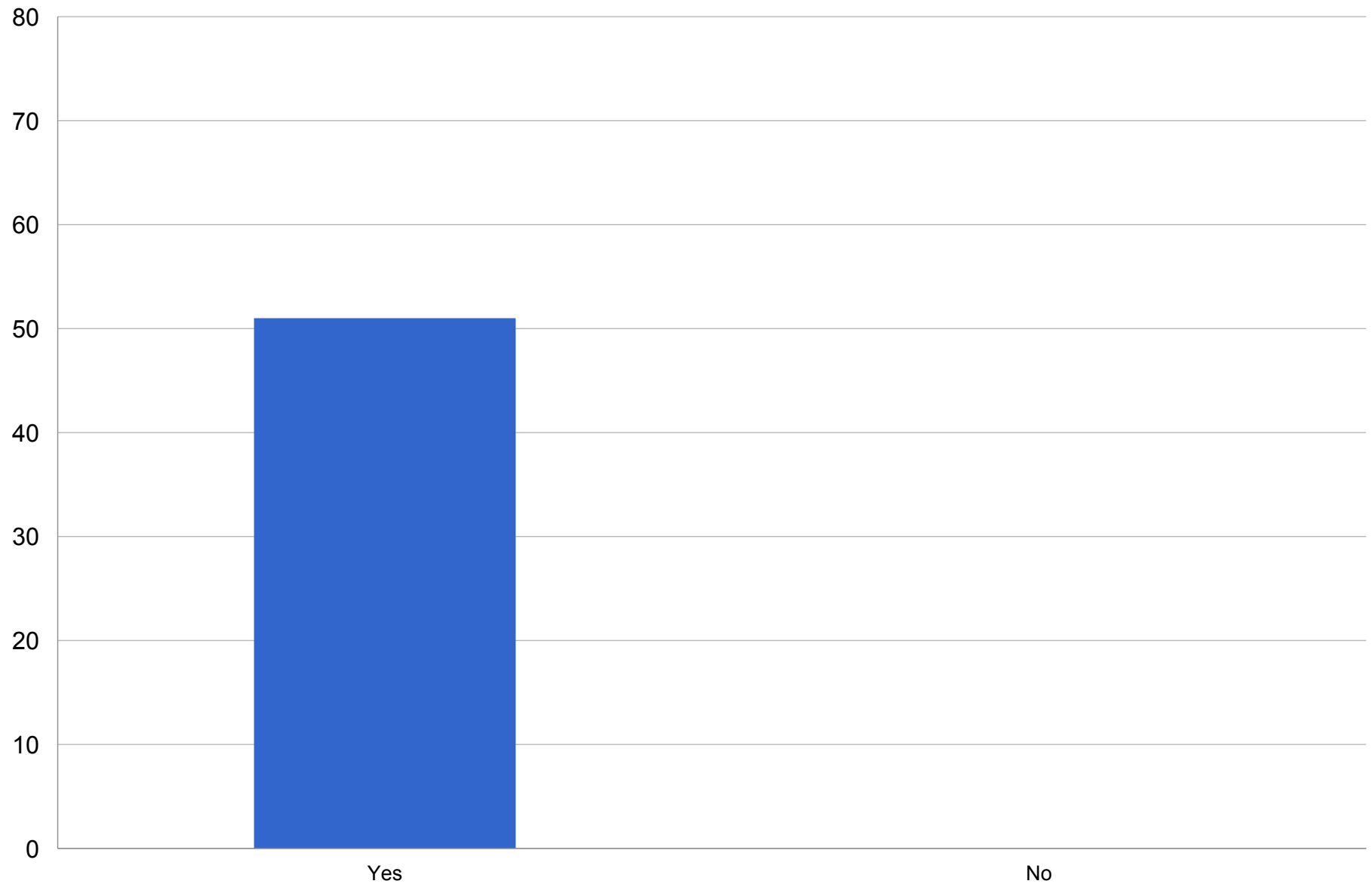
**Did you receive a high level of support and encouragement to
succeed at Alvord High School? (2019 - 2020)**



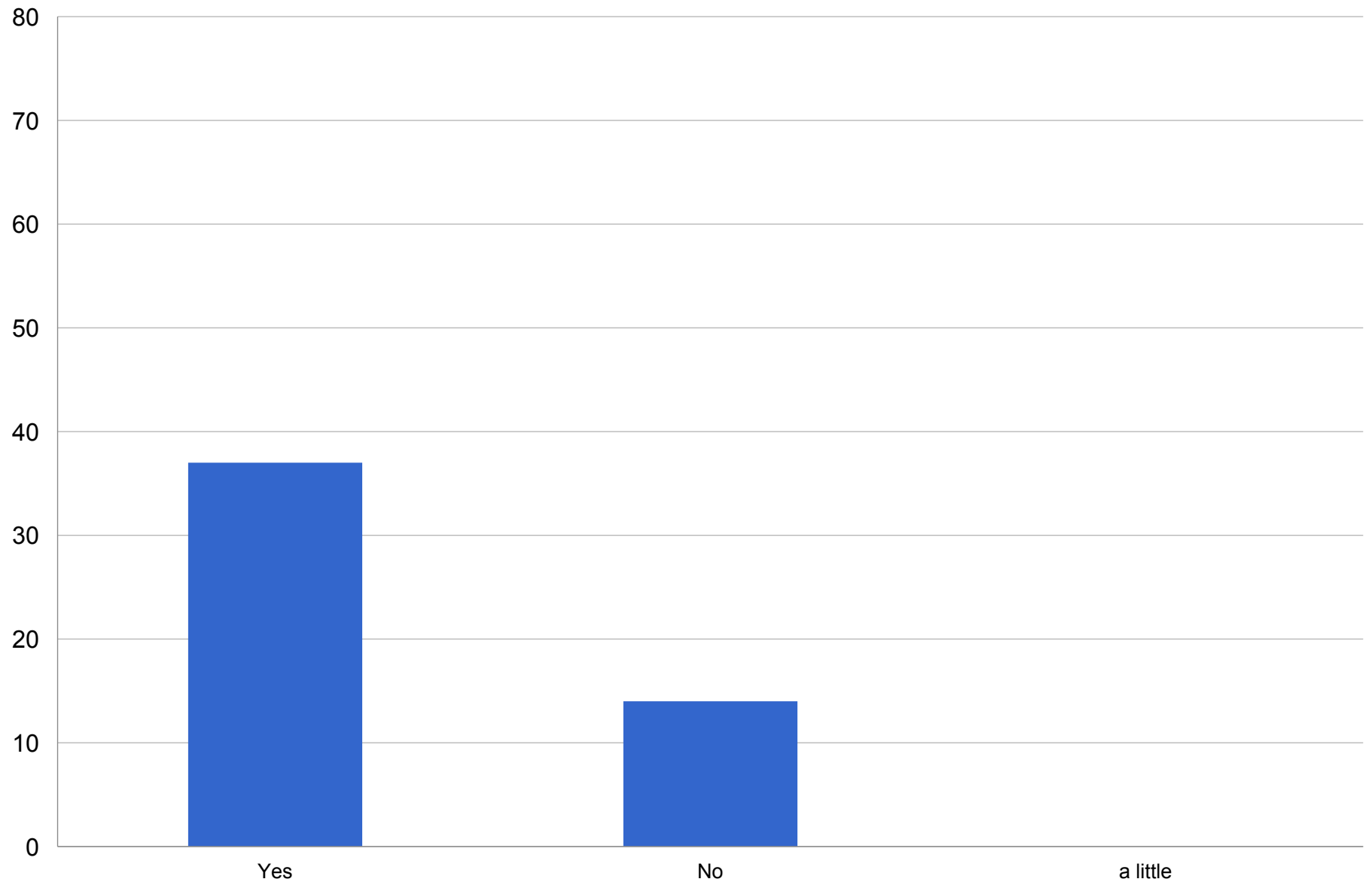
Were you informed of scholarship and financial aid information at Alvord High School? (2019 - 2020)



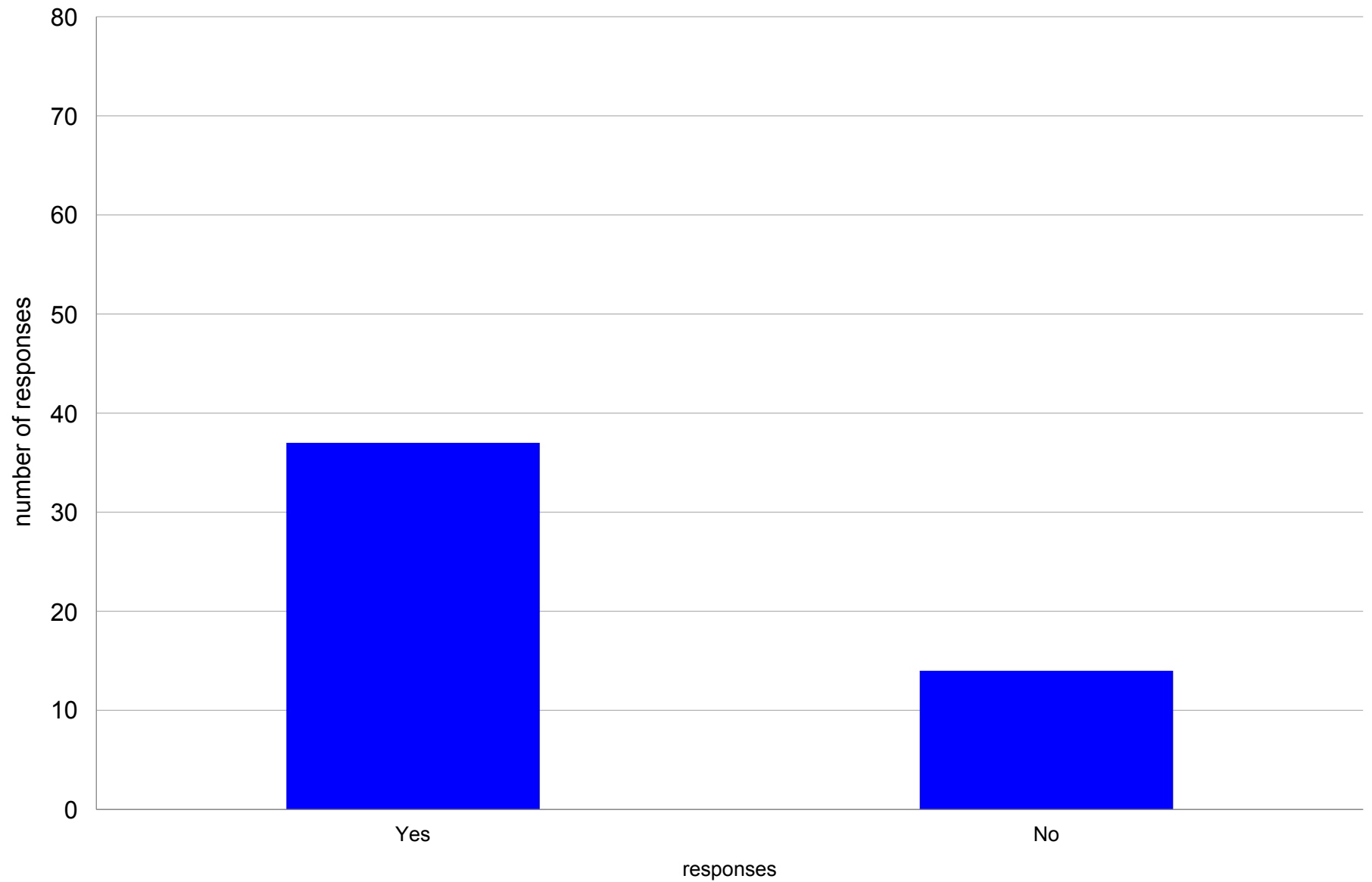
Has Alvord High School provided a caring, encouraging environment? (2019 - 2020)



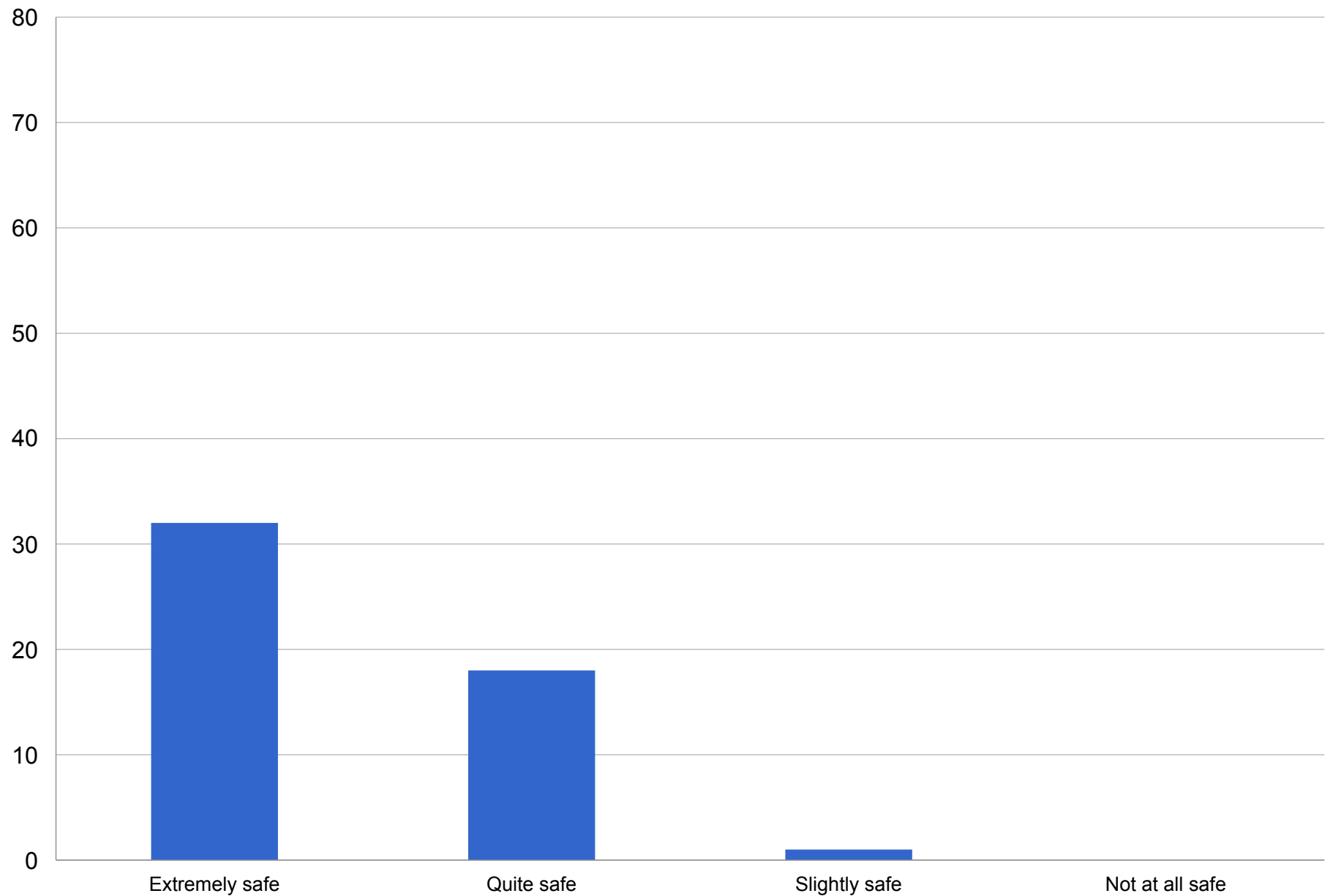
Has Alvord High School provided you with information about careers and college after graduation? (2019 - 2020)



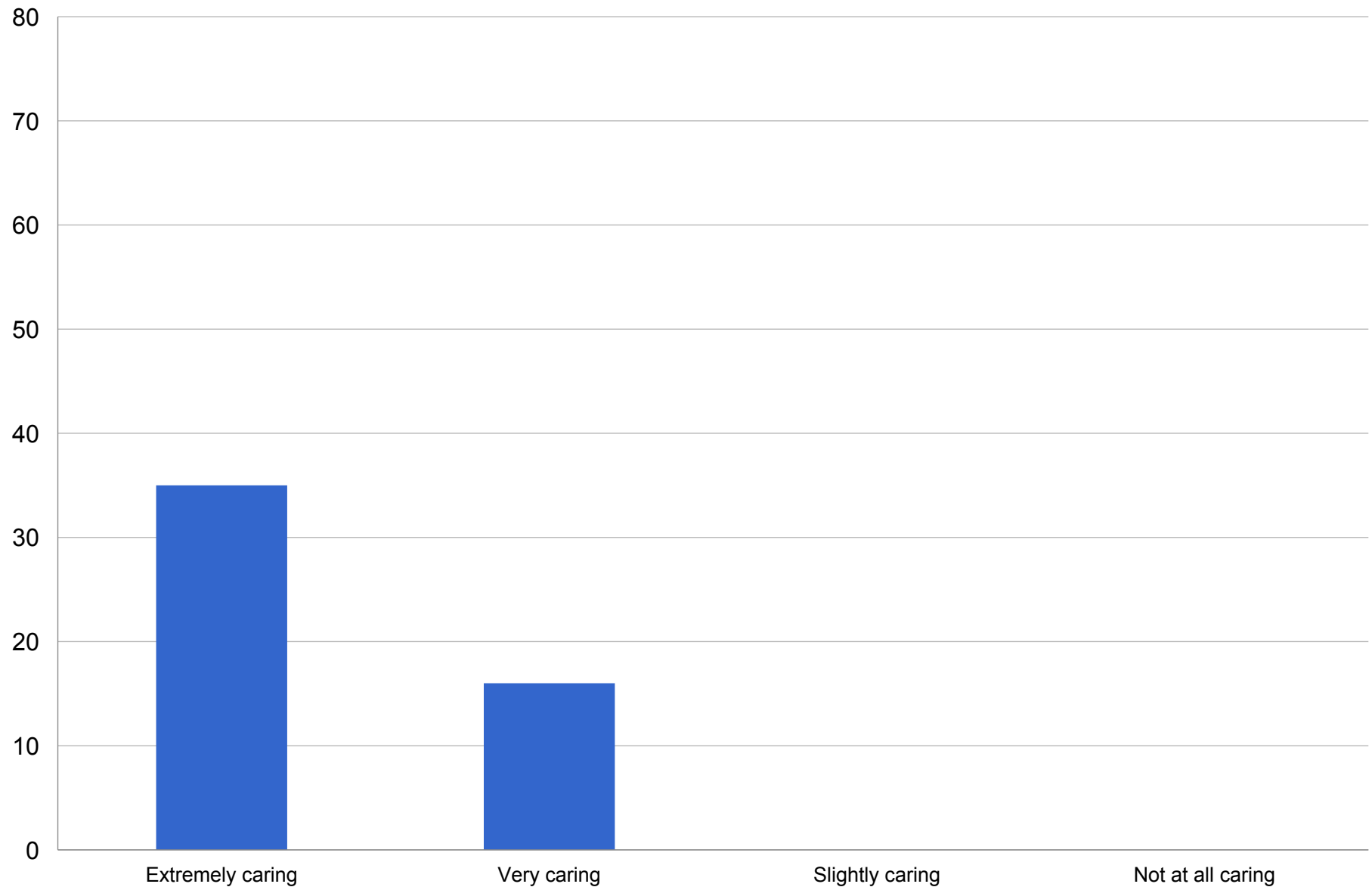
Do you plan to attend some type of college after graduation from Alvord High School? (2018 - 2019)



