

# 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	April 22, 2021	

## 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).

The purpose of this plan is to maximize the impact of federal resources in supporting our underrepresented students and working towards closing the achievement gap, preparing the students to be college and career ready in a school environment that's inclusive and conducive of learning for all students.

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 .03%. While the majority of our students are Hispanic/Latino at 90.71%
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 we were able to reclassify 7 students successfully. We will continue to focus on reclassifying our students.
2. Over the past three years our English Language Learners have increased from 62% to 50% which is an decrease of approximately 12%.

# 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. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Looking at the mean scale score for the ELA CAASPP, our overall achievement declined.
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 20% of our juniors met or nearly met standards for the ELA CAASPP. This is an 7% increase from the previous year, when 23 % 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	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. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Looking at the mean scale score for the Math CAASPP, our overall achievement increased 37.2 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 'Weak Performance or Change' category.

3. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. 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:

1. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. 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.
2. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE 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).
3. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE We have tested 18 less students from previous 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. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Over sixty-two 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. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. 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. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE 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
<b>English Language Arts</b>  No Performance Color	<b>Graduation Rate</b>  Green	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  No Performance Color		
<b>College/Career</b>  Red		

#### Conclusions based on this data:

1. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. 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. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. The California School Dashboard report, graduation rate increased 18.2% (Hispanic group increased 19.4% and Socioeconomically Disadvantaged students increased 16%).

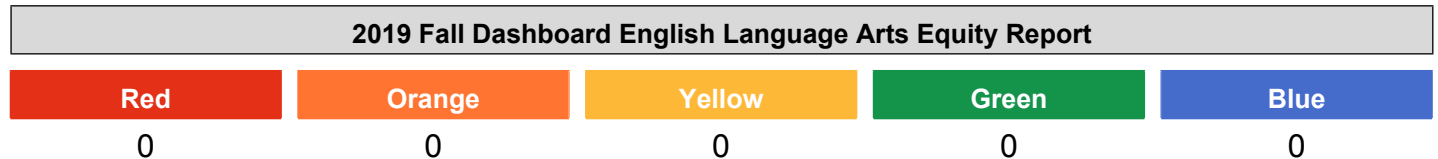
# School and Student Performance Data

## 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 ++20 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	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
 No Performance Color 111.6 points below standard Increased Significantly ++37.8 points 25	 No Performance Color 0 Students	 No Performance Color 0 Students	 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	Reclassified English Learners	English Only
152.3 points below standard Increased ++8.5 points 17	0 Students	Less than 11 Students - Data Not Displayed for Privacy 5

#### Conclusions based on this data:

1. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Our 11th grade student population is so small, no performance level colors were reported.
2. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Although few of our students scored at standard met or exceeded, there is growth to be seen. In 2019, students were 110 points below average distance from standard met, (152.3 below standard EL declined -2.8 points), (111.6 below standard Hispanic increased +37.8 points), and (Socioeconomically disadvantaged 118.5 increase of +29 points).

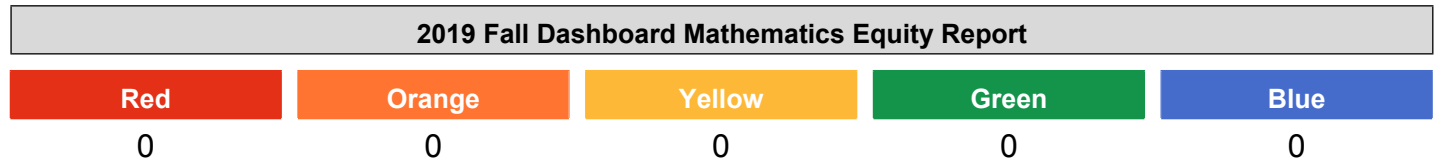
# School and Student Performance Data

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

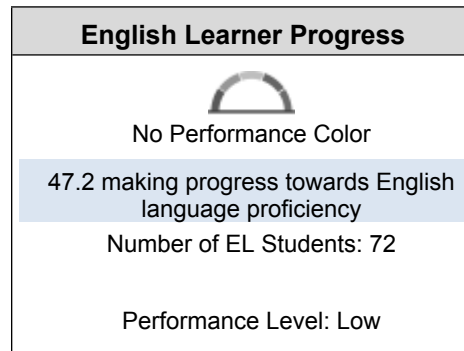
1. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Because our 11th grade student population is so small, no performance level colors were reported.
2. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Although few of our students scored at standard met or exceeded, there is growth to be seen. In 2019, students increased 54.9 points which is 185.6 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:

1. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. 47.2% of our EL students are making progress towards ELA proficiency.
2. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. The focus is to reclassify the majority of our level 4 students (well developed language acquisition) during this school year (2020-2021).

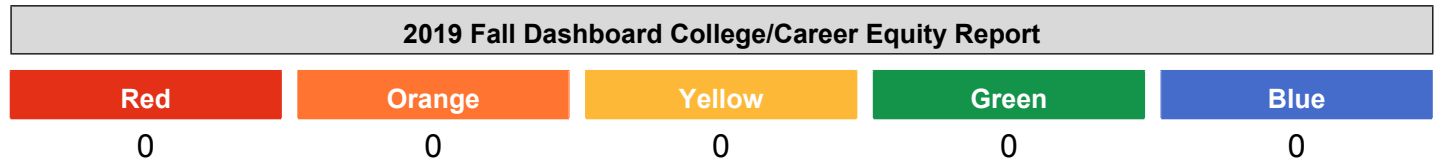
# School and Student Performance Data

## 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		
<b>All Students</b>  Red <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">2.8</div> Maintained +0.9  108	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy  0 Students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy  0 Students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy  0 Students	<b>Socioeconomically Disadvantaged</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy  0 Students	<b>Students with Disabilities</b>  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. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. About 2.8% of our student population fall into the maintained.
2. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. 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. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. The percentage of students 2.8% 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

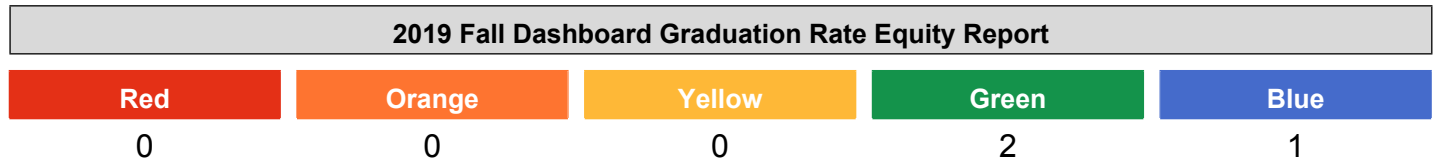
# School and Student Performance Data

## 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		
<b>All Students</b>  Green 87 Maintained +2.6 108	<b>English Learners</b>  Blue 92.1 Increased +12.1 63	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 84.6 Increased +3.4 26	<b>Socioeconomically Disadvantaged</b>  Green 86.1 Maintained +2.6 101	<b>Students with Disabilities</b>  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. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Overall we performed with maintained with +2.6% overall.
2. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Significant growth is seen in the EL students (21.1%), socioeconomically disadvantage students maintained (+2.6%) and Hispanic students (+3.9%).

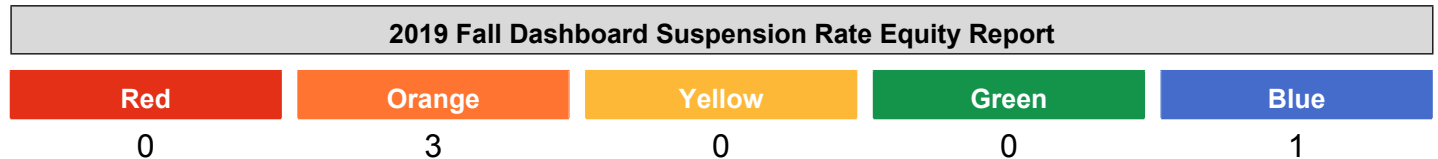
# School and Student Performance Data

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

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

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

1. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Suspension rate increased 1.1% overall.
2. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE. Significant increased 2.2% in suspension rates are seen in the following categories: EL population (+1.2%), socioeconomically disadvantage students (+1.2%), and Hispanic population (+1.3%).

# 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 2022, 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 2022, 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. Access to Career Technical Education, materials, resources, and equipment for all students.