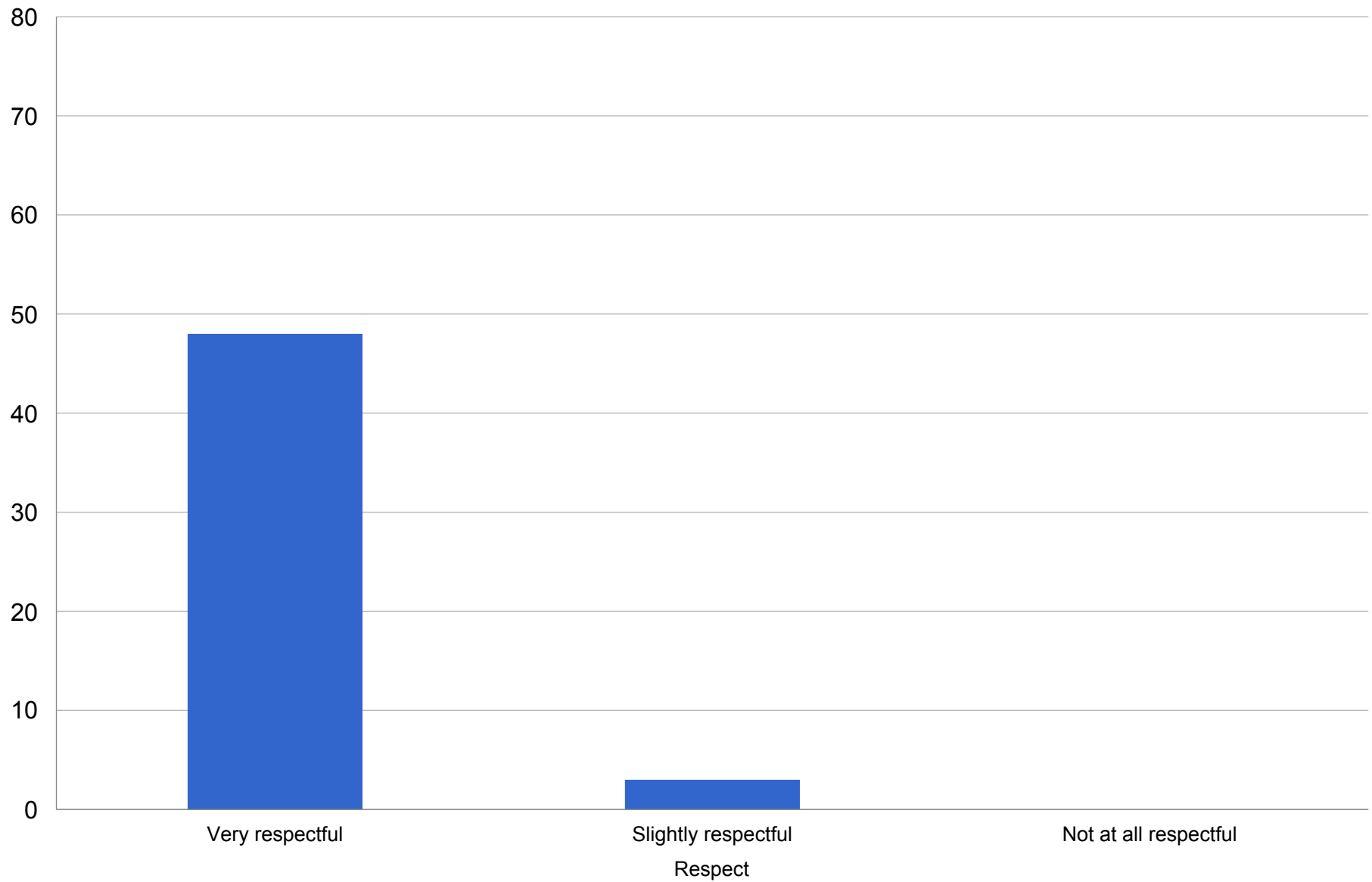
How safe do you feel on campus? (2019 - 2020)



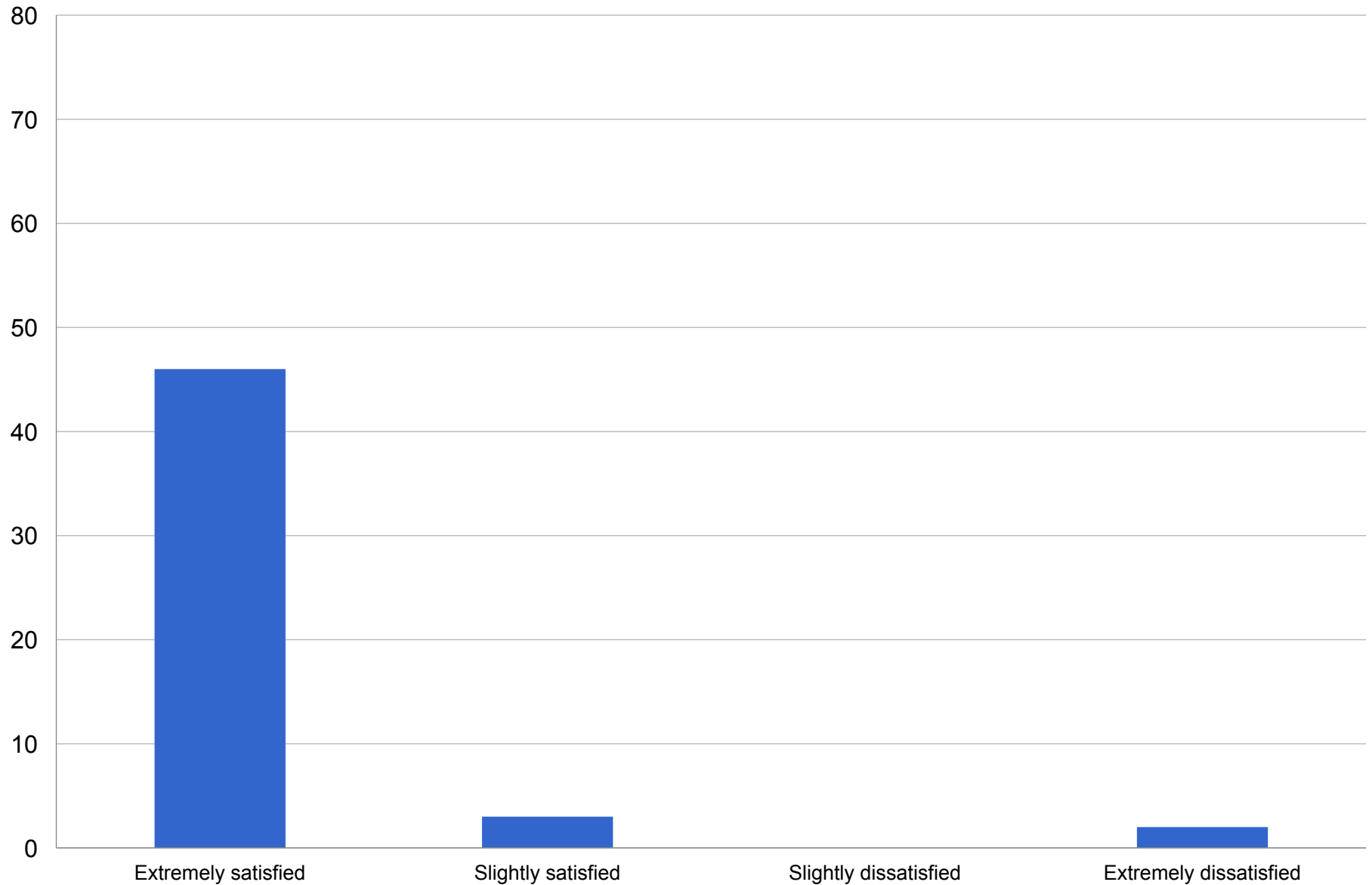
How caring is the administrative staff at Alvord High School? (2018 - 2019)



How respectful are the teachers and staff to the students of Alvord High School? (2018 - 2019)



Overall, are you satisfied or dissatisfied with your experience at Alvord High School? (2018 - 2019)



ACHS Comprehensive Needs Assessment

(for the 20-21 SPSA document)

1. Do we have clearly established goals and measurable objectives to address our students’ needs?

Mark only one oval.

☐ Yes

☐ No

2. What do we know about the needs of all of the student groups we serve?

3. What are the school’s strengths and how can we build on them to improve outcomes?

4. What are the areas of concern? What can be done to improve these areas?

5. Are we using our resources to the best of our abilities?

Mark only one oval.

☐ yes

☐ no

6. What are the school's resource inequities?

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Google Forms

Timestamp	Do we have clearly established goals and measurable objectives to address our students' needs?	What do we know about the needs of all of the student groups we serve?	What are the school's strengths and how can we build on them to improve outcomes?	What are the areas of concern? What can be done to improve these areas?	Are we using our resources to the best of our abilities?	What are the school's resource inequities?
5/5/2020 8:43:	Yes	They are varied and need to be looked at case by case.	The variety of instructional modes is our biggest academic strength--the ability to offer self-paced, direct instruction, and computer based curricula is in itself a type of differentiated learning.	Our biggest area of concern is student apathy towards working. It takes a while for some students to "get it in gear" and start producing work. Honestly, our FLEX, after school detention, and principal's strong parental contact has provided continual improvement in this area.	yes	The biggest inequity is not having one-to-one laptops for all students to take home.
5/5/2020 9:20:	Yes	High risk with high potential	Diverse and caring environment	Technology available and ability to clarify which students enter programs	yes	N/A
5/5/2020 9:42:	Yes	they are all in need of credits. They all need to be prepared for the real world.	we cater to individual student needs. offer more varied opportunities.	Student motivation and attendance. more varied opportunities. Technical education.	no	CTE availability

Timestamp	Do we have clearly established goals and measurable objectives to address our students' needs?	What do we know about the needs of all of the student groups we serve?	What are the school's strengths and how can we build on them to improve outcomes?	What are the areas of concern? What can be done to improve these areas?	Are we using our resources to the best of our abilities?	What are the school's resource inequities?
5/5/2020 10:07	Yes	We need to know how they have performed on all Standardized tests. Year to year comparison for last 2-3 years.	Our school builds strong relationships between students, staff, and facility. We need to direct those relationships towards student achievement in the classroom as well as on Standardized testing.	Low CAASPP scores in English and math. Focus on or include instruction that resembles what students will be asked to do on Standardized tests.	yes	<p>1. We do a good job of helping all students. We could look at how all of our students are doing on regular basis. We could have quarterly progress reports for all students. We have a mainstream program, and sometimes a one size fits all approach can leave at risk groups behind - EL, RFEP, SPED. Regular monitoring would help to ensure their success and keep parents informed of student progress.</p> <p>2. To improve academic progress and student scores on standardized testing, we could have an AALD offering or an elective "Reading" class to build academic vocabulary. And bring back something like the CAHSEE carousel in math, where students were given intensive support in preparation to pass the CAHSEE. Instead of the CAHSEE the focus would be on the CAASPP, ELPAC, etc.</p> <p>3. A school wide cultural shift from focusing on earning credits to tackling harder classes and doing well in them along with earning credits.</p> <p>4. Students can work on OW electives at home. In school they should be working on core subjects, especially math and English, in an effort to bring up our lagging test scores.</p>
5/5/2020 10:27	Yes	They all have learning gaps that need to be filled.	We all care about our students and are able to look individually at each student's needs. To build - we need to continue to do so by teacher collaboration.	students taking longer than need be to complete a course/graduate - find the motivating factor that will make the student WANT to graduate/complete a course.	yes	unknown - none

Timestamp	Do we have clearly established goals and measurable objectives to address our students' needs?	What do we know about the needs of all of the student groups we serve?	What are the school's strengths and how can we build on them to improve outcomes?	What are the areas of concern? What can be done to improve these areas?	Are we using our resources to the best of our abilities?	What are the school's resource inequities?
5/5/2020 10:31	Yes	Many lack at-home resources for success; lack motivation or confidence in academic abilities; undiagnosed learning disabilities; English language learners	Small, intimate class sizes. Student/teacher rapport can be nurtured giving students the personal contact and support needed to gain motivation and receive personal instruction and accommodations when necessary.	Attendance continues to be an issue. We already offer incentives to attend, plus there are consequences for excessive absences. This is a difficult one to tackle.	yes	It didn't seem to be a problem this year, but in the past there were not enough chargers for students who wanted to take their laptops home. Some students do not have wi-fi at home, so taking home a laptop does no good.
5/5/2020 10:32	Yes				yes	
5/6/2020 17:35	Yes	Primarily yes, but not completely.	Individualizing education to each student and working with their strengths. More student directed, project-based learning.	Testing. Some of the things we discussed before school closed. Also, CTE-- lack of.	yes	Lack of CTE opportunities compared to other campuses.
5/6/2020 18:32	No	they need academic, social, emotional, basic needs (ie clothes, supplies etc)	small caring staff, small classes which makes it easier to connect with each student, we offer courses in 4 ways self-paced, DI, online & projects, we offer flexible scheduling, we celebrate student success, we have alternative programs to meet students' social & emotional needs, we offer opportunities in leadership & serving that our students may not have access to at a traditional HS. Improvement: have more opportunities for students to learn skill and competencies that will support them after graduation, be more relevant, have real-world cross-curricular projects	students learning to apply problem solving skills to real world problems so to improve this create project based learning lessons to focus on developing these skills	no	we need larger budget, not sure that all students needs are being met,
5/8/2020 11:56	Yes	Many of our students: Lack a structured domestic home life. Have gaps in their academic development. Have poor attendance. Have not developed social skills necessary to be successful in an academic setting. Are not college bound and need vocational education.	Students receive individual attention at every level of their academic experience at A.H.. Continue to educate the individual	Lack of vocational education. AUSD taking the lead to develop career paths in vocational ed. and providing financial support.	yes	Same as above. Lack of vocational ed. programs and funding.

Timestamp	Do we have clearly established goals and measurable objectives to address our students' needs?	What do we know about the needs of all of the student groups we serve?	What are the school's strengths and how can we build on them to improve outcomes?	What are the areas of concern? What can be done to improve these areas?	Are we using our resources to the best of our abilities?	What are the school's resource inequities?
5/11/2020 8:04	No	We serve students that are behind in credits with a fixed mindset about their academic abilities and experience. We also serve EL and SPED students	Smaller class size allows for student-teacher interaction and building relationships. Maybe build on this to create a mentoring program between staff and students.	Our students are not prepared to start work right after high school. Having a CTE component to our curriculum is needed to prepare our students for the next step in their life.	yes	more technology is needed in the classroom

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
Hillcrest High School	33669770125732	October 12, 2020	

Purpose and Description

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

Schoolwide Program

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

Hillcrest High School meets the ESSA requirements after carefully aligning our goals with the Local Control and Accountability Plan. We have developed goals and allotted financial allocations that will increase or improve services for high-need and at-risk students. After the analysis of data and completion of needs assessments with advisory groups, goals were developed that will best meet the needs of all of our students.

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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).

Hillcrest students take the California Healthy Kids Survey each year. Students, parents and teachers all take a school climate survey yearly.

Classroom Observations

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

Classroom observations are conducted by administration on a daily basis. Formal observations are also conducted for teachers through the district's evaluation cycle. The purpose of classroom observations is to ensure that all students are engaged and supported in their learning through the use of best teaching practices, school-wide adopted instructional strategies, engagement strategies, intervention opportunities, technological resources, and well-prepared, appropriately rigorous and interactive lessons.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. 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)

Teachers and administrators review state and local data continuously to modify and improve instruction based on student need. CAASPP data is reviewed and core instructional department goals are developed to improve student achievement. Yearly AP and PSAT data is also analyzed to identify strengths and areas in need of improvement. Summative assessments in ELA and Mathematics are given to all students at three points during the school year to identify areas in need of support and student growth. Local common formative assessments are given in each core content area. Teachers monitor and analyze student data to inform instruction regularly at the department level and individually.