## 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 student research skills, close	ELA: Students are having difficulties conducting research, including identifying which terms to use in the search; how to broaden or narrow topics,	Prior to site/program enrollment, students will be administered initial ELA testing, using Pearson iLit GRADE assessment, giving student

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
reading, and written communication.	evaluating resources, and searching through the vast amounts of content to identify relevant information.	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.	MATH: The data used to set the baseline for the goal is taken from pretests: 1st and 2nd semester assessments	<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.
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.	CAASPP Overall ELA Summative: Comparing the CAASPP ELA results from the 2017-18 and 2018-19 school years, all language acquisition	Site staff will analyze monthly attendance reports, as well as attendance within each individual site program to determine areas needing improvement.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>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 Reclassify; none scored high enough to Reclassify.</p>	<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. ELL:</p>

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

## Strategy/Activity 1

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

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

All students 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)
5,260	Title I 1000-1999: Certificated Personnel Salaries Breakfast Club
1,690	LCFF-LI 1000-1999: Certificated Personnel Salaries Breakfast Club
10,000	LCFF-EL 4000-4999: Books And Supplies Laptops-Intelli-Tech
0	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.

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. Our Math and ELA goals 20-21 were not met due to virtual and hybrid circumstances. Our Social Science goals for 20-21 were met. Science goals are in progress of being met. EL - ELPAC test for 2021 is currently in progress. We are unable to analyze the progress at this time.

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. We will continue 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)

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
At least 80% of students complete their 10 credits per month requirement.	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. We expect to return to Hybrid Model and increase credit completion to 80% of our students.
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	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. In addition, 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 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
1,830	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. We are still reviewing credit competition.

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.

We will have a number of 5th year students but we will work on strategies to increase graduation rate.

# 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 committees, by at least 50%. In addition, we will focus on increasing community involvement by May 2021, increase parent and student attendance in the following activities and committees: Back-to-School Nights, student of the Month Awards Ceremonies, parent engagement week, meetings with the principal, ASB Meeting to start in August 2021, Girl's/Boy's Mentor Group, Remind App, ELAC Meetings, SSC Meetings, and Title 1 Meetings.

## Identified Need(s)

School events, meetings, and committees are poorly attended.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign-in sheets/ Zoom meeting Chat Box Sign-ins from school events, meetings, and activities.	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 committees, 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. Promote all school events, meetings, and activities using Blackboard messages, Flyers, Peachjar, School website, School Google Classroom, teacher and classified staff out-reach. Develop an ASB that will allow more involvement in promoting school events, meetings, and committees. Continue to work on developing school connectedness by having teachers/ staff promote school events, meetings, and committees by encourage students to involve themselves and to bring parent(s)/guardian(s). Lastly, our classified staff phone calls to Spanish speaking parent(s)/guardian(s) inviting them to school events, meetings, and committees.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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)

Title I  
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.

With all in-person events canceled for most of the 2nd semester during 19-20 school year, we weren't able to analyze the effectiveness of the activities. We will continue to gather 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.

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.



With all in-person events canceled for most of the 2nd semester during 19-20 school year, we have added the virtual/google classroom component of reaching out to parents, students and the community. 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

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

## Identified Need(s)

access to current and relevant sources of information and research and access to current resources & lab equipment

## 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)

All students

### Strategy/Activity

We will work towards increasing direct instruction, implement research projects, hands-on activities, and Multi-media

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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.

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.

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

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 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

California Assessment of Student Performance and Progress (CAASPP)

- A score of 3 Overall on the ELA CAASPP

ELA Basic Skills Exam

- i-Ready Reading: score within one grade level of their current grade or increase their reading score by one grade level.
- Grades 11-12- CAASPP Overall ELA - minimum score 2537

## Identified Need(s)

Continue to increase problem solving skills in all content areas while monitoring all of our EL/RFEP students. Teachers will have the opportunity to PD on supporting EL instruction and reclassification. We will provide immediate feedback to students' classwork and allow multiple opportunities to revise the work.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC testing data and CAASPP ELA will be analyzed to determine the effectiveness of the English Learner Program.	Compare the median test scores in all categories of the 2018-19 and 2019-20 ELPAC results. 70% of our students, based on ELPAC scores, could be reclassified if other necessary criteria are met. We will set goals based on indicators.	Review yearly ELPAC scores. 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. We will continue a strong focus with our 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)

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.