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

All core curricular teachers administer assessments to inform instruction. Teachers meet in PLCs to analyze data from ongoing assessments and modify instruction and plan interventions embedded into the school day. Under-performing students receive MTSS intervention within the school day and are offered opportunities for extended learning in the Literacy Center during 7th period in a structured environment with teachers and trained peer mentors. Teacher training is supported with professional development opportunities including differentiated staff development, conferences and workshops, and district-wide professional development through CTE. LCFF funding is used to support teacher professional development.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Hillcrest teachers meet all credential requirements in accordance with state guidelines.

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

All teachers at Hillcrest High School are fully credentialed and the site is compliant with state and federal staffing requirements. All core curriculum teachers receive training on SBE-adopted instructional materials. Due to state funding limitations, all adopted materials are no longer eligible for publisher staff development. The LEA provides monthly training for the Instructional Coach. On-site instructional coaches provide teacher on-site support.

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

Bi-weekly staff meetings/staff development are designed to support implementation of rigorous and engaging curriculum and instructional strategies. Weekly PLC time is used to develop "First Best Instruction" to implement Common Core and Next Generation Science Standards. Appropriate professional development opportunities are provided through site professional development specific to individual department needs, district trainings, and the induction program for new teachers.

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

Teachers receive ongoing support through administration-identified needs via classroom walk-throughs. Department chairs and content area teachers work collaboratively to support each other in cognitively planning first-best instruction. The on-site instructional coach participates in department and interdisciplinary team meetings for consultation and staff development purposes.

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

During weekly PLC time and staff meetings, teachers collaborate in department and interdisciplinary teams. Teacher teams are supported by administration and the instructional coach to meet the differentiated needs of each department

Teaching and Learning

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

Teachers use Unit Planning Organizers created in collaboration and with support from the district using the RCD process aligned to Common Core Standards and the Next Generations Science Standards. Teacher teams use pacing guides and research-based instructional strategies to design effective lessons to meet the needs of all students. Content area teams collaborate to develop content-aligned and engaging curriculum and learning activities.

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

N/A

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

N/A

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

All students have access to appropriate standards-based instructional materials both in the classroom and at home.

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

All students receive appropriate and rigorous instruction using standards-aligned core course instructional materials.

Opportunity and Equal Educational Access

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

Teachers and departments offer tutoring before and after school and during lunch. All students have access to the Literacy Center for academic support during 7th period and Homework Zone tutoring after school. An on-line academic recovery program (Odysseyware) during the instructional day and during 7th period supports the mastery of course standards and course remediation.

Evidence-based educational practices to raise student achievement

High yield instructional strategies are utilized in all classrooms at Hillcrest High School. Teachers utilize appropriate instructional strategies to ensure the daily learning objective is met. Higher level questioning is a school-wide instructional strategy used in all classrooms. Teachers cognitively plan learning activities with a level of rigor that is in alignment with the level of rigor required to reach standards-mastery in the Common Core and NGSS. Department teams analyze data and collaborate on instructional strategies to provide intervention and enrichment to meet the diverse needs of their students. Technology-enhanced lessons are implemented to increase student engagement in all core subjects.

Parental Engagement

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

Families are informed of student progress through the Aeries online grade book, which is utilized by all teachers and is easily accessible. Student progress reports are available every six weeks to keep parents informed of student progress. The counselors engage students in academic counseling and monitor under-performing students after each six week grading period. Counselors and teachers utilize a variety of communication methods including email and apps (such as Remind) to communicate with students and parents. Parent conferences are held twice a year. The School Site Council reviews the SPSA and analyzes current practices to ensure the needs of all students are met. The AVID program supports students first in their family to be on a college pathway and schedules regular parent nights to keep parents and families informed and involved. Two community based agencies, the Carol Wylie Center and the McKinley Center, provide students with counseling services on campus. The Hillcrest High School guidance department invites parents to monthly workshops to continue to support and assist under-achieving students. Family engagement trainings have also been presented by CEP through the California Gear Up Grant.

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)

Hillcrest High School promotes active participation through several different organizations. AVID organizes parent nights to keep parents involved and informed throughout the year. Advisory meetings that are open to the public include the Parent Teacher Student Association which meets regularly throughout the year, an English Learner Advisory Committee which, like the School Site Council, holds monthly meetings. These advisory committees provide regular input to the school administration and are involved in decision making. Counselors and administration hold regular parent workshops on a variety of topics to meet the academic and social needs of the students and families, including post high school educational opportunities, the college application process and FAFSA completion.

Funding

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

LCFF funding supports Staff Development for interdisciplinary teams to build Common Core lessons which will help students be prepared for the 21st century workforce. LCFF funds are also leveraged to purchase technology for effective teaching and learning in the classroom and provide differentiated intervention and support for struggling students.

Fiscal support

LCFF-LI and LCFF-EL funds supplement the general fund to provide technology to support a STEM curriculum, teacher training, professional development, and additional resources for under-performing students.

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

Hillcrest High School's administration maintains strong relationships with all stakeholders and parent groups, including ELAC and PTSA. Requests for input on this year's SPSA were held with ELAC on 4/29/20 and with the PTSA Executive Board on 9/23/20 during their regularly scheduled meeting. The school's teaching staff was also consulted through meetings with their department chairs at regularly scheduled leadership team meetings. School administration is also closely in touch with the student body and holds regular informal forums with student leadership groups including AVID, ASB, Renaissance Council, Greatness Within, Black Student Union and a variety of clubs that interact with our diverse student population on a daily basis.

Resource Inequities

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

Over the course of the past few years, Hillcrest High School administration, staff and School Site Council have dedicated a majority of its allocations on increasing and improving technological resources available to students. This was done in order to meet the expectation that Hillcrest serve as a STEM focused comprehensive high school with a 21st century learning environment. Now that technology has been built to this level, we will need to focus future financial allocations on maintaining this technology and should be able to allocate some resources to other focus areas based on our needs assessment. The school closure due to the COVID-19 pandemic resulted in much of the school's technology being distributed to the school's and district's student body. All students and teachers have been provided a new Chromebook/laptop through COVID federal CARES Act funding. Future allocations may need to be used to rebuild the technology at our site or expand to new technological resources.

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	0.29%	0.37%	0.17%	5	6	3
African American	6.22%	5.68%	5.77%	108	93	99
Asian	6.45%	6.84%	6.01%	112	112	103
Filipino	3.17%	2.99%	3.15%	55	49	54
Hispanic/Latino	62.73%	62.88%	65.01%	1089	1,030	1,115
Pacific Islander	0.35%	0.31%	0.35%	6	5	6
White	18.20%	18.38%	17.32%	316	301	297
Multiple/No Response	0.06%	%	2.22%	1		0
Total Enrollment				1736	1,638	1,715

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	428	404	492
Grade 10	442	428	420
Grade 11	424	415	409
Grade 12	442	391	394
Total Enrollment	1,736	1,638	1,715

Conclusions based on this data:

1. Subgroup populations have maintained the same or very similar levels over the past three years.
2. Enrollment dropped during the 2019-2019 school year, but rebounded in the 2019-2020 school year.
3. Class sizes consistently average between 400-450 students. The freshman class in the 2019-2020 school year was significantly larger than previous classes.

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	273	222	236	15.7%	13.6%	13.8%
Fluent English Proficient (FEP)	410	412	455	23.6%	25.2%	26.5%
Reclassified Fluent English Proficient (RFEP)	28	25	30	10.0%	9.2%	13.5%

Conclusions based on this data:

1. The EL population at HHS has dropped by approximately 2% over the course of the last three years.
2. The number of students considered Fluent English Proficient has improved by nearly 3% over the last three years.
3. The number of students reclassified has maintained consistent levels between 9 and 14% of our EL population.

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	445	409	403	429	402	398	429	399	397	96.4	98.3	98.8
All Grades	445	409	403	429	402	398	429	399	397	96.4	98.3	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2590.	2572.	2612.	22.84	20.55	30.98	30.07	28.82	35.52	26.57	23.81	17.13	20.51	26.82	16.37
All Grades	N/A	N/A	N/A	22.84	20.55	30.98	30.07	28.82	35.52	26.57	23.81	17.13	20.51	26.82	16.37

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	30.30	25.56	34.43	48.02	46.62	45.57	21.68	27.82	20.00
All Grades	30.30	25.56	34.43	48.02	46.62	45.57	21.68	27.82	20.00

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	31.00	26.63	37.72	42.89	42.96	44.05	26.11	30.40	18.23
All Grades	31.00	26.63	37.72	42.89	42.96	44.05	26.11	30.40	18.23

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	21.21	21.05	24.49	62.70	58.15	62.88	16.08	20.80	12.63
All Grades	21.21	21.05	24.49	62.70	58.15	62.88	16.08	20.80	12.63

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	28.44	28.39	39.24	51.98	44.97	45.32	19.58	26.63	15.44
All Grades	28.44	28.39	39.24	51.98	44.97	45.32	19.58	26.63	15.44

Conclusions based on this data:

1. 66.5% of the students tested scored in the met or exceeded standards range in English Language Arts during the 2018-2019 school year.
2. Hillcrest High School saw a significant increase (+17%) in students meeting and exceeding standards in English Language Arts between the 17-18 and 18-19 school years.
3. Of the four domains, our lowest scoring domain is in Listening, with only 24.49% of students demonstrating effective communication skills.

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	445	411	404	435	404	394	435	404	394	97.8	98.3	97.5
All Grades	445	411	404	435	404	394	435	404	394	97.8	98.3	97.5

* 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	2552.	2550.	2567.	6.90	6.68	13.71	22.99	20.54	21.83	22.53	25.00	21.32	47.59	47.77	43.15
All Grades	N/A	N/A	N/A	6.90	6.68	13.71	22.99	20.54	21.83	22.53	25.00	21.32	47.59	47.77	43.15

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	19.54	18.32	24.62	25.98	25.74	24.87	54.48	55.94	50.51
All Grades	19.54	18.32	24.62	25.98	25.74	24.87	54.48	55.94	50.51

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	9.43	9.16	16.75	47.13	49.75	46.45	43.45	41.09	36.80
All Grades	9.43	9.16	16.75	47.13	49.75	46.45	43.45	41.09	36.80

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	12.87	11.39	15.23	54.71	54.46	52.03	32.41	34.16	32.74
All Grades	12.87	11.39	15.23	54.71	54.46	52.03	32.41	34.16	32.74

Conclusions based on this data:

- 35.54% of the students tested scored in the met or exceeded standards range in Mathematics during the 2018-2019 school year.
- Hillcrest High School saw a significant increase (+8%) in students meeting and exceeding standards in Mathematics between the 17-18 and 18-19 school years.

3. Of the three domains, our lowest scoring domains were in Problem Solving & Modeling/Data Analysis and Communicating Reasoning, with only 16.75% and 15.23% of students demonstrating effective skills respectively. This, however, is a considerable improvement from previous 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	1552.5	1565.9	1547.1	1568.4	1557.3	1562.8	72	52
Grade 10	1548.1	1579.4	1539.6	1595.8	1555.9	1562.5	53	66
Grade 11	1540.7	1562.9	1525.1	1557.8	1556.0	1567.6	54	46
Grade 12	1544.3	1569.9	1531.3	1579.5	1556.7	1559.6	63	42
All Grades							242	206

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	25.00	19.23	36.11	46.15	26.39	25.00	*	9.62	72	52
10	32.08	37.88	30.19	36.36	22.64	12.12	*	13.64	53	66
11	20.37	19.57	33.33	43.48	27.78	26.09	*	10.87	54	46
12	33.33	26.19	31.75	33.33	*	26.19	19.05	14.29	63	42
All Grades	27.69	26.70	33.06	39.81	23.14	21.36	16.12	12.14	242	206

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	47.22	42.31	27.78	32.69	16.67	15.38	*	9.62	72	52
10	39.62	53.03	33.96	30.30	20.75	6.06	*	10.61	53	66
11	40.74	30.43	37.04	45.65	*	15.22	*	8.70	54	46
12	46.03	38.10	28.57	40.48	*	9.52	*	11.90	63	42
All Grades	43.80	42.23	31.40	36.41	16.12	11.17	8.68	10.19	242	206

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	15.28	7.69	26.39	23.08	30.56	53.85	27.78	15.38	72	52
10	*	6.06	35.85	33.33	26.42	36.36	28.30	24.24	53	66
11	*	6.52	20.37	26.09	24.07	39.13	40.74	28.26	54	46
12	*	9.52	34.92	26.19	28.57	30.95	25.40	33.33	63	42
All Grades	12.81	7.28	29.34	27.67	27.69	40.29	30.17	24.76	242	206

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	44.44	23.08	40.28	65.38	15.28	11.54	72	52	
10	37.74	16.67	52.83	72.73	*	10.61	53	66	
11	50.00	4.35	31.48	71.74	*	23.91	54	46	
12	44.44	9.52	33.33	71.43	22.22	19.05	63	42	
All Grades	44.21	14.08	39.26	70.39	16.53	15.53	242	206	

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	54.17	65.38	40.28	23.08	*	11.54	72	52	
10	56.60	80.30	37.74	7.58	*	12.12	53	66	
11	57.41	80.43	37.04	8.70	*	10.87	54	46	
12	55.56	73.81	38.10	16.67	*	9.52	63	42	
All Grades	55.79	75.24	38.43	13.59	5.79	11.17	242	206	

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	16.67	17.31	38.89	59.62	44.44	23.08	72	52	
10	*	18.18	43.40	50.00	45.28	31.82	53	66	
11	*	6.52	24.07	56.52	59.26	36.96	54	46	
12	*	14.29	49.21	38.10	38.10	47.62	63	42	
All Grades	14.46	14.56	39.26	51.46	46.28	33.98	242	206	

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	22.22	13.46	66.67	75.00	*	11.54	72	52
10	33.96	9.09	60.38	75.76	*	15.15	53	66
11	27.78	13.04	64.81	78.26	*	8.70	54	46
12	30.16	19.05	63.49	71.43	*	9.52	63	42
All Grades	28.10	13.11	64.05	75.24	7.85	11.65	242	206

Conclusions based on this data:

1. The majority of our English Learner population falls into the level 4 and level 3 categories in grades 9-12.
2. As to be expected, students scored highest in the listening and speaking categories.
3. Hillcrest High School English Learners have historically made adequate progress on the CELDT and the trend appears to be continuing with the ELPAC. Since this is the first year of ELPAC scores and scores will not be valid during the 2019-2020 school year, true growth comparisons can not be made.

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
1638	61.7	13.6	0.7
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	222	13.6
Foster Youth	12	0.7
Homeless	25	1.5
Socioeconomically Disadvantaged	1011	61.7
Students with Disabilities	168	10.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	93	5.7
American Indian	6	0.4
Asian	112	6.8
Filipino	49	3.0
Hispanic	1030	62.9
Two or More Races	42	2.6
Pacific Islander	5	0.3
White	301	18.4






Conclusions based on this data:

1. Our student population has declined slightly over time, with a returned increase during the 2018-2019 school year.
2. While the student population has changed, the percentage of students in each category has stayed nearly the same.
3. The Hispanic subgroup continues to be our largest student ethnic group with nearly 63% of our population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our academic performance indicators are blue (English) and green (Math). It will be important to continue to maintain these levels.
2. Our graduation rate is in the blue area and is considered on target.
3. Our college/career performance level is yellow and should be an area of focus.

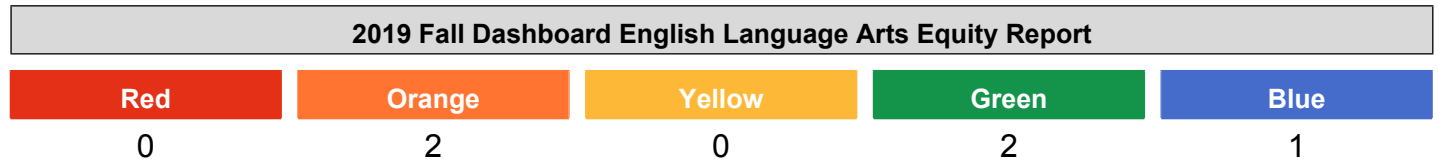
School and Student Performance Data

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				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Blue 30 points above standard Increased Significantly ++43.3 points 388	 Orange 56.1 points below standard Increased Significantly ++43.4 points 67	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Green 15.1 points above standard Increased Significantly ++48.5 points 239
		 Orange 124.4 points below standard Increased Significantly ++17.6 points 41		

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 17.7 points above standard Increased Significantly ++80.3 points 23	American Indian  No Performance Color 0 Students	Asian  No Performance Color 91.1 points above standard Declined -8 points 31	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic  Green 16.1 points above standard Increased Significantly ++47.2 points 250	Two or More Races  No Performance Color 65.5 points above standard Increased Significantly ++50.4 points 17	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Blue 39.9 points above standard Increased Significantly ++35.0 points 56

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 103.7 points below standard Increased Significantly ++28.6 points 43	Reclassified English Learners 29.2 points above standard Increased Significantly ++57.5 points 24	English Only 37.5 points above standard Increased Significantly ++30.8 points 235
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Conclusions based on this data:

1. Test scores increased significantly in all student ethnicity groups, with the exception of our Asian population.
2. All student subgroups are performing above standard.
3. While our Special Education population saw an increase in test scores, they still remain below standard.