## 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.

Not difference

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

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 AACHS Climate Exit Survey

## Identified Need(s)

We need more parents participation at school evens and surveys. Counselor meets with every student to provide one-on-one counseling. We need 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
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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)

All Students

### Strategy/Activity

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)

# 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 increased from 18-19 school year through the 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

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)

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)

Teachers and guidance counselor will monitor progress reports. We will have a student intake panel more conducive to student needs. In August of 2021 an Alt Ed Referral Panel will be in place. We will continue to monitor student monthly credit completions, the student and parent family liaison data tracker. The purpose is to see if student academics and attendance will improve by May 2021.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

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 English class. 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)

# 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.

This was not a goal 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.

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.

This was not a goal 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$21,280.00

## 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	\$5,760.00

Subtotal of additional federal funds included for this school: \$5,760.00

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	\$0.00
LCFF-EL	\$13,330.00
LCFF-LI	\$2,190.00

Subtotal of state or local funds included for this school: \$15,520.00

Total of federal, state, and/or local funds for this school: \$21,280.00

# 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	13,330	0.00
LCFF-LI	2,190	0.00
Title I	5,760	0.00
Attendance	0	0.00

## Expenditures by Funding Source

Funding Source	Amount
Attendance	0.00
LCFF-EL	13,330.00
LCFF-LI	2,190.00
Title I	5,760.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	8,450.00
4000-4999: Books And Supplies	11,000.00
5000-5999: Services And Other Operating Expenditures	1,830.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Attendance	0.00
1000-1999: Certificated Personnel Salaries	LCFF-EL	1,000.00
4000-4999: Books And Supplies	LCFF-EL	10,500.00

5000-5999: Services And Other Operating Expenditures	LCFF-EL	1,830.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	2,190.00
1000-1999: Certificated Personnel Salaries	Title I	5,260.00
4000-4999: Books And Supplies	Title I	500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	16,950.00
Goal 2	3,830.00
Goal 3	500.00

# School Site Council Membership

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

Craig Shiflett School Principal

Mark Recktenwald Classroom Teachers

Breneslie Parris 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 4/22/2021.

Attested:



Principal, Craig Shiflett on 4/22/2021

SSC Chairperson, Mark Recktenwald on 4/22/2021

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[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](mailto: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](mailto: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](mailto: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](mailto: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	05/20/2021	

## 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).

We have been identified as a CSI school in 19-20 school year.

The purpose of this plan is to maximize the impact of federal resources in supporting our under representative students and working towards closing the achievement gap, preparing the students to be college and career ready in a school environment that's inclusive and conducive of learning for all students.

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 i-Ready 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.

Due to the hybrid program, teachers had the opportunity to revise their department goals. All changes were revised in the SPSA.

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.



# Resource Inequities

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

In September of 2020, the first Needs Assessment survey was conducted with the staff. In December of 2020 the CSI Stakeholder Team did a second Needs Assessments. Based on the responses, the following Resource Inequities are seen.

Lack of access to CTE program/pathway and materials.

Lack of credit earning in courses required for graduation (42% of students enrolling with less than 120 credits)

Limited evidence of interventions prior to enrollment at ACHS from the comprehensive HS setting in ELA and Math.

Students are enrolled from comprehensive HS programs in the middle or end of their Junior year with three or less semesters of access to instruction.

77.2% of current students have been identified as Chronically Absent (136/176)

Teachers need additional support to navigate online (synchronous and asynchronous) teaching, learning and student motivation

Regular monitoring of our EL, RFEP, SPED students would help to ensure their success and keep parents informed of student progress.

Lack of bilingual aides for our EL students

Lack of current pacing guides and current and relevant curriculum in ELA/Math

# 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
<b>English Language Arts</b>  Red	<b>Graduation Rate</b>  Green	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Red		
<b>College/Career</b>  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.

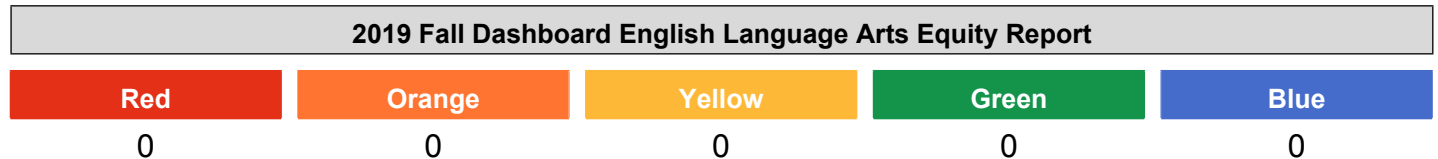
# School and Student Performance Data

## 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

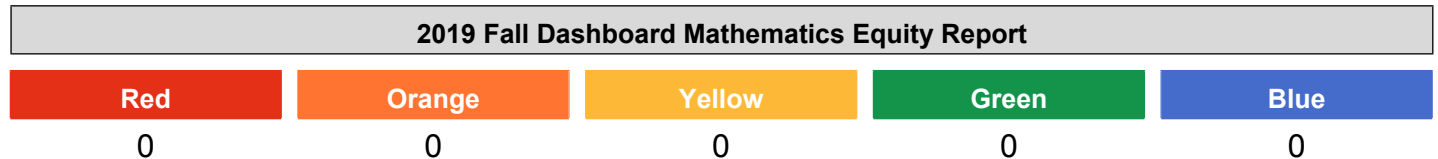
# School and Student Performance Data

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

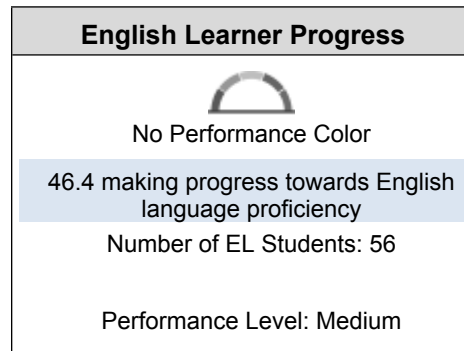
1. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE YET. Because our 11th grade student population is so small, no performance level colors were reported.
2. NO NEW DATA FOR THE 19-20 YEAR AVAILABLE YET. Based on the 2019 Dashboard report, students' performance on Math declined by 28.2 points (this is 229.9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



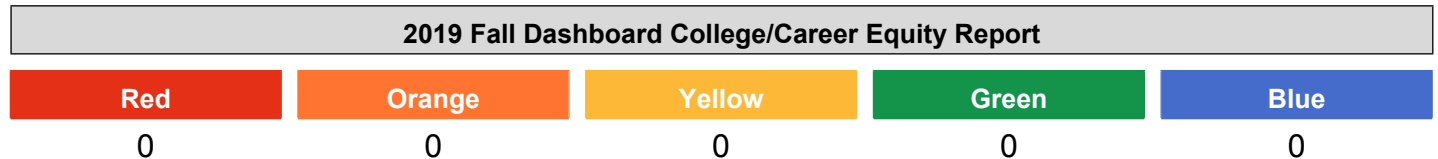
# School and Student Performance Data

## 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		
<b>All Students</b>  Red <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">0.9</div> Maintained -0.2  112	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy  0 Students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy  0 Students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy  0 Students	<b>Socioeconomically Disadvantaged</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy  0 Students	<b>Students with Disabilities</b>  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
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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. 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.

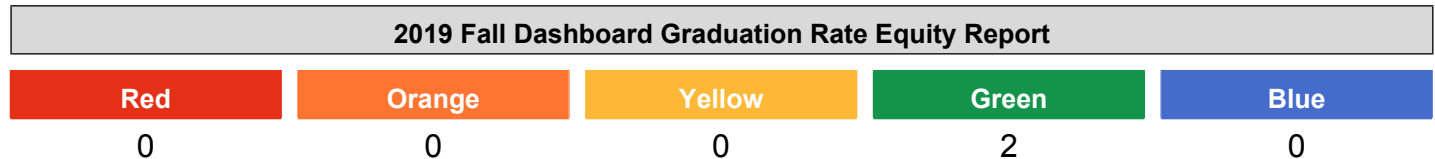
# School and Student Performance Data

## 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		
<b>All Students</b>  Green 86.6 Maintained -1.3 112	<b>English Learners</b>  No Performance Color 86.8 Maintained -1.2 38	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color 85 Increased +10 20	<b>Socioeconomically Disadvantaged</b>  Green 86.6 Maintained +0.9 97	<b>Students with Disabilities</b>  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%)