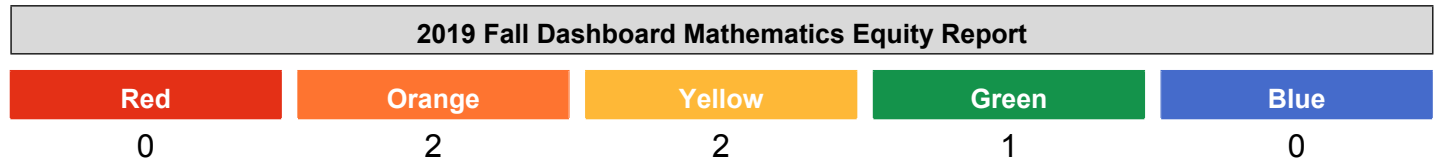
School and Student Performance Data

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				
<div>All Students</div> <div></div> <div>Green</div> <div>58.1 points below standard</div> <div>Increased Significantly ++17 points 382</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>150.4 points below standard</div> <div>Increased ++12.8 points</div> <div>66</div>	<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students - Data Not Displayed for Privacy</div> <div>1</div>		
<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students - Data Not Displayed for Privacy</div> <div>5</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>84.3 points below standard</div> <div>Increased Significantly ++18.1 points 235</div>	<div>Students with Disabilities</div> <div></div> <div>Orange</div> <div>210.2 points below standard</div> <div>Increased Significantly ++17.2 points 40</div>		

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 67.3 points below standard Increased Significantly ++28.6 points 21	American Indian 	Asian  No Performance Color 58.1 points above standard Increased Significantly ++10.2 points 30	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Hispanic  Yellow 84.9 points below standard Increased ++14.4 points 251	Two or More Races  No Performance Color 23.8 points above standard Increased Significantly ++50.2 points 15	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Green 36.2 points below standard Increased ++11.5 points 54

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 202.6 points below standard Declined -8.9 points 42	Reclassified English Learners 59 points below standard Increased Significantly ++37.9 points 24	English Only 47 points below standard Increased ++13.7 points 230
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Conclusions based on this data:

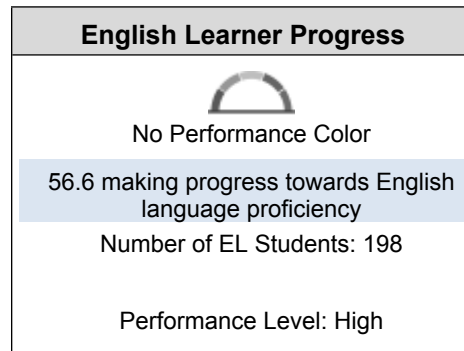
1. All student ethnic subgroups increased or increased significantly.
2. All subgroups improved in mathematics, with the exception of an 8.9 point decline by our current English Learners.
3. While we saw significant growth, several student groups are scoring below standard in math.

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
16.1	27.2	11.1	45.4

Conclusions based on this data:

1. A majority of our students are scoring at Level 2 or 3.
2. We have a high percentage of Level 1 students.
3. Our students are scoring well on the ELPAC but are struggling to reclassify.

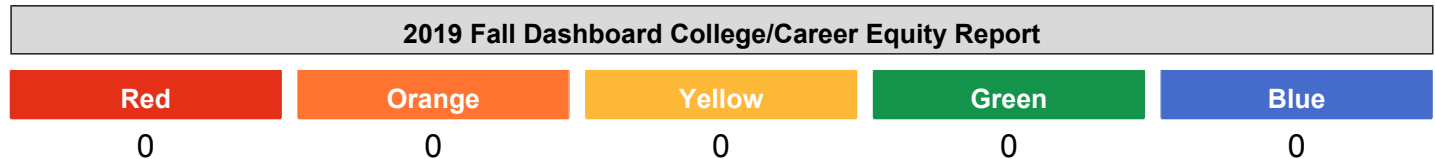
School and Student Performance Data

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		
All Students  Yellow 42.1 Maintained +0.2 392	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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
41.9 Prepared	41.9 Prepared	42.1 Prepared
25.4 Approaching Prepared	25.4 Approaching Prepared	20.7 Approaching Prepared
32.7 Not Prepared	32.7 Not Prepared	37.2 Not Prepared

Conclusions based on this data:

1. All of our students, including all subgroups, scored within the yellow or orange performance indicator level.
2. Our African-American students experienced a decline.
3. The percentage of students prepared has stayed consistent, while the students not prepared has increased.

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
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This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

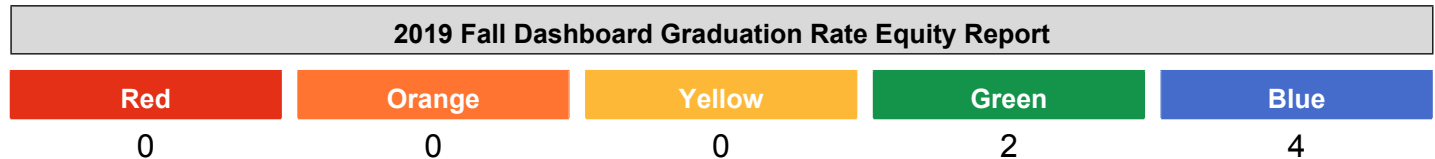
School and Student Performance Data

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.



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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Blue 97 Increased +1.5 394	English Learners  Blue 98.5 Increased +5.7 68	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless  No Performance Color 94.4 Increased +5.6 18	Socioeconomically Disadvantaged  Blue 96.8 Increased +2 283	Students with Disabilities  Green 90.5 Increased +3.8 42

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 96.8 Maintained -0.5 31	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 100 Maintained 0 26	 No Performance Color 100 Maintained 0 14
Hispanic	Two or More Races	Pacific Islander	White
 Blue 97.4 Increased +1.5 233	 No Performance Color 90.9 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 94.6 Increased +4 74

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

2019 Fall Dashboard Graduation Rate by Year

2018	2019
95.4	97

Conclusions based on this data:

1. Graduation rates have stayed above 95%.
2. At-risk and high-need student graduation rates are lower than our average. These subgroups need attention.
3. All student subgroups maintained or increased in graduation rate between 2018 and 2019.

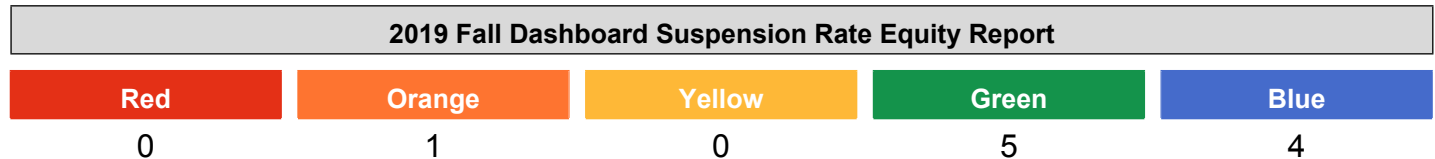
School and Student Performance Data

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		
All Students  Green 0.9 Declined -1.3 1742	English Learners  Blue 0.8 Declined Significantly -2.6 240	Foster Youth  No Performance Color 7.7 Declined -2.8 13
Homeless  Blue 0 Declined -6.1 36	Socioeconomically Disadvantaged  Green 1 Declined -1.6 1104	Students with Disabilities  Green 2.7 Declined Significantly -2.6 185

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Green 1.8 Declined -2.4 111	American Indian  No Performance Color Less than 11 Students - Data 7	Asian  Blue 0 Maintained 0 114	Filipino  Blue 0 Declined -1.9 49
Hispanic  Green 1 Declined -1.6 1093	Two or More Races  Orange 2.1 Increased +2.1 48	Pacific Islander  No Performance Color Less than 11 Students - Data 5	White  Green 0.6 Declined -0.6 315

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.2	0.9

Conclusions based on this data:

1. Suspension rates have declined over the past three years.
2. Foster youth, Students with Disabilities and African American students experienced a higher suspension rate than other subgroups.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

By June 2021, the overall percentage of students exceeding or meeting standard on the English Language Arts Summative Smarter Balanced Assessments will increase by 3% as compared to the 2018-2019 test results.

Identified Need(s)

Funding to maintain and replace classroom technology
Instructional materials that meet the demands of Common Core and SBAC assessment
Professional Development and resources to engage students in distance learning due to the COVID-19 pandemic

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC data.	The data shows that the number of students performing at the meet or exceeds standard on the English Language Arts Summative Smarter Balanced Assessment increased by 17%. The ultimate goal, however, is for all students to meet or exceed standards.	The school will review yearly SBAC results to evaluate the progress towards this goal. SBAC test score data will be compared to 2018-2019 data due to the COVID-19 school closure during the 2019-2020 school year.

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

Instructional materials to supplement core curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	LCFF-LI 4000-4999: Books 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

Integrate technology, web sites and software to enhance the learning environment that challenges all students to achieve excellence.
--

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)
8200	LCFF-LI 4000-4999: Books 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

Provide quality and engaging instructional supplies, resources and materials to enhance the curriculum developed through RCD as well as Common Core standards across the curriculum.
--

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	LCFF-LI 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide resources for supplemental programs such as yearbook, online newspaper, access to online databases.

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)

300

Source(s)

LCFF-LI
4000-4999: Books And Supplies

4000

LCFF-LI
5000-5999: Services And Other Operating Expenditures

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

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

All students

Strategy/Activity

Staff professional development opportunities for training relating to content area, STEM and Advanced Placement, technology, online learning, using diagnostic data, as well as leadership development to support successful PLCs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

LCFF-LI
5800: Professional/Consulting Services And Operating Expenditures

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

PLC time for teacher collaboration days for each content area for the purposes of planning, collaboration, norming of grading and homework procedures, differentiation of instruction, data review and analysis to address the needs of all students, and planning intervention and enrichment activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Strategically build master schedule according to student course selections, interests and 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)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue to expand AP course offerings and access to rigorous courses.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Continue to build and elaborate our STEM career pathway education programs and expand student course choices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

District-funded Instructional Coach to support on-site professional development and instruction in the 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)

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

Monthly professional learning time designed for the specific needs of students and staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

MTSS-Literacy Center available to all students during 7th period to provide intervention targeted at failing students. Two teachers and trained peer tutors provide support for mastery of CCSS ELA and mathematics standards. Tiered intervention provides open access 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)

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

Homework Zone to provide a safe and supportive environment for students to receive academic assistance and intervention from teachers and trained peer tutors after school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Credit recovery program courses offered by a credentialed teacher to provide opportunities for students to meet A-G requirements during 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)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

One parent conference will be held per semester. Three parent nights (one for each sports season) will be hosted.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parents will be informed of academic progress through the AERIES parent portal.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Promote literacy and Common Core State Standards for English Language Arts across curricula to increase academic rigor 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)

Strategy/Activity 18

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 take the i-Ready English diagnostic test at designated intervals to assess student lexile placement and literacy ability. Results will be used to inform data-driven decisions.

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)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

English staff receives ongoing training on the implementation, regular practice, and analysis of SBAC interim assessments throughout the year. This practice has been effective in preparing students to be prepared for the rigorous content of the summative SBAC assessment.

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

There are no major differences between intended implementation and/ or budgeted expenditures.

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.

The goal will remain the same at 3% growth in meets/exceeds category for ELA. The data will be compared to data from the 2018-2019 school year due to COVID-19 pandemic school closures during the 2019-2020 school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

By June 2021, the overall percentage of students exceeding or meeting standard on the Mathematics Summative Smarter Balanced Assessments will increase by 3% as compared to the 2018-2019 test results.

Identified Need(s)

Funding to maintain and replace classroom technology
Instructional materials that meet the demands of Common Core and SBAC assessment
Professional Development and resources to engage students in distance learning due to the COVID-19 pandemic

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC data.	The data shows that the number of students performing at the meet or exceeds standard on the Mathematics Summative Smarter Balanced Assessment increased by 8%. The ultimate goal, however, is for all students to meet or exceed standards.	The school will review yearly SBAC results to evaluate the progress towards this goal. SBAC test score data will be compared to 2018-2019 data due to the COVID-19 school closure during the 2019-2020 school year.

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

Instructional materials to supplement core curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

LCFF-LI
4000-4999: Books 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

Continue to build and elaborate our STEM career pathway education programs and expand student choices. Support software and technology for Integrated Math computing, Robotics and AP Computer Science courses.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1500

Source(s)

LCFF-LI
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Integrate technology, web sites and software to enhance the learning environment that challenges all students to achieve excellence.

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)

11000

Source(s)

LCFF-LI
4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide quality and engaging instructional supplies, resources and materials to enhance the curriculum developed through RCD as well as Common Core standards across the curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

LCFF-LI
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Staff professional development opportunities for training relating to content area, STEM and Advanced Placement, technology, online learning, using diagnostic data, as well as leadership development to support successful PLCs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4000

Source(s)

LCFF-LI
5000-5999: Services And Other Operating Expenditures

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

PLC time for teacher collaboration days for each content area for the purposes of planning, collaboration, norming of grading and homework procedures, differentiation of instruction, data review and analysis to address the needs of all students, and planning intervention and enrichment activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Strategically build master schedule according to student course selections, interests and 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) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue to expand AP course offerings and access to rigorous courses.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

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

Continue to build and elaborate our STEM career pathway education programs and expand student course choices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

District-funded Instructional Coach to support on-site professional development and instruction in the 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)

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

Monthly professional learning time designed for the specific needs of students and staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

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

MTSS-Literacy Center available to all students during 7th period to provide intervention targeted at failing students. Two teachers and trained peer tutors provide support for mastery of CCSS ELA and mathematics standards. Tiered intervention provides open access 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)

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

Homework Zone to provide a safe and supportive environment for students to receive academic assistance and intervention from teachers and trained peer tutors after school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Credit recovery program courses offered by a credentialed teacher to provide opportunities for students to meet A-G requirements during 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)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

One parent conference will be held per semester. Three parent nights (one for each sports season) will be hosted.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parents will be informed of academic progress through the AERIES parent portal.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Promote Common Core State Standards for Mathematics across curricula to increase academic rigor 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)

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

All mathematics students will take the MDTP test at designated intervals to assess student placement and growth. Results will be used to inform data-driven decisions.

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)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Math staff receives ongoing training on the implementation, regular practice, and analysis of SBAC interim assessments throughout the year. This practice has been effective in preparing students to be prepared for the rigorous content of the summative SBAC assessment.

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

There are no major differences between intended implementation and/ or budgeted expenditures.

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.

The goal will be lowered to 3% growth in meets/exceeds category for math. The data will be compared to data from the 2018-2019 school year due to COVID-19 pandemic school closures during the 2019-2020 school year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

By June 2021, the overall percentage of students exceeding or meeting standard on the English Language Arts Summative Smarter Balanced Assessments will increase by 3% as compared to the 2018-2019 test results.

Identified Need(s)

Funding to maintain and replace classroom technology
Instructional materials that meet the demands of Common Core and SBAC assessment
Professional Development and resources to engage students in distance learning due to the COVID-19 pandemic

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC data.	The data shows that the number of students performing at the meet or exceeds standard on the English Language Arts Summative Smarter Balanced Assessment increased by 17%. The ultimate goal, however, is for all students to meet or exceed standards.	The school will review yearly SBAC results to evaluate the progress towards this goal. SBAC test score data will be compared to 2018-2019 data due to the COVID-19 school closure during the 2019-2020 school year.

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

Instructional materials to supplement core curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1500

Source(s)

LCFF-LI
4000-4999: Books 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

Integrate technology, web sites and software to enhance the learning environment that challenges all students to achieve excellence.

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)

9801

Source(s)

LCFF-LI
4000-4999: Books 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

Provide quality and engaging instructional supplies, resources and materials to enhance the curriculum developed through RCD as well as Common Core standards across the curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

LCFF-LI
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Staff professional development opportunities for training relating to content area, STEM and Advanced Placement, technology, online learning, using diagnostic data, as well as leadership development to support successful PLCs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1349

Source(s)

LCFF-LI
5000-5999: Services And Other Operating
Expenditures

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

PLC time for teacher collaboration days for each content area for the purposes of planning, collaboration, norming of grading and homework procedures, differentiation of instruction, data review and analysis to address the needs of all students, and planning intervention and enrichment activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Strategically build master schedule according to student course selections, interests and 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) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue to expand AP course offerings and access to rigorous courses.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

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 to build and elaborate our STEM career pathway education programs and expand student course choices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

District-funded Instructional Coach to support on-site professional development and instruction in the 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)

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

Monthly professional learning time designed for the specific needs of students and staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

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

MTSS-Literacy Center available to all students during 7th period to provide intervention targeted at failing students. Two teachers and trained peer tutors provide support for mastery of CCSS ELA and mathematics standards. Tiered intervention provides open access 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)

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

Homework Zone to provide a safe and supportive environment for students to receive academic assistance and intervention from teachers and trained peer tutors after school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

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

Credit recovery program courses offered by a credentialed teacher to provide opportunities for students to meet A-G requirements during 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)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

One parent conference will be held per semester. Three parent nights (one for each sports season) will be hosted.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parents will be informed of academic progress through the AERIES parent portal.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Support literacy and Common Core State Standards for English Language Arts across curricula to increase academic rigor 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)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

English staff receives ongoing training on the implementation, regular practice, and analysis of SBAC interim assessments throughout the year. This practice has been effective in preparing students to be prepared for the rigorous content of the summative SBAC assessment. History staff participates in regular PLC as well as staff development to align their instruction and common formative assessments to both History content standards as well as Reading and Writing standards for Literacy.

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

There are no major differences between intended implementation and/ or budgeted expenditures.

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.

The goal will remain the same at 3% growth in meets/exceeds category for English. The data will be compared to data from the 2018-2019 school year due to COVID-19 pandemic school closures during the 2019-2020 school year.

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

Science (Secondary Only)

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

By June 2021, the overall percentage of students exceeding or meeting standard on the California Science Test will increase by 5% as compared to the 2018-2019 test results.

Identified Need(s)

Funding to maintain and replace classroom technology
Instructional materials that meet the demands of Common Core and SBAC assessment
Professional Development and resources to engage students in distance learning due to the COVID-19 pandemic

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC data.	Data for the California Science Test has not yet been received. Baseline data will be received in January, 2020. The ultimate goal, however, is for ALL students to meet or exceed standards.	The school will review yearly SBAC results to evaluate the progress towards this goal. SBAC test score data will be compared to 2018-2019 data due to the COVID-19 school closure during the 2019-2020 school year.