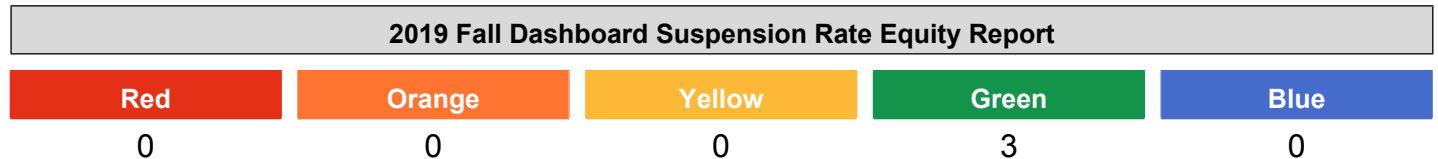
# School and Student Performance Data

## 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		
<b>All Students</b>  Green 3.7 Declined -1.2 301	<b>English Learners</b>  Green 2 Declined -1.9 102	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 6
<b>Homeless</b>  No Performance Color 0 Declined -12.5 40	<b>Socioeconomically Disadvantaged</b>  Green 2.7 Declined Significantly -2 257	<b>Students with Disabilities</b>  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)

Alvord Continuation High School (ACHS) became eligible for Comprehensive Support and Improvement (CSI) last school year due to the red indicators on the California School Dashboard. These red indicators fall under: College and Career Readiness, ELA and Math. Based upon DAAS data analysis, the district and the school's Stakeholder Team developed Needs Assessment Protocols that are in alignment with our district focus on Continuous School Improvement. The CSI Stakeholder Team, which extended to a school CSI Improvement Team, used various Needs Assessment Protocols such as the Fishbone Generation Protocol, the Interrelationship Digraph Protocol, and Empathy Interviews to identify areas in need. With the assistance of district LEA's and RCOE liaison, Dr. Flavin, the team was guided, supported, and encouraged to also look at evidence-based strategies to develop the CSI plans. The goal of the CSI teams as well as the school staff is to improve College and Career Readiness, ELA, and Math at ACHS or move the California School Dashboard indicators out of the red. CSI funds have been allocated for extra duty hours for staff. For example, Extended Learning/Saturday School is being paid out of CSI funds with the goal to support students during these hours in ELA and Math. Furthermore, CSI allocated funds are set aside for both classified and certificated to support CSI by engaging in empathy interviews and the student intake process. This will impact student outcome as the team analyzes the collected data.

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.

UPDATE AS OF FEBRUARY 25, 2021 - Working towards goal but with students not taking the i-Ready, it is difficult to reach.

ELA: ELA: By May 2021, 80% of students will increase their iReady Reading score by one grade level or score at 9th grade or above. Also, 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. Analyze i-Ready reading scores.



UPDATE AS OF FEBRUARY 25, 2021 - On track to reaching goal. Motivating students to take the i-Ready assessment has been challenging and none of our attempts have been successful to the point of getting 80% participation rate. Currently, it's around 30%.

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

UPDATE AS OF FEBRUARY 25, 2021 - Students are reaching the goal for History/Social Studies. Of those that have completed a course this school year, 92% have scored 70% or better.

MATH: By May 2021, 80% of the students that participate in the i-Ready program will have their scale score increase by at least six points. The i-Ready Math scores will be analyzed to determine student growth..

UPDATE AS OF FEBRUARY 25, 2021 - Working towards goal but with students not taking the i-Ready assessment, it is difficult to reach.

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

- i-Ready Reading: score within one grade level of their current grade or increase their reading score by one grade level.
- 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

monitor our EL/RFEP students

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 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.
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</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		towards meeting the academic goal.
ELL: The results from the previous two years of ELPAC, PSAT, and CAASPP ELA will be 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 Reclassify; none scored high enough to Reclassify.</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.

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.

CSI - The CSI Improvement Team meets weekly to plan and implement action items.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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.
7,800.00	LCFF-EL 1000-1999: Certificated Personnel Salaries EL Facilitator Stipend, Counselor meets After School w/ EL Student/Parents, CABE
1,214.00	CSI 5800: Professional/Consulting Services And Operating Expenditures BER Online PD for 4 teachers
25,000.00	CSI 1000-1999: Certificated Personnel Salaries Student Intake process/Interview
10,500.00	CSI 2000-2999: Classified Personnel Salaries Student Intake process/Interview
6,538.00	CSI 1000-1999: Certificated Personnel Salaries CSI Improvement team additional hours
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.

Math and ELA goals 20-21 were not met due to virtual and hybrid circumstances.

Social Science goals for 20-21 were met.

Science goals are in progress of being met.

EL - ELPAC test for 2021 is currently in progress. We are unable to analyze the progress at this time.

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:

By May 2022, at least 5 students will be Approaching Prepared or Prepared as measured by the CCI indicator.

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.

By August 2021 launch the CTE pathway

By May of 2021- Credential Completion of Teacher, Course Development and Course Approval.

Starting in February of 2021 the ACHS liaison will meet with students enrolled in dual enrollment courses on a weekly basis to ensure completion of program.

## 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

Increase support of students who are enrolled in the dual enrollment program.

Lack of a CTE pathway to prepare the students for a career

## 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.

CSI funds have been allocated for certificated and classified staff to conduct empathy interviews with students and parents/guardians. This will impact student outcome as the team analyzes the collected data.

The CSI Improvement Team meets weekly to plan and implement action items.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

2,800.00

#### Source(s)

CSI  
5000-5999: Services And Other Operating Expenditures  
CTE credential and OCDE class to pursue the CTE credential for 2 teachers (Saroni & Huxley)

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 parent and student attendance in the following activities and committees by 50%:

- Back-to-School Nights
- Student of the Month Awards Ceremonies
- Parent Engagement Week
- Coffee with the Principal
- ASB Meeting
- Girl's/Boy's Group
- Remind App
- ELAC Meetings
- SSC Meetings
- Title 1 Meetings

By December of 2020 conduct CSI Empathy Interviews of students and families.  
Starting March of 2021 teachers and guidance counselor will monitor progress reports.

## Identified Need(s)

School events, meetings, and committees are poorly attended.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign-in sheets/ Zoom meeting Chat Box Sign-ins from school events, meetings, and activities.	The 2019-20 data indicate that less than 10% of our families attended our school events, meetings, and committees. The data is inconclusive due to the COVID-19 lock-down.	Student and Parent attendance at our school events, meetings, and committees will increase by 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**

- Promote all school events, meetings, and activities using Blackboard messages, Flyers, Peachjar, School website, School Google Classroom, teacher and classified staff out-reach.
- Offer incentives to students who participate and bring parent(s)/guardian(s) to school events, meetings, and committees.
- Increase ASB involvement in promoting school events, meetings, and committees.
- Develop school connectedness by having teachers/ staff promote school events, meetings, and committees by encourage students to involve themselves and to bring parent(s)/guardian(s).
- Classified staff phone calls to Spanish speaking parent(s)/guardian(s) inviting them to school events, meetings, and committees.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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.

With all in-person events canceled for most of the 2nd semester during 19-20 school year, we weren't able to analyze the effectiveness of the activities.

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

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.

With all in-person events canceled for most of the 2nd semester during 19-20 school year, we have added the virtual/google classroom component of reaching out to parents, students and the community.

# 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

California Assessment of Student Performance and Progress (CAASPP)

- A score of 3 Overall on the ELA CAASPP

ELA Basic Skills Exam

- i-Ready Reading: score within one grade level of their current grade or increase their reading score by one grade level.
- Grades 11-12- CAASPP Overall ELA - minimum score 2537

## 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%.

By May 2022, at least 5 students will be Approaching Prepared or Prepared as measured by the CCI indicator.

Starting March of 2021 teachers and guidance counselor will monitor progress reports.

Each quarter the CSI Improvement Team will analyze the Student Intake.

By August of 2021 an Alt Ed Referral Panel will be in place.

On a monthly basis, the CSI Improvement Team will analyze the Student intake, student monthly credit completions, the student and parent family liaison data tracker, and student middle school grades/transcripts. The purpose is to see if student academics and attendance will improve by May 2021. Also, to see where student's academics declined from middle school to high school.

## 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

A Alternative Education Referral Panel

Looking forward to the 2021-2022 SPSA updates we will address graduation inequities in the following sub groups: EL, Homeless, and Hispanic students who are in the 51% to 58% grade rate.

## 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)

1945.85

CSI  
5000-5999: Services And Other Operating Expenditures  
2021 Carnegie Summit attended by: Alina Saroni, Nathan Michel, Luis Medina on April 26, 2021 to April 28, 2021

CSI  
5000-5999: Services And Other Operating Expenditures  
Visible Learning Book by John Hattie. Total of 12 books.