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

Hillcrest High School teachers will work in collaboration with teachers from other schools to revise the current curriculum and align with NGSS.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	LCFF-LI 5000-5999: Services And Other Operating Expenditures

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

Integrate technology, web sites and software to enhance the learning environment that challenges all students to achieve excellence.

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)
12500	LCFF-LI 4000-4999: Books 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

Provide resources for supplemental programs such as STEM, and access to online lab 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)	Source(s)
5000	LCFF-LI 4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Staff professional development opportunities for training relating to content area, STEM and Advanced Placement, technology, online learning, using diagnostic data, as well as leadership development to support successful PLCs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1500

Source(s)

LCFF-LI
5800: Professional/Consulting Services And
Operating Expenditures

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

PLC time for teacher collaboration days for each content area for the purposes of planning, collaboration, norming of grading and homework procedures, differentiation of instruction, data review and analysis to address the needs of all students, and planning intervention and enrichment activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Strategically build master schedule according to student course selections, interests and 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)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue to expand AP course offerings and access to rigorous courses.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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 to build and elaborate our STEM career pathway education programs and expand student course choices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

District-funded Instructional Coach to support on-site professional development and instruction in the 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)

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

Monthly professional learning time designed for the specific needs of students and staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

MTSS-Literacy Center available to all students during 7th period to provide intervention targeted at failing students. Two teachers and trained peer tutors provide support for mastery of CCSS ELA and mathematics standards. Tiered intervention provides open access 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)

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

Homework Zone to provide a safe and supportive environment for students to receive academic assistance and intervention from teachers and trained peer tutors after school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Credit recovery program courses offered by a credentialed teacher to provide opportunities for students to meet A-G requirements during 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)

Strategy/Activity 14**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

One parent conference will be held per semester. Three parent nights (one for each sports season) will be hosted.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 15**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Parents will be informed of academic progress through the AERIES parent portal.

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)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

We are in the first year of implementing this goal.

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

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

English Learners

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

By June 2021, 20% or more of English Learner students will make annual progress in learning English by improving at least one level on the ELPAC exam.

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC results.	Our students are making adequate progress on AMAO 1 and students with 5 or more years of instruction in AMAO 2. Students with less than 5 or more years still need additional support, which will be provided through intensive intervention in ELD class 1-3.	The school will review yearly SBAC results to evaluate the progress towards this goal. SBAC test score data will be compared to 2018-2019 data due to the COVID-19 school closure during the 2019-2020 school year.

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)

English Learners

Strategy/Activity

Purchase technology to support ELD standards, instruction and differentiation.

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)
16648	LCFF-EL 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Provide annual stipend to maintain the English Learner Facilitator position in order to maintain compliance documentation and to support site staff in meeting the needs of English Learners.

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)
3441	LCFF-EL 1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

CABE Attendance

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)
310	LCFF-EL 5800: Professional/Consulting Services And Operating Expenditures

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

Translation services for parent-teacher conferences and parent meetings throughout the year.

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)

2000

Source(s)

LCFF-EL
2000-2999: Classified Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Implementation of ELA CCSS and ELD standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Provide collaboration and planning time to support differentiation of instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Strategically build master schedule according to student course selections, interests and 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)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Provide training to Bilingual Instructional Aid.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Provide professional development opportunities related to English Learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

One parent conference will be held per semester. Three parent nights (one for each sports season) will be hosted.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Parents will be informed of academic progress through the AERIES parent portal.

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)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

We are in the first year of implementing this goal.

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

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

Safe and Drug-Free Environment Conducive to Learning

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

By June 2021, Hillcrest High School's average daily attendance rate will increase by 0.5%.

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance data is compiled in Aeries.	The data shows that the daily attendance rate increased by .48% between 2018 and 2019.	The school will review yearly SBAC results to evaluate the progress towards this goal. SBAC test score data will be compared to 2018-2019 data due to the COVID-19 school closure during the 2019-2020 school year.

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

Staff development will focus on the importance of student engagement and achievement and student campus connections.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Health class is a graduation requirement; addresses health, drug awareness and personal safety.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

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 awareness events including Friendship Week and other anti-bullying campaigns, Red Ribbon Week, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Workshops on sexual harrassment and social media give by the Riverside County's DA's office and Riverside Crisis Center to 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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Staff development on crisis intervention and protocol for students in need.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The administration team will regularly evaluate attendance, discipline records and suspensions and provide updates to staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

The Wylie Center and the McKinley Center will continue to provide support and counseling services to our at-risk youth, including substance abuse support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Parents will be informed by the school when students are not in attendance, are habitually tardy or absent, or disruptive to the learning environment.

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)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Saturday School is a new strategy implemented this school year to encourage excellent attendance and recoup ADA during the 2019-2020 school year. The school close response to the COVID-19 pandemic school closure had a significant impact on attendance rates during the 2019-2020 school year.

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

There are no major differences between intended implementation and/ or budgeted expenditures.

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.

There are no changes to this goal.

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

High School Graduation and College Readiness

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

By June 2021, all Hillcrest High School Seniors will graduate with a diploma. 60% of Hillcrest High School students will meet A-G requirements.

Identified Need(s)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data gathered from Aeries will be used to assess graduation rates and A-G completion rates.	The California Schools Dashboard Graduation Rate was 97.2% for 2018-2019. Ultimately, we want 100% of our students to graduate meeting A-G requirements.	The school will analyze graduation data from Aeries.

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

Grade level workshops provided to all students through Guidance counseling office.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Individual one-on-one academic counseling for each student to assess yearly progress for graduation and college readiness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Intervention-based counseling provided for struggling students on an ongoing basis to support graduation and college readiness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Working toward all classes being A-G eligible.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Emphasis on cultural diversity on campus including clubs supporting under-represented 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)

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

Hillcrest will continue to work on implementing engaging pathways that integrate rigorous academics with career-based learning and real-world workplace experiences.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Staff development will focus on the implementation of rigorous instruction utilizing school-wide instructional strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Staff development will focus on the assessment cycle to identify needs of 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)

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

Staff development will focus on the effective use of technology for teaching and learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Administration and guidance teams regularly evaluate and monitor course selections to ensure high graduation rate and increasing A-G readiness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Parents will receive updates on student progress towards graduation via progress reports in Aeries portal.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Annual College Signing Day to highlight students who have signed to a four year university or the armed forces.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Senior Awards night to recognize the efforts of our students to secure academic scholarship and awards to college.

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)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Staff work diligently to implement strategies and in constant collaboration to improve graduation rates.

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

There are no major differences between intended implementation and/ or budgeted expenditures.

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.

There are no changes to this goal.

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	\$97,049.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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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 (\$)
LCFF-EL	\$22,399.00
LCFF-LI	\$74,650.00

Subtotal of state or local funds included for this school: \$97,049.00

Total of federal, state, and/or local funds for this school: \$97,049.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	22,399	0.00
LCFF-LI	74,650	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-EL	22,399.00
LCFF-LI	74,650.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	3,441.00
2000-2999: Classified Personnel Salaries	2,000.00
4000-4999: Books And Supplies	68,949.00
5000-5999: Services And Other Operating Expenditures	18,849.00
5800: Professional/Consulting Services And Operating Expenditures	3,810.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-EL	3,441.00
2000-2999: Classified Personnel Salaries	LCFF-EL	2,000.00
4000-4999: Books And Supplies	LCFF-EL	16,648.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-EL	310.00
4000-4999: Books And Supplies	LCFF-LI	52,301.00

5000-5999: Services And Other Operating Expenditures	LCFF-LI	18,849.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-LI	3,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	20,500.00
Goal 2	20,500.00
Goal 3	13,150.00
Goal 4	20,500.00
Goal 5	22,399.00

School Site Council Membership

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

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

Name of Members	Role
David Ferguson	Principal
Becca Cook	Classroom Teacher
Errol Garnett	Classroom Teacher
Barbara Milliorn	Classroom Teacher
Mary Thrasher	Classroom Teacher
Pamela Edmondson	Other School Staff
Brian Clark	Parent or Community Member
Daniel Fernandez	Parent or Community Member
Zoe Milkie	Parent or Community Member
Shayda Abdurahman	Secondary Student
Francesca Arredondo-Henry	Secondary Student
Jessal Martinez	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee



Departmental Advisory Committee



Other: PTSA

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 October 12, 2020.

Attested:



Principal, David Ferguson on 10/12/20



SSC Chairperson, Pamela Edmondson on 10/12/20

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

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

- a. engage parents and family members in their children's education
- b. inform parents and family members that they can directly effect the success of their children's learning
- c. build consistent and effective communication between home/school
- d. train teachers and administrators to communicate effectively with parents and families
- e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)

**Hillcrest High School P.T.S.A
General Association Meeting
September 23, 2020**

Meeting Agenda

Principal Report/SPSA: David Ferguson

ASB Report: Becca Cook

Student Rep Report: (no report)

Minutes: Trish Byrd

Treasurer / Financial Business: Terri Baca

President's Report: Jamie Walden

Membership Report: Daisy Rojas

Fundraising Report:

Hospitality Report: Michelle Gianella

Auditor Report:

Scholarship Committee Report:

Alvord Unified School District
Hillcrest High School
English Learners Advisory Committee

AGENDA

Date: 4/29/20

I Introductory Procedures

1. Call to Order
2. Welcome/Sign-in (EL4b)
3. Pledge of Allegiance

II. Action Items

1. Agenda
 - a. Approval of Minutes of Meeting from 3/3/20
Amendment to the minutes? _____
Motion made by _____ Second by _____

III. Discussion/Information
Training

1. SPSA
2. ELAC Budget 2020/2021
3. Suggestions/Comments

IV. Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

V. Adjournment

1. Next Meeting: TBD
2. Adjournment

Alvord Unified School District
Hillcrest High School
English Learners Advisory Committee

Minutes

Date: 4/29/20

I Introductory Procedures

1. Call to Order 10:09am
2. Welcome/Sign-in (EL4b)
3. Pledge of Allegiance

II. Action Items

1. Agenda
 - a. Approval of Minutes of Meeting from 3/3/20 Tabled to next meeting
Amendment to the minutes? _____
Motion made by _____ Second by _____

III. Discussion/Information
Training

1. SPSA-Discussion led by Mr. Ferguson. Need approval before June. Budget is approximately \$20,000 depending on number of EL students.
2. ELAC Budget 2020/2021-Usually about half of the budget is spent on Technology for EL students. The other half includes EL Facilitator stipend, translators, Teacher training for EL, and CAFE. Parents in attendance agreed with the proposal.
3. Suggestions/Comments – A parent recommended a workshop for EL parents. Possibly additional tutoring for EL students, but it is recommended that parents are contacted and informed so that they can make sure the student attends

IV. Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35145.5 prohibit the Council from discussing or acting upon matters not on the Agenda.

V. Adjournment

1. Next Meeting: TBD
2. Adjournment 10:25am



Hillcrest High School

Perseverance Responsibility Innovation Diversity Excellence

School Site Council

Meeting Date: Monday, October 12, 2020

Meeting Location: Virtual via Zoom – Meeting ID 733 955 4107 Time: 2:30pm

MEETING AGENDA

I. Introductory Procedure

1. Call to Order
2. Establishment of Quorum
3. Pledge of Allegiance
4. Welcome and Introductions

II. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

III. Action Items

1. Approve minutes from 9/14/20 meeting
2. Approve Categorical Expenditures for LCFF-LI and LCFF-EL
 - A. Review and approve the purchase of 12 Edulastic subscriptions to support Common Core/online instruction and assessment and advance student achievement (NTE \$1200, LCFF-LI)
3. Review and approve School Plan and Budgets
 - A. Review and approve site budgets for 2020-2021 school year
 - B. Review and approve the 2020-2021 Single Plan for Student Achievement

V. Discussion/Information

1. Budget Report
2. Reports from Parent Committees
 - A. English Learner Advisory Committee (ELAC)/DELAC
 - B. Action Team for Partnership (ATP)
 - C. Parent Advisory Committee (PAC)
3. Program Reports
 - A. Professional Development Opportunities
 - B. Parent and Family Involvement Opportunities
 - C. Interventions
4. Principal's Report

V. Adjournment

1. Agenda building for next meeting
2. The next SSC meeting is scheduled for Monday, November 9, 2020 at 2:30pm.
3. Adjournment

**Hillcrest High School P.T.S.A
General Association Meeting
September 23, 2020**

Meeting called to order at 5:05 P.M. by Jamie Walden HHS, via zoom.
In attendance: Jamie Walden, David Ferguson, Terri Baca, Michelle Gianella,
Daisy Rojas, Becca Cook and Trish Byrd

Principal Report/SPSA: David Ferguson

- Its been a tough year without the kids
- Fall Sports will get to start practicing soon following the social distance rules
- The SPSA was discussed. Mr. Ferguson asked for recommendations. We agreed that the past efforts were good to be continued. Technology is important and should continue to be a focus.

ASB Report: Becca Cook

- Visual/Performing Arts are working on a virtual show.

Student Rep Report: (no report)

Minutes: Trish Byrd

The minutes from February thru August were read and approved.

Treasurer / Financial Business: Terri Baca

- Check for \$500 was cashed and a deposit for \$1000 was made during the past few months
- Terri made a motion approve reports February thru August, and Michelle 2nd.
- Terri presented a budget for 20/21 Trish made a motion to approve, and Michelle 2nd
- Michelle made a motion to release funds to pay PTA insurance, Daisy 2nd

President's Report: Jamie Walden

- Elections PTSA's 20-21 school year board are as follows:
 - Jamie Walden President
 - Trish Byrd Treasurer
 - Terri Baca Secretary
 - Daisy Rojas Membership
 - Michelle Gianella Historian
- Michelle made a motion to add Trish Byrd on to the bank account as Treasurer, Jamie Walden as President, and Terri Baca as Secretary. Daisy 2nd

Membership Report: Daisy Rojas

- Trish will design a flyer for membership, and David will post on the Hillcrest facebook page.
- We need 15 members to stay in good standings with PTA.
- Jamie has envelopes and will drop them off at school for the students to pick up.
- Membership will be \$10 per person this year.

Fundraising Report:

Hospitality Report: Michelle Gianella

Nothing to report

Auditor Report:

Audit is due – pending receipt of treasurer books.

Hillcrest High School P.T.S.A
General Association Meeting 2/24/2020
Minutes Page 2 of 2

Scholarship Committee Report:

19-20 Scholarships were awarded to Nicholas Ellis and Savannah Baca.



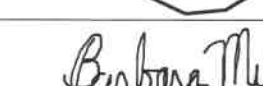
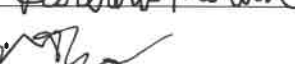



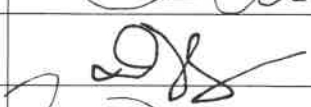
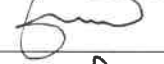
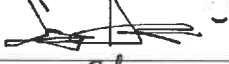
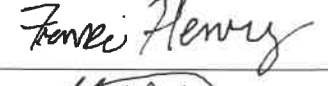

Trish made a motion to release \$1000 (\$500 each to the winners.) Michelle 2nd

The next PTSA Meeting is scheduled for 5:00pm on **October 5th** at **5:00pm via Zoom**

Meeting was adjourned at 5:33 pm.

Hillcrest High School

School Site Council Secondary Sign-In Sheet Monday, October 12, 2020

Name (Type)	Signature	SSC Position	Officer
SCHOOL SITE MEMBERS			
David Ferguson		Principal	
Becca Cook		Classroom Teacher	
Errol Garnett		Classroom Teacher	
Barbara Milliorn		Classroom Teacher	
Mary Thrasher		Classroom Teacher	
Pam Edmondson		Other Staff	
PARENTS/ STUDENTS/COMMUNITY MEMBERS			
Brian Clark		Parent/Community Member	
Daniel Fernandez		Parent/Community Member	
Zoe Milkie		Parent/Community Member	
Shayda Abdurahman		Student	
Frankie Arredondo-Henry		Student	
Jessal Martinez		Student	

NON-MEMBERS/GUESTS		
Name (Print)	Signature	Title



Hillcrest High School

Perseverance Responsibility Innovation Diversity Excellence

School Site Council

Meeting Date: Monday, October 12, 2020

Meeting Location: Virtual via Zoom – Meeting ID 733 955 4107 Time: 2:30pm

MEETING MINUTES

I. Introductory Procedure

1. Call to Order – The meeting was called to order at 2:32pm.
2. Establishment of Quorum – A quorum was established with twelve members present.
3. Pledge of Allegiance – P. Edmondson led the council in the Pledge of Allegiance.
4. Welcome and Introductions – P. Edmondson welcomed the council members to the second meeting of the year.

II. Hearing Session/Public Comments

This item is placed on the agenda so that members of the audience have the opportunity to speak regarding subjects or concerns that do not appear on the agenda. The chair reserves the right to limit the speaking time to three minutes. Government Code Section 54954.2 and Education Code Section 35154.5 prohibit the council from discussion or acting upon matters not on the agenda.

No members of the audience came forward.

III. Action Items

1. Approve minutes from 9/14/20 meeting – The minutes of the meeting held on 9/14/20 were reviewed. No revisions were requested. Motion to approve the minutes from 9/14/20 as presented: 1st – E. Garnett, 2nd – Z. Milkie, approved unanimously.
2. Approve Categorical Expenditures for LCFF-LI and LCFF-EL – One expenditure request was made.
 - A. Review and approve 12 Edulastic subscriptions to support Common Core/online instruction and assessment and advance student achievement (NTE \$1200 from LCFF-LI). Motion to approve: 1st – B. Cook, 2nd – B. Clark, approved unanimously.
3. Review and approve School Plan and Budgets.
 - A. Review and approve site budgets for 2020-2021 school year – D. Ferguson reviewed the budgets. Motion to approve: 1st – M. Thrasher, 2nd – B. Milliorn, approved unanimously.
 - B. Review and approve the 2020-2021 Single Plan for Student Achievement – D. Ferguson reviewed the SPSA. Motion to approve: 1st – M. Thrasher, 2nd – B. Milliorn, approved unanimously.

V. Discussion/Information

1. Budget Report – D. Ferguson again reviewed the different budgets assigned to our school, LCFF-LI and LCFF-EL. The budget will continue to be discussed in greater detail in future meetings.
2. Reports from Parent Committees
 - A. English Learner Advisory Committee (ELAC)/DELAC – D. Ferguson led the discussion about ELAC. They held a meeting and no one attended. This is typically a low attended meeting. Another meeting is scheduled for later this month. The team will work on reaching out to parents who may be interested.
 - B. Action Team for Partnership (ATP) – D. Ferguson led a discussion about ATP. Mr. Frieden is our facilitator this year and would like to work on forming an ATP committee. B. Cook and Z. Milkie both expressed interested in attending.

- C. Parent Advisory Committee (PAC) – Z. Milkie reported that the meeting is being held tomorrow. She will report back at our next meeting.
- 3. Program Reports
 - A. Professional Development Opportunities – D. Ferguson reported that professional development continues to be focused on assisting teachers with teaching in a distance learning environment. P. Edmondson has been working on a professional development for Friday focusing on distance learning, WASC goals and our Specific Learning Objective, PRIDE.
 - B. Parent and Family Involvement Opportunities – D. Ferguson led a discussion about helping students get back on track. A meeting is being held on Wednesday night for students and parents to get the students who are failing multiple classes back on track. The percent of F's assigned during the first grading period increased from 7% to 13%. Students who do not attend will get a personal phone call or home visit. Parent nights for all students will be scheduled in the next two weeks to address questions and general information.
 - C. Interventions – D. Ferguson explained that several interventions are being implanted as mentioned above. Z. Milkie asked if Hillcrest will be getting GoGuardian, as she has personally seen drastic improvements made with her middle school students' instruction. D. Ferguson explained that GoGuardian accounts are in the process of being setup for all teachers in the district.
- 4. Principal's Report – D. Ferguson reported that Hillcrest continues to move forward. He wishes everyone well and hopes everyone is safe and healthy. He encouraged everyone to work hard and to look forward to the day we return.

V. Adjournment

- 1. Agenda building for next meeting – D. Ferguson asked for suggestions for the next meeting. No suggestions were made, but discussions will begin to be had about our next SPSA and the emergency plan.
- 2. The next SSC meeting is scheduled for Monday, October 12, 2020 at 2:30pm.
- 3. Adjournment: Motion to adjourn the meeting at 3:23pm: 1st – B. Cook, 2nd – D. Fernandez, unanimously approved.



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
La Sierra High School	33 66977 3330008	May 26, 2020	

Purpose and Description

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

Schoolwide Program

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

La Sierra is fully embracing the mindset of ensuring the most promising strategies are used to improve our school and ensure all students are receiving a quality education. We have utilized monies to create intervention programs to close the achievement gaps. Our school wide focus will be on literacy across the content areas to meet the LCAP goal Conditions of Learning. The staff will continue to receive professional development on fostering positive relationships with students while embedding AVID strategies across the curriculum. Each content area will have smart goals to ensure our content area literacy grows in a positive direction. We will further address the number two goal of the district's LCAP and ensure we have a positive growth in pupil outcome. We will increasing academic rigor through increased enrollment in Advanced Placement Classes, Dual Enrollment Classes, and A-G approved classes. Additionally we will continue to submit courses to the district for A-G approval. Finally, we will work towards the District's last LCAP goal on

engagement by focusing on building a positive culture that educates the whole child while embedding opportunities to engage parents in the educational process. Through this comprehensive plan, we will effectively meet the ESSA requirements in alignment to the Local Control and Accountability Plan and other federal, state, and local programs.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

We have utilized multiple surveys and have had a myriad of results. Upon completion of student's senior year, we require an exit survey. The results indicate our students believe they are meeting the A-G requirements; however, the graduation data does not support the survey results. Over 60% of our seniors in the class of 2019 felt they had met the A-G requirements, when less than half have actually met the requirements. As a result, we have implemented more student and parent education on the A-G requirements. Looking at the Heathy Kids Survey, 45% of those surveyed speak Spanish in the home, 83% of students have not attended our after school programs and 56% say they have a connectedness to the school. This data supports the need for more communication to our parents of the after school programs making sure all communiques are completed in both English and Spanish. We also need to do a better job on creating a culture of academic awareness and interventions we offer. There also is a need to offer more professional development on building bridges of connections to our students. Finally, our staff survey results indicate the staff is pleased with the positive direction the school is headed. Staff believes the students are adhering to school policies and site administration offers support to the staff. However, our staff would like more professional development on engaging the disengaged, embedding technology into their lessons, and continued work on creating a culture of academia.

Classroom Observations

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

The classrooms are visited regularly by site administration and the instructional coach. The visits are done on a weekly basis by rotation. Teachers are formally and informally observed throughout the year. Those teachers who are not tenured and who struggle with content/engagement are visited more frequently. Most teachers are embracing components of "Capturing Kids Hearts" by standing at their doors during passing periods, sharing "something" good, and creating social contracts. The instructional coach and site principal works collaboratively with struggling teachers. The professional development calendar was created based on survey results and classroom observation findings. AVID classes and those teachers embracing technology fostering positive relationships with their students have high levels of engagement; therefore, our school wide focus has come full circle. We are embedding WICOR AVID/Capturing Kids Hearts strategies into every professional development. Overall, there are rigorous lessons being delivered and less classroom behavioral infractions occurring.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965. 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)

Administrators, department chairs, the instructional coach, teachers and paraprofessionals at La Sierra High School meet regularly to evaluate the results of state and local student assessment data. Teachers discuss and analyze departmental common assessments and interim CAASPP assessments. The data drives the instructional focus. Critical reading and writing is an area that most students are not meeting performance goals; therefore, our school wide focus is on literacy. Through this school wide focus, our hope is that our data will show positive growth on the SBAC and ELPAC.

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

After looking at multiple years of data it was determined that testing students in 8th grade and then in 11th grade had a negative impact on testing results. The class of 2019 had a drop in test scores and they were the first graduating class to be tested as 8th graders and again as 11th graders. This data created the need to embed the interim CAASPP assessments in courses for 9th, 10th and 11th graders. After looking at the results of the interim assessment it was further deemed we needed more focused data to determine the exact area of focus. So we are now administering the Focused Interim Assessment Blocks to give our English Language Arts teachers a more concise picture of the levels of our students. Our instructional coach then presents the data to our teachers, during PLC time. Teachers are then given release time to work with the instructional coach on modifying the curriculum to meet the needs of our students and to embed interventions within the classroom setting to address the areas of concern.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All La Sierra High School teachers are fully credentialed and deemed highly qualified.

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

All teachers at LSHS are fully credentialed and no teachers are mis-assigned. Professional development is focused on the Common Core, literacy, Next Generation Science Standards, AVID instructional strategies, Capturing Kids Hearts, and technology. Teachers continue to build capacity through regular PLC collaboration, departmental release days, and additional training and conferences.

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

During PLC meetings and release days, teachers have worked to fully implement Common Core ELA and math standards, literacy standards, ELD standards and Next Generation Science Standards while focusing on instructional practices. All teachers continue to receive supplemental training in AVID strategies. Teachers attend appropriate conferences and district training, and participate in the Teacher Induction program as required. Paraprofessionals also participate in site and district level staff development.

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

La Sierra High School employs one full-time Instructional coach focused on improving instructional practice for all teachers, developing an intervention model, and interpreting data to drive instruction. Additionally La Sierra received the Gear Up Grant; this will enhance the content area of math. This is in collaboration with the feeder middle schools. Teachers will receive professional development and create a tiered math support/intervention system. Teachers are receiving ongoing training on the implementation of AVID strategies, Google Classroom, interpreting IEP's/Modifications/Accommodations, and fostering positive relationships with students and among staff members.

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

Departments participate in PLC meetings twice monthly. The focus of all teacher collaboration is implementing Common Core, Next Generation Science Standards, and interpreting data to drive instruction. Additionally teachers are given release time to interpret data to drive instruction. The release time agenda and collaboration activities are lead by the instructional coach and supplemented by the site principal.

Teaching and Learning

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

Curriculum, instruction, and materials are aligned to Common Core and Next Generation Science content and performance standards.

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

La Sierra High School adheres to state and locally required instructional minutes.

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

The master schedule provides a number of intervention courses, i.e. Odysseyware classes, study skills, and multiple zero and seventh period classes.

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

All teachers have access to standard aligned instructional materials available through the district office. Curriculum enrichment materials can also be accessed through the site instructional coach.

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

Curriculum in all departments is based on Common Core State Standards. Students from all subgroups have access to a meaningful, rigorous, standards-based curriculum.

Opportunity and Equal Educational Access

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

Students are able to attend before and after-school tutoring, as needed. Inside and outside (0-6 period) of the school day Odysseyware courses are available to students that need remedial assistance. We also offer targeted intervention for our struggling 9th grade students; those students receive academic mentors and attend an after school intervention program. Our seniors who struggle to meet the English Language Arts graduation requirements are working with a credential English teacher to complete a modified English Odysseyware course of study along with completing projects and essays to earn credits needed for graduation.

Evidence-based educational practices to raise student achievement

La Sierra High School teachers work collaboratively in PLC groups to analyze assessment data and plan interventions for under-performing students. All core instructional programs are implementing and using common assessments to measure student growth in a manner consistent with expected learning outcomes using Common Core State Standards. Common assessment data analysis provides teachers with information regarding student achievement and areas in need of reteaching. Additionally, students have opportunities to recoup credits for failed classes through standards-aligned Odysseyware courses.

Parental Engagement

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

In order to assist under-achieving students, La Sierra utilizes all available resources. Parental involvement is seen as crucial to student success. Information is made available to parents through the use of Blackboard Connect, monthly parent meetings, workshops, parent nights, the school website, printed information sent home, and La Sierra's social media Facebook/Twitter. Additionally, parents are given the opportunity to participate in PIQE (Parent Institute for Quality Education). PIQE graduated over 70 parents in the Spring of 2019 and will continue to be an integral part of our school community. PIQE has helped parents understand the educational setting and how to get their students to graduate from high school.

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)

Parents at La Sierra High School are involved through several organizations such as the Parent Advisory Committee, the School Site Council, and the English Learner Advisory Committee. Parent advisory committees meet regularly to provide input to the school administration regarding specific student groups. Parents are also actively involved in decision-making through their participation in School Site Council. Additionally, the school makes every effort to seek feedback and gain parent support. In the 2016-17 school year several new parent partnerships have been formed including ATP (Action Team Partnership), BATES (Bringing Awareness to Every School), and No Parent Left Behind. These groups played a key role in creating transparency between the school plan, budget and instructional vision as well as discussing topics of relevance. In the 2017-2018 school year, the parent groups became one group "Parents Organization Supporting Student Excellence" They have become a non-profit and are working to assist the school in better connecting parents to the school community. POSSE was instrumental in planning La Sierra's 50th anniversary celebration in September 2019. POSSE helped bring awareness of the needs of La Sierra to the community and alumni.

Funding

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

Students not meeting grade level standards have access to a variety of tutoring and intervention options. On an individual basis, teachers provide before and after school tutoring. The Homework Zone, an after school study hall, is available in the Library everyday after school. The Academic Assistance Center is opened 3 days per week after school. LCFF-LI funds are directly supporting teacher-based tutoring and intervention in mathematics, language arts, social sciences, and sciences by subject area experts. At risk 9th graders are also offered academic mentors and supervised by an AVID teacher through Eagle Academy. The teacher assists the mentors in teaching the "at-risk" strategies for being academically successful at the high school setting. Our seniors are also being offered an intervention to help them meet the English language arts graduation requirements. Both the 9th and 12th grade interventions are being funded through LCFF-LI funds. Additionally, categorical funds support staff development through workshops and conferences, as well as providing additional hourly pay for teacher collaboration to improve achievement of our at-risk populations.

Fiscal support

LCFF-LI and LCFF-EL funds supplement the general fund to provide tutoring, teacher-trainings, and additional resources for under-performing students.

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

In late September 2019, during a principals meeting the district office indicated our 2019/2020 SPSA needed to be submitted to the Alvord Unified School District Board of Education by December 2019 for approval. It was also shared the SPSA template had been changed and the goals needed to be aligned to the district's LCAP conditions of learning, pupil outcome, and engagement. This

information was immediately shared via email with the rest of the site administration team and teacher leaders. In October of 2019, teacher leaders were given an opportunity to give input on creating the goals with our primary focus being on school wide literacy. Next, this information was taken to the entire staff for input. Site administration and the instructional coach presented the 2018 data and how it showed a need for focused academic interventions. In October of 2019 the new template and alignment to the district's LCAP was presented to the school site council. The school site council gave input on the three goals. In December of 2019 the proposed SPSA was presented to the School Site Council and ELAC committees; both groups agreed the plan was appropriate and aligned to the needs of our school site. Due to COVID-19 school closures and the cancelation of 2020 CAASPP assessments, the 2020 SPSA will mirror the plan for 2019 with minimal updates to align with revised budgets. The School Site Council and School Site Leadership team was in agreement with continuing the 2019-2020 school goals and school wide focus on Literacy.

Resource Inequities

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

La Sierra High School has a great need for more technology. Our students are not able to access the focused interim assessments on a frequent basis due to the limited number of technology carts; therefore, teachers rotate the carts among their department members. This creates an inequity compared to our sister schools and does not allow our students access to vetted practice materials on a frequent basis. La Sierra also has a great need for targeted academic interventions. Creating targeted academic interventions is costly as certificated staff members must be compensated for their work completed out of their contractual time. Students also need supplies such as academic notebooks to help keep them organized and focused on academia. Our needs far outweigh the resources we are given. The transition to online and distance learning during COVID-19 school closures continues to emphasize the ongoing need for additional technology resources and training for students, families, teachers and staff.

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	0.11%	0.29%	0.19%	2	5	3
African American	4.67%	4.7%	3.61%	86	81	58
Asian	3.85%	3.89%	3.93%	71	67	63
Filipino	1.90%	2.32%	2.24%	35	40	36
Hispanic/Latino	77.96%	77.42%	78.69%	1436	1,334	1,263
Pacific Islander	0.60%	0.64%	0.5%	11	11	8
White	8.41%	8.88%	9.16%	155	153	147
Multiple/No Response	%	%	1.68%			0
Total Enrollment				1842	1,723	1,605

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	502	435	400
Grade 10	470	469	405
Grade 11	446	401	436
Grade 12	413	418	364
Total Enrollment	1,842	1,723	1,605

Conclusions based on this data:

1. La Sierra is mostly Hispanic decent, which leads to high levels of English Language Learners.
2. Besides the ethic group of Hispanic students, La Sierra does not have another predominate ethnic group.
3. The class of 2021 is the largest group of students on campus.

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	489	440	372	26.5%	25.5%	23.2%
Fluent English Proficient (FEP)	550	542	584	29.9%	31.5%	36.4%
Reclassified Fluent English Proficient (RFEP)	27	40	55	5.9%	8.2%	12.5%

Conclusions based on this data:

1. A quarter of our student population first language is not English.
2. Over a three year period the Fluent English Proficient students have stayed within a 1% standard deviation.
3. Over a three year period, our RFEP data shows dramatic standard deviations. This is due to the change in testing (CDELT to ELPAC).

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	404	409	382	390	400	370	390	400	370	96.5	97.8	96.9
All Grades	404	409	382	390	400	370	390	400	370	96.5	97.8	96.9

* 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	2587.	2551.	2572.	18.97	12.50	17.30	34.87	25.50	30.27	28.97	31.75	29.19	17.18	30.25	23.24
All Grades	N/A	N/A	N/A	18.97	12.50	17.30	34.87	25.50	30.27	28.97	31.75	29.19	17.18	30.25	23.24

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	26.41	17.75	21.35	53.59	52.75	50.00	20.00	29.50	28.65
All Grades	26.41	17.75	21.35	53.59	52.75	50.00	20.00	29.50	28.65

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	25.71	15.00	21.35	51.67	48.50	50.00	22.62	36.50	28.65
All Grades	25.71	15.00	21.35	51.67	48.50	50.00	22.62	36.50	28.65

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	16.15	13.25	15.95	68.46	61.50	66.49	15.38	25.25	17.57
All Grades	16.15	13.25	15.95	68.46	61.50	66.49	15.38	25.25	17.57

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	27.95	23.50	21.62	53.33	45.75	55.68	18.72	30.75	22.70
All Grades	27.95	23.50	21.62	53.33	45.75	55.68	18.72	30.75	22.70

Conclusions based on this data:

1. Over all the English Language Arts data shows we need to implement some interventions, there is a significant increase in students who are below the standard and significant decrease in students who are above/at or near standard.
2. The 17/18 data is the first group of students who were tested as 8th graders. This data shows the negative effect of not testing students for three school years.
3. Writing is an area that needs to be focused on. The data clearly states students are not able to produce clear and purposeful writing.

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	403	409	382	391	401	368	391	400	368	97	98	96.3
All Grades	403	409	382	391	401	368	391	400	368	97	98	96.3

* 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	2544.	2520.	2541.	5.12	3.50	7.34	17.39	13.00	16.58	27.62	24.75	26.90	49.87	58.75	49.18
All Grades	N/A	N/A	N/A	5.12	3.50	7.34	17.39	13.00	16.58	27.62	24.75	26.90	49.87	58.75	49.18

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	14.07	10.75	14.95	29.67	24.50	25.54	56.27	64.75	59.51
All Grades	14.07	10.75	14.95	29.67	24.50	25.54	56.27	64.75	59.51

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	6.65	6.00	8.97	44.76	38.50	43.48	48.59	55.50	47.55
All Grades	6.65	6.00	8.97	44.76	38.50	43.48	48.59	55.50	47.55

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	7.67	5.00	8.97	59.34	49.50	54.08	32.99	45.50	36.96
All Grades	7.67	5.00	8.97	59.34	49.50	54.08	32.99	45.50	36.96

Conclusions based on this data:

1. The overall math data shows we need intense targeted interventions.
2. The greatest area of need, according to the percentage of students below standard, is in applying mathematical concepts and procedures.