## 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	\$78,819.46

## 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	\$65,459.15
Title I	\$1,550.00

Subtotal of additional federal funds included for this school: \$67,009.15

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: \$78,819.46

# 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	90,660.85

## Expenditures by Funding Source

Funding Source	Amount
Attendance	1,748.81
CSI	65,459.15
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	49,838.00
2000-2999: Classified Personnel Salaries	10,500.00
4000-4999: Books And Supplies	11,771.61
5000-5999: Services And Other Operating Expenditures	5,495.85
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	42,038.00
2000-2999: Classified Personnel Salaries	CSI	10,500.00
4000-4999: Books And Supplies	CSI	6,961.30
5000-5999: Services And Other Operating Expenditures	CSI	4,745.85
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	68,263.30
Goal 2	6,061.50
Goal 6	2,548.81
Goal 7	1,945.85

# 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 5/20/2021



SSC Chairperson, Michele Spratley on 5/20/2021

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[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](mailto: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](mailto: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](mailto: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](mailto: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
Hillcrest High School	33669770125732	May 17, 2021	

## 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. The latest survey was taken in the spring of 2021. Various surveys have been sent to students and parents during the pandemic to gauge interest in different programs and learning preferences. This data is used to inform the district and school on student and parent preferences during this time period.

## 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. Diagnostic assessments, such as the iReady and MDTP are given multiple times each year in order to inform instruction. 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, workshops and conferences, 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 support for teachers on-site.

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. All students have been issued a Chromebook to use to access instruction and complete assignments.

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. Guidance 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 underperforming 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. A request for input on this year's SPSA was held with our ELAC on 4/23/21. The school's teaching staff was also consulted through meetings with their department chairs, who make up the school's Leadership Team. This team was consulted with regarding the SPSA on 3/12/21 and 4/9/21. 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 to 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 2018-2019 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. 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
<div>English Language Arts</div> <div></div> <div>Blue</div>	<div>Graduation Rate</div> <div></div> <div>Blue</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>College/Career</div> <div></div> <div>Yellow</div>		

**Conclusions based on this data:**

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

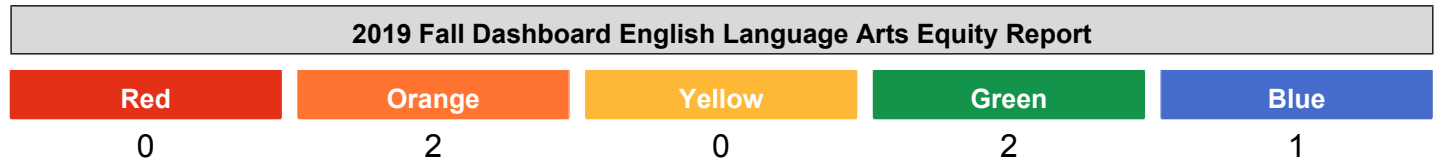
# School and Student Performance Data

## 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	
 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	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 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

<b>African American</b>  No Performance Color 17.7 points above standard Increased Significantly ++80.3 points 23	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color 91.1 points above standard Declined -8 points 31	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
<b>Hispanic</b>  Green 16.1 points above standard Increased Significantly ++17.2 points 250	<b>Two or More Races</b>  No Performance Color 65.5 points above standard Increased Significantly ++50.1 points 17	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>White</b>  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

<b>Current English Learner</b> 103.7 points below standard Increased Significantly ++28.6 points 43	<b>Reclassified English Learners</b> 29.2 points above standard Increased Significantly ++57.5 points 24	<b>English Only</b> 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.



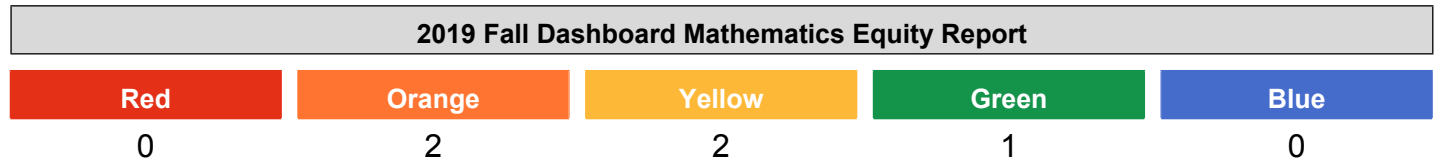
# School and Student Performance Data

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

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

<b>Current English Learner</b> 202.6 points below standard Declined -8.9 points 42	<b>Reclassified English Learners</b> 59 points below standard Increased Significantly