3. The largest percentage of students falling at or near the standard is in the area of Demonstrating ability to support mathematical conclusions.

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	1532.3	1553.9	1528.2	1569.9	1535.9	1537.4	122	122
Grade 10	1550.9	1558.5	1542.2	1569.6	1559.1	1546.9	104	111
Grade 11	1546.0	1558.6	1532.8	1557.1	1558.6	1559.6	93	78
Grade 12	1576.7	1554.5	1568.0	1549.1	1585.0	1559.3	73	82
All Grades							392	393

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	22.95	23.77	39.34	41.80	21.31	22.95	16.39	11.48	122	122
10	39.42	25.23	24.04	28.83	22.12	28.83	14.42	17.12	104	111
11	39.78	24.36	25.81	28.21	11.83	23.08	22.58	24.36	93	78
12	41.10	25.61	38.36	28.05	*	19.51	*	26.83	73	82
All Grades	34.69	24.68	31.89	32.57	17.60	23.92	15.82	18.83	392	393

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	36.89	45.08	36.89	32.79	17.21	13.11	9.02	9.02	122	122
10	50.96	38.74	23.08	34.23	19.23	15.32	*	11.71	104	111
11	54.84	38.46	19.35	29.49	*	10.26	16.13	21.79	93	78
12	61.64	30.49	30.14	35.37	*	15.85	*	18.29	73	82
All Grades	49.49	38.93	27.81	33.08	13.27	13.74	9.44	14.25	392	393

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	10.66	2.46	33.61	26.23	25.41	40.16	30.33	31.15	122	122
10	19.23	8.11	27.88	28.83	25.00	31.53	27.88	31.53	104	111
11	19.35	10.26	26.88	20.51	22.58	37.18	31.18	32.05	93	78
12	20.55	15.85	34.25	21.95	34.25	29.27	*	32.93	73	82
All Grades	16.84	8.40	30.61	24.94	26.28	34.86	26.28	31.81	392	393

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	40.98	8.20	43.44	73.77	15.57	18.03	122		122
10	47.12	9.91	41.35	74.77	11.54	15.32	104		111
11	43.01	5.13	33.33	61.54	23.66	33.33	93		78
12	52.05	4.88	39.73	56.10	*	39.02	73		82
All Grades	45.15	7.38	39.80	67.94	15.05	24.68	392		393

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	50.00	84.43	43.44	9.84	*	5.74	122		122
10	64.42	73.87	28.85	17.12	*	9.01	104		111
11	68.82	69.23	15.05	12.82	16.13	17.95	93		78
12	76.71	67.07	19.18	20.73	*	12.20	73		82
All Grades	63.27	74.81	28.32	14.76	8.42	10.43	392		393

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	13.93	7.38	40.98	54.10	45.08	38.52	122		122
10	21.15	18.92	44.23	45.95	34.62	35.14	104		111
11	17.20	14.10	40.86	47.44	41.94	38.46	93		78
12	21.92	19.51	43.84	42.68	34.25	37.80	73		82
All Grades	18.11	14.50	42.35	48.09	39.54	37.40	392		393

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	20.49	0.82	66.39	84.43	13.11	14.75	122	122
10	22.12	7.21	65.38	69.37	12.50	23.42	104	111
11	36.56	8.97	46.24	64.10	17.20	26.92	93	78
12	47.95	6.10	46.58	69.51	*	24.39	73	82
All Grades	29.85	5.34	57.65	73.03	12.50	21.63	392	393

Conclusions based on this data:

1. Over 30% of our EL population tests at a level 4. We need to embed interventions to increase the amount of students who are proficient in English.
2. Oral language and the listening domain are areas of strength. Students are able to speak and listen; yet, struggle to read and write proficiently in the English Language.
3. Writing and reading are areas of weakness. We need to focus on critical reading and writing and will need to embed AVID strategies into all of our sheltered and ELD classes.

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
1723	78.6	25.5	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	440	25.5
Foster Youth	13	0.8
Homeless	51	3.0
Socioeconomically Disadvantaged	1354	78.6
Students with Disabilities	236	13.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	81	4.7
American Indian	5	0.3
Asian	67	3.9
Filipino	40	2.3
Hispanic	1334	77.4
Two or More Races	32	1.9
Pacific Islander	11	0.6
White	153	8.9

Conclusions based on this data:






1. La Sierra's student population is nearly 80% socioeconomically disadvantaged. When students are lacking the basic necessities of life, it is difficult for them to be academically successful. We must continue to look for ways to provide items to our students that their families can not provide for them.
2. Over ten percent of our population are identified as students with exceptional needs. Students on IEPs require teachers to be unique in their approach to educating students. Having high numbers of students on IEPs also puts constraints on our master schedule and can adversely affect our test scores. Academic and behavioral interventions need to be put in place to help assist our students with exceptional needs.

3. Over a quarter of our population is identified as English Learners. Once again, this another sub group of students with exceptional needs. Not being proficient in the English language adversely affect test scores and our graduation rate. The need for literacy interventions across the curriculum is very apparent.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our overall performance on the California Dash Board indicates we have many areas that need improvement. We need academic and behavioral interventions.
2. Although we have no blue gauge indicating high performance, we are average in college/career readiness, graduation and suspension rate. We will continue to look for ways to grow in a positive direction in those areas.
3. We are very low in the performance indicator in mathematics and English language arts. We are utilizing our monies to create intervention plans for both content areas. We will focus on integrated math I to create a foundation of mathematical success for our students. We will also focus on critical reading and writing to further develop our students' literacy to have positive growth on the English language arts indicator.

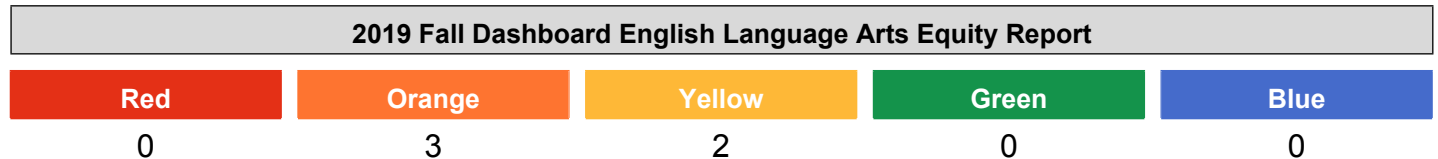
School and Student Performance Data

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					
All Students	English Learners		Foster Youth		
 Yellow 3.8 points below standard Increased Significantly ++24.3 points 345	 Orange 64.6 points below standard Increased Significantly ++15.3 points 104		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		
Homeless	Socioeconomically Disadvantaged		Students with Disabilities		
 No Performance Color 99.3 points below standard 11	 Yellow 17.7 points below standard Increased Significantly ++18.7 points 273		 Orange 122.6 points below standard Increased ++14.2 points 39		

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 26.2 points below standard Increased Significantly ++17.1 points 20	American Indian  No Performance Color 0 Students	Asian  No Performance Color 113.5 points above standard 19	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic  Yellow 15.1 points below standard Increased Significantly ++18.4 points 254	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	White  Orange 6.8 points below standard Declined Significantly -18.9 points 32

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 94.3 points below standard Increased Significantly ++19.9 points 61	Reclassified English Learners 22.4 points below standard Declined -6.7 points 43	English Only 9 points below standard Increased Significantly ++19.6 points 134
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Conclusions based on this data:

- Overall our students declined by many points on the English portion of the test.
- The only sub group which had positive gains were "white" students. There were only 31 students tested in this group and they had a 15 point gain, from the previous year.
- The three largest sub groups in our student population English learners, socio economic disadvantage, and students with disabilities all declined 33 points. Students with disabilities and English learners both scored the lowest in the performance indicator.

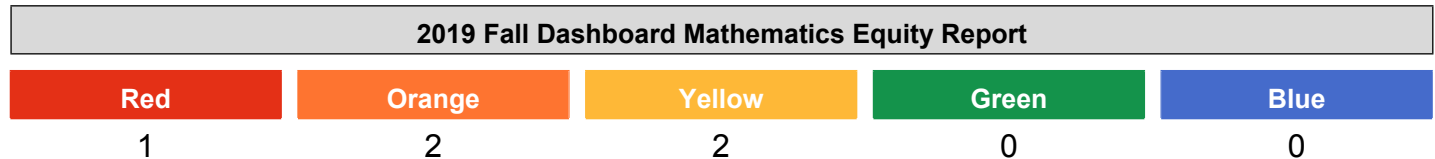
School and Student Performance Data

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		
All Students  Yellow 77.6 points below standard Increased Significantly ++27.2 points 344	English Learners  Orange 129.8 points below standard Increased Significantly ++19.9 points 103	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless  No Performance Color 117.4 points below standard 11	Socioeconomically Disadvantaged  Yellow 91.7 points below standard Increased Significantly ++21.1 points 273	Students with Disabilities  Red 210.4 points below standard Maintained -1 points 38

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 114.9 points below standard Increased ++13.8 points 20	American Indian 	Asian  No Performance Color 71.2 points above standard 19	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic  Yellow 86.9 points below standard Increased Significantly ++22.3 points 253	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	White  Orange 85.7 points below standard Declined Significantly -22 points 32

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 150.5 points below standard Increased Significantly ++26.4 points 60	Reclassified English Learners 101.3 points below standard Maintained -2.4 points 43	English Only 76.1 points below standard Increased Significantly ++27.8 points 134
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Conclusions based on this data:

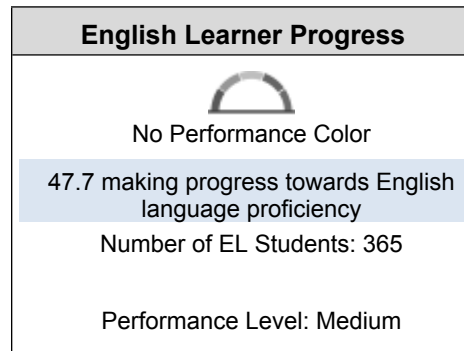
- Overall our students scores declined in the area of mathematics.
- Our students with disabilities and English learners sub groups are both red on the indicator which is the lowest performance. Our students with disabilities are over 200 points below the standards where English learners are almost 144 points below.
- The sub group of "white" students are the only group of students to increase their scores.

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
79	112	43	131

Conclusions based on this data:

1. Almost a quarter of our student population are English Learner, which creates a huge need to build literacy.
2. The EL students scoring a 3 and 4 are about the same; we don't need to focus on those two sub groups.
3. We need to focus on the level 2 students. By increasing literacy across the contents, the level 2 students should transition into level 3 students.

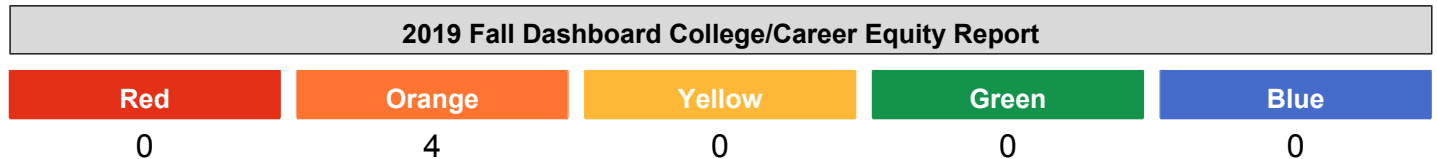
School and Student Performance Data

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		
All Students  Orange 34.9 Declined -5.1 395	English Learners  Orange 14.8 Declined -3.3 115	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless  No Performance Color 24 Maintained +1.8 25	Socioeconomically Disadvantaged  Orange 33.8 Declined -3.2 343	Students with Disabilities  Orange 9.8 Increased +9.8 61

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 15 Declined Significantly -14.4 20	 No Performance Color 0 Students	 No Performance Color 30.8 Declined Significantly -49.2 13	 No Performance Color 46.2 13
Hispanic	Two or More Races	Pacific Islander	White
 Orange 35 Declined -3.6 303	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 42.9 Increased Significantly +21.4 35

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
Prepared	40 Prepared	34.9 Prepared
Approaching Prepared	25.6 Approaching Prepared	25.8 Approaching Prepared
Not Prepared	34.4 Not Prepared	39.2 Not Prepared

Conclusions based on this data:

1. The percentage of students not prepared for college and career has increased over the past three years.
2. There continues to be an achievement gap for socioeconomically disadvantaged students, English Learners and Students with Disabilities.
3. None of the Students with Disabilities demonstrate college and career readiness. This continues to be an area of concern.

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

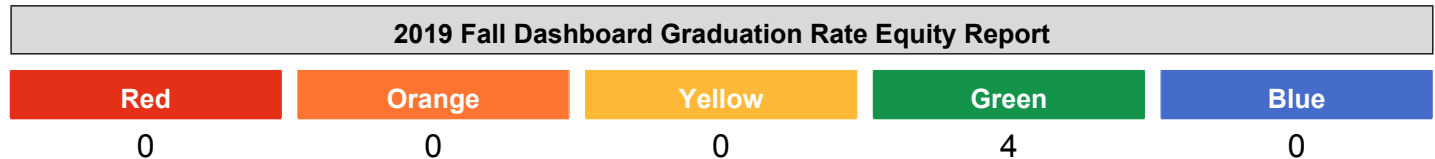
School and Student Performance Data

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.



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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Green 93.3 Increased +1.9 404	English Learners  Green 89.2 Increased +7.9 120	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless  No Performance Color 92.3 Increased +23.9 26	Socioeconomically Disadvantaged  Green 93.2 Increased +3 351	Students with Disabilities  Green 85.3 Increased +24.5 68

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 95.2 Increased +1.1 21	 No Performance Color 0 Students	 No Performance Color 92.9 Increased +2.9 14	 No Performance Color 92.3 13
Hispanic	Two or More Races	Pacific Islander	White
 Green 93.6 Increased +3.3 310	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 91.4 Declined -5 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
91.5	93.3

Conclusions based on this data:

1. The graduation rate declined by 3.8% from 2017 to 2018.
2. The biggest decline was in the area of Students with Disabilities with only 60% graduating in 2018. This is a critical area of concern.
3. English Learners also face a significant achievement gap compared to all students. Students in ELD courses have difficulty meeting the graduation requirements for English.

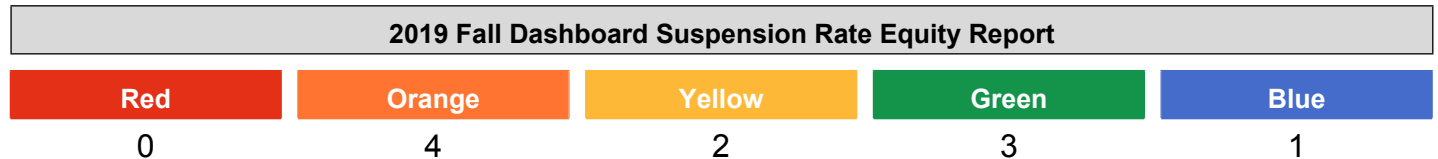
School and Student Performance Data

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		
All Students  Green 3.9 Declined -0.4 1891	English Learners  Green 4.8 Declined -1.1 505	Foster Youth  No Performance Color 35.3 Increased +14.2 17
Homeless  Orange 4 Increased +0.5 75	Socioeconomically Disadvantaged  Yellow 4.5 Maintained -0.1 1496	Students with Disabilities  Yellow 8 Declined -1 261

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Orange 7.6 Maintained -0.2 92	American Indian  No Performance Color Less than 11 Students - Data 5	Asian  Orange 4.3 Increased +3 69	Filipino  Blue 0 Maintained 0 41
Hispanic  Green 3.6 Declined -0.5 1461	Two or More Races  Green 2.6 Declined -9.1 38	Pacific Islander  No Performance Color 7.1 Declined -8.2 14	White  Orange 4.7 Increased +1.3 171

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.2	3.9

Conclusions based on this data:

1. The suspension rate has increased by 0.2% from 2017 to 2018.
2. Students with disabilities have one of the highest suspension rates with 9% of this group suspended at least once. IEP teams are working to ensure that appropriate behavior supports are in place for students with disabilities.
3. There was also an increase in the percentage of suspensions for English Learners and Socioeconomically disadvantaged students.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Conditions of Learning: Students will be enrolled in a comprehensive course of study taught by highly qualified staff in schools that are clean and in good repair.

Goal(s)

La Sierra will strengthen literacy development across all content areas.

Identified Need(s)

La Sierra has high numbers of students with exceptional needs, English Learners, and socio disadvantage. Each significant sub group needs to have positive academic gains. Our data indicates a need for academic interventions and extended learning opportunities. We also have a critical area of need for professional develop for our teachers. Our teaching staff needs to understand the CAASPP and ELPAC tests; they need to understand how students are being assessed. In order to increase literacy students need to have access to library books they are interested in reading; the books need to be high interest and at their reading level. Our students also need access to technology, so they can become more literate in all content areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC English Data	30.25% of students did not meet the standard / 25.5% of students met the standard	We will decrease the percentage of students who do not meet the standard by 1 percent and increase the percentage of students who met the standard by 1% percent.
CAASPP SBAC Math Data	58.75% of students did not meet the standard / 13.0% of students met the standard	We will decrease the percentage of students who do not meet the standard by 1% and increase the percentage of students who met the standard by 1% percent.
ELPAC Data	9.44% of students scored a level 1 / 27.81% of students scored a level 3	We will decrease the percentage of students who scored at a level 1 by 1% and increase the percentage of students who scored a level 3 by 1%.

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

The Academic Assistance center is a place where students can go after school 3 days a week for academic support. This center has two credentialed teachers each day offering tutoring in English, Math, Science, and Social Science. This academic assistance center is available the entire school year. This money pays for the credentialed teachers to work outside of their contractual time to offer academic assistance to any student in need.

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)

12,000

Source(s)

LCFF-LI

1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This strategy/activity is geared towards our 9th grade students who are not passing their English Language Arts Class. This will also be offered to any underclassmen who also meets the criteria of failing their English class.

Strategy/Activity

Looking at the 9th grade students and the grade they earned in their ELA class at the 6 week grading mark, we can predict they will likely fail ELA and another core content class. So these students are invited to participate in the Eagles Scholar Center. This center is housed in our library two days a week. A credentialed AVID teacher oversees this program. The program consists of over 20 upperclassmen, who act as academic mentors. The mentors are academically successful in either AVID, California Scholarship Federation, National Honors Society, or enrolled in Advanced Placement Classes. The mentors provide tutorials on organizational skills and one on one academic support in core content area classes. The teacher supervises all students and teaches the mentors the skills needed to assist the struggling underclassmen. The money is utilized to purchase items to assist the mentors and to pay the credentialed teacher to work outside of their contractual time.

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)

5000.00

Source(s)

LCFF-LI

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

La Sierra has a need for more technology. Currently, we have to share technology carts. Our goal is to have all students have access to a computer device in every class. This is increase students ability to participate in google classroom and utilize their Alvord Unified School district email account. By giving students more access to technology across the content areas, we will be able to increase literary by giving students access to online materials they wouldn't normally have access to.

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)

12,558.54

Source(s)

LCFF-EL
4000-4999: Books And Supplies
41 Chrome books/Cart

13,038.63

LCFF-LI
4000-4999: Books And Supplies
41 Chrome books/ cart

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

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

All Students

Strategy/Activity

La Sierra has a need for library books written geared towards the interests of high school students. Sheltered English Classes are required to check out books as part of building a foundation of literacy; currently we have a very limited amount of books geared towards students with limited English literacy. By giving students access to library books they are interested in, students will be inclined to read more which will help assist with building better literacy 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)

3000.00

Source(s)

LCFF-LI

	4000-4999: Books And Supplies
2059.46	LCFF-EL 4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students focusing on those who are below the standards.

Strategy/Activity

La Sierra has many students who are not scoring at the standard on the SBAC English Language Arts. Analyzing targeted claims with both English Language Arts and Social Science teachers is needed. Release time for these teachers to analyze the data with the instructional coach and come up with targeted embedded interventions. Teachers will receive guidance and teaching strategies on how to better serve the below standard students and build literacy.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4375.00	LCFF-LI 1000-1999: Certificated Personnel Salaries

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

In order to give teachers unlimited access to copies, money is needed to supplement the copier lease and maintenance. Allowing teachers to make as many copies as needed on materials geared towards building literacy will benefit 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)
11399.00	LCFF-LI 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Extra supplies are needed to teach literacy to our English Language Learners. Students need index cards, post it notes, and other materials to acquire the language.

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)

1,500.00

Source(s)

LCFF-EL
4000-4999: Books And Supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Shelter teachers need time to analyze data of the ELPAC and understand the fluency/literacy levels of their students. Teachers will leave the professional development with a better understanding of how to serve the English Language Learners. Furthermore, teachers need to have a substitute provided for them so they can administer the EL PAC test.

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)

5,275.00

Source(s)

LCFF-EL
1000-1999: Certificated Personnel Salaries

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Students enrolled in IM1, IM2, and IM3.

Strategy/Activity

Mathematics Vision Project is an inquiry based curriculum geared towards task oriented activities with academic vocabulary. This curriculum will help foster learning of mathematics and increase literacy through the academic vocabulary lessons.

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)

1,849.85

Source(s)

LCFF-LI
4000-4999: Books And Supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

11th grade students who will be taking the SBAC test

Strategy/Activity

The instructional coach will attend a mathematics conference at Riverside Count Office of Education. This conference will explain the nuances of the mathematical performance task on the SBAC test. Our instructional coach will then be able to provide professional development to our math teachers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

275.00

Source(s)

LCFF-LI
5800: Professional/Consulting Services And
Operating Expenditures

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The overall implementation of the strategies is to provide opportunities for teachers to understand data and create learning opportunities to increase literacy. The overall effectiveness will be measured at the end of the school year, when testing data results are received.

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

There are no major differences between the intended implementation and the budgeted expenditures. The budgeted expenditures are all intended to promote literacy across the content areas.

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.

There will be no changes on this goal, annual outcomes, metrics, or strategies activities to achieve this goal as a result of this analysis.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Pupil Outcomes Goal: Students will be prepared to be college and career ready when they graduate from high school

Goal(s)

La Sierra will focus on building a culture of academic rigor through increased enrollment: in advanced placement classes, A-G approved classes, and dual enrollment classes which will increase our graduation rate and prepare students for post secondary options.

Identified Need(s)

The graduation rate and college and career readiness indicators both declined from 2017. There was an increase in the A-G completion rate from 2017 to 2018, however, the 2018 rate is still lower than it was in 2016. La Sierra needs to focus on making sure students are on track to graduate, but also on making sure students are prepared for post-secondary options. Our students need access to academic learning tools including a three-ring binders with dividers and upgraded technology in the classroom. Credit deficient students need opportunities to earn credits toward graduation requirements. Sheltered, Special Education and Advanced placement teachers need professional development targeted at supporting the needs of these unique populations. Counselors need access to college and career readiness tools.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A-G Completion Rate	For the class of 2018, 43.3% of La Sierra graduates met A-G requirements.	A-G completion rate will increase by 1 percent.
College and Career Readiness	39.8% of all students met College and Career Readiness indicators (CCI). Socioeconomically disadvantaged students were at 36.8%, English Learners at 17.3% and Students with Disabilities at 0.0%.	The percentage of students meeting CCI will increase by 1% overall and for each significant sub-group.
CCI Measures	Of the students who met CCI; 22.3% met Advanced Placement criteria, and 80.3% met through A-G completion. 0 students met CCI by completing college credit courses.	The percentage of students meeting CCI through AP exams, A-G completion and college credit course completion will each increase by 1%.
Graduation Rate	The 2018 Graduation rate for all students was 91.4%. Socioeconomically disadvantaged students were	Graduation rates will increase by 1% overall and for each significant sub-group.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	at 90.1%, English Learners at 80.8% and Students with Disabilities at 60.0%.	
AP Exams	In 2018, La Sierra students completed a total of 406 AP Exams. The average exam score was 2.7 and 49% of students earned a score of 3 or higher.	The total number of exams given and the average exam score will increase. The percentage of students earning a score of 3 or higher will increase by 1 %.
Dual Enrollment	No Dual Enrollment courses were offered during the 2017-2018 school year.	Dual Enrollment courses will be offered.

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

On the first day of school, all students will be provided with a La Sierra High School notebook with dividers and a copy of the student handbook/planner. Each period of the day, students will participate in a lesson related to student success including focused note taking, how to organize work in the binder by course and how to use the student planner to track assignments, projects, tests/quizzes and work completion.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,314.94	LCFF-LI 4000-4999: Books And Supplies LSHS Binders
2936.25	LCFF-LI 4000-4999: Books And Supplies Printed Dividers

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

The achievement gap for English Language Learners is evident in a variety of Criteria including graduation rates, college and career readiness, and progress on the CASSPP. Sheltered teachers will benefit from release time to review data, collaborate, share best-practices and review instructional strategies to better support English Language Learners access the curriculum. Teachers will have the opportunity to review ELPAC and CASSPP data for English Language Learners and use this data to guide and inform instruction.

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)

2,900.00

Source(s)

LCFF-EL
1000-1999: Certificated Personnel Salaries
Sheltered teacher release/PD

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

Xello is an online tool for college and career readiness planning. Resources are available in English and Spanish and can promote academic program options for students (CTE, dual enrollment, A-G completion) by connecting district academic options to the student's strengths and interests. A Xello account will be created for every student on campus. Xello encourages students to build self-knowledge, helps students discover post-secondary options and build an action plan. Progress monitoring and reporting is included. The counseling department will work to implement Xello school-wide.

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)

7,425.00

Source(s)

LCFF-LI
4000-4999: Books And Supplies
Xello Software Licenses

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students who need to re-mediate one or more courses in order to stay on track for graduation

Strategy/Activity

Summer School pass rates from 2018 and 2019 demonstrate that La Sierra students need additional support to successfully re-mediate credits. With the additional support of the Summer Learning Lab, the percentage of students passing a course with an A, B or C increased from 37.7% to 70.6%. The Summer Learning Lab is used as an assistance center for students enrolled in summer school as a two hour extension of the school day. The Learning Lab will be equipped with computers, interactive panels and other resources in order to provide an environment conducive for students to receive the necessary support to be successful with their summer school classes. The Learning Lab will consist of one classroom with a credentialed teacher and counselor. The counselor will be responsible for all communications between parents, teachers and 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)

6,250.00

Source(s)

LCFF-LI

1000-1999: Certificated Personnel Salaries
Summer Learning Lab Staff (1 counselor - 60 hours, 1 teacher - 40 hours)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Seniors who are in danger of not graduating due to needing to re-mediate one or more English courses.

Strategy/Activity

The Save our Seniors Intervention Program is designed as an intervention for Seniors who are in danger of not graduating due to needing to re-mediate one or more English courses. Students have great difficulty completing the curriculum for an Odysseyware English course without additional support. This program will fund additional hours for a credentialed English teacher to provide intervention for Seniors enrolled in an Odysseyware English course. The teacher will monitor grades and progress, make parent contacts and supplement the Odysseyware curriculum with projects, assignments and alternative forms of assessment. This additional support will increase our graduation rate by allowing seniors remediation on-site.

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)

3,000.00

Source(s)

LCFF-LI

1000-1999: Certificated Personnel Salaries
Senior Intervention Teacher (50 hours)

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

La Sierra currently has six laptop carts that do not utilize Chrome. This purchase would provide the software to upgrade all 240 laptops in these carts to Chrome. With all student technology on site utilizing the same operating system, there will be consistency across campus. Students will have more opportunities to participate in Google classroom and utilize their Alvord Unified School District email account. An increase in access to up to date technology will provide an increase in student preparation for a wider variety of post secondary options.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6,000.00

Source(s)

LCFF-LI
4000-4999: Books And Supplies
Chrome upgrade for 240 laptops

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

The achievement gap for Students with Disabilities is evident in a variety of Criteria including graduation rates, college and career readiness, and progress on the CASSPP. General education teachers need additional support in making the curriculum accessible to our students with disabilities. Release days will be provided for Special Education case managers to meet with General Education and Collaboration teachers in English and Math. A roving substitute will be used to facilitate the participation of General Education teachers. Case Managers will have time to review the IEP and goals of each individual student with General Education teachers. Case Managers and teachers will have opportunity for open dialogue regarding student needs and to collaborate with instructional strategies to support student learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,500.00

Source(s)

LCFF-LI
1000-1999: Certificated Personnel Salaries
SPED PD

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students enrolled in an AP course or demonstrating AP potential on the PSAT

Strategy/Activity

Successfully passing two AP Exams is an indicator of College and Career Readiness. In order to increase the average AP Exam score and the percentage of students receiving a score of 3 or higher, AP teachers need the opportunity to collaborate, share best practices and review data. This expenditure will provide release time for AP teachers to meet together, review data and create a plan to recruit and retain students who demonstrate AP potential on the PSAT, and to provide intervention for those students in need of additional support in order to be successful.

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)

3000.00

Source(s)

LCFF-LI
1000-1999: Certificated Personnel Salaries
AP Teacher release/PD

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Overall, these strategies will increase our Graduation Rate and College and Career Readiness indicators.

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

There are no differences between the intended implementation and budgeted expenditures. All expenditures are intended to support meeting the goal of increasing graduation rate and college and career readiness indicators (AP Exams, A-G completion, College enrollment).

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.

There will be no changes to the goal, annual outcomes, strategies or activities.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Engagement Goal: Students will be educated in an environment which fosters school connectedness and is inclusive of students, parents, and staff.

Goal(s)

La Sierra will focus on building a positive school culture that educates the whole child and embeds opportunities to engage parents and the community in the educational process.

Identified Need(s)

La Sierra has a high number of socioeconomically disadvantaged students. By creating an environment where students continue to feel safe and welcomed at school, our goal is to increase attendance and decrease suspensions. Additionally, La Sierra has a need to create systems to increase parent involvement. We have partnered with the Parent Institute for Quality Education (PIQE) as part of the Gear Up grant we received in 2018-2019. We will utilize the strategies PIQE uses to involve our parents and community in order to support our students and their ability to be successful.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	In 2017-2018, La Sierra's average daily attendance was 94.2%	We will increase attendance by 1%.
Suspension Rate	In 2017-2018, La Sierra had a suspension rate of 4.2%.	We will decrease the number of suspensions by 0.5%.
Parent Involvement	In 2017-2018, La Sierra did not have any opportunities for parents to be educated on preparing children for success in education, other than workshops to support College and the FAFSA process.	We will increase parent involvement by 100%.

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

In order to provide a safe community, all students must wear a florescent vest when out of class. This allows campus security and administration to easily monitor the students that are out of class. Additionally, by creating and implementing a school wide procedure, students are less likely to wonder campus and miss instruction that will lead to their overall success.

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)

302.33

Source(s)

LCFF-LI
4000-4999: Books 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

We service a high population of Spanish speaking parents and due to language barriers, communication and involvement continue to be a struggle. For 2018-2019, we have to opportunity to partner with the Parent Institute for Quality Education in order to connect parents, schools and communities to advance the education of every student through parent engagement. PIQE will specifically design their curriculum to support the needs of our parents and students with the overall goal to increase parent engagement in order to support students on their path to success, inside and outside of the 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)

1000.00

Source(s)

LCFF-LI
2000-2999: Classified Personnel Salaries
Support clerical staff for 10th grade intervention.

1000.00

LCFF-EL
2000-2999: Classified Personnel Salaries
Translation Services for PIQE

500.00

LCFF-EL
4000-4999: Books And Supplies
Supplies for Parent Meetings

1200.00

LCFF-EL
2000-2999: Classified Personnel Salaries
Child Care for Parent meetings

3307.00	LCFF-EL 1000-1999: Certificated Personnel Salaries EL Facilitator
1000.00	LCFF-EL 2000-2999: Classified Personnel Salaries Translation service for 10th grade intervention

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

La Sierra will implement a process to track the use of resources by students with the use of a library track program. LibraryTrac is a program that allows libraries and media centers to keep track of daily users and purposes of use. By tracking and monitoring student use, La Sierra continues to build a safe and positive school culture.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
350.00	LCFF-LI 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The overall implementation of the strategies/activities is to foster positive relationships with all stakeholders and create an educational institution that educates the entire child not just the academics. The rise of the social emotional issues students are experiencing is a direct link to the disconnection between the family unit and school setting. So we will aim at bridging that gap.

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

There are no major differences between the intended implementation and budgeted expenditures.

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.

There will be no changes to this goal, the annual outcomes, metrics, or strategies to achieve this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

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

LEA/LCAP Goal

Goal(s)

Identified Need(s)

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal(s)

Identified Need(s)

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	\$126,316.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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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 (\$)
LCFF-EL	\$31,300.00
LCFF-LI	\$95,016.00

Subtotal of state or local funds included for this school: \$126,316.00

Total of federal, state, and/or local funds for this school: \$126,316.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-EL	31,300	0.00
LCFF-LI	95,016	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-EL	31,300.00
LCFF-LI	95,016.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	48,607.00
2000-2999: Classified Personnel Salaries	4,200.00
4000-4999: Books And Supplies	61,835.00
5000-5999: Services And Other Operating Expenditures	11,399.00
5800: Professional/Consulting Services And Operating Expenditures	275.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-EL	11,482.00
2000-2999: Classified Personnel Salaries	LCFF-EL	3,200.00
4000-4999: Books And Supplies	LCFF-EL	16,618.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	37,125.00

2000-2999: Classified Personnel Salaries	LCFF-LI	1,000.00
4000-4999: Books And Supplies	LCFF-LI	45,217.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	11,399.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-LI	275.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	72,330.48
Goal 2	45,326.19
Goal 3	8,659.33

School Site Council Membership

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

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

Name of Members	Role
Celeste Migliaccio	Principal
Todd Johnsen	Classroom Teacher
Kathy Thompson	Classroom Teacher
Kathleen Tejeda	Classroom Teacher
Jette Via	Classroom Teacher
Victoria Anderson	Other School Staff
Theresa Gooder	Parent or Community Member
Edison Kang	Parent or Community Member
Gil Ocegüera	Parent or Community Member
Nathan Gomez	Secondary Student
Nancy Regalado	Secondary Student
Liliana Torres	Secondary Student

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

Other: LSHS Leadership Team

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 May 26, 2020.

Attested:

Principal, Celeste Migliaccio on 5/26/2020

SSC Chairperson, Nathan Gomez on 5/26/2020

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

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Parent Involvement Policy (Title I Schools)

Each Title I school is required to develop a written parent and family engagement policy. This policy describes how the school will support and increase parent and family engagement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be approved by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools who are allocated Title I/ funds must develop a written parent and family engagement policy with the participation of parents, families, and community members that describes how the school will:

- a. engage parents and family members in their children's education
- b. inform parents and family members that they can directly effect the success of their children's learning
- c. build consistent and effective communication between home/school
- d. train teachers and administrators to communicate effectively with parents and families
- e. integrate parent and family members programs with the SPSA (EC 11504)

Attach Parent and Family Engagement Policy (Title I Schools)

School-Parent Compact (Title I Schools)

Section 1116(a) of ESSA advocates shared responsibilities for high student achievement. The school-parent compact is a component of the Parent and Family Engagement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

Attach School-Parent Compact (Title I Schools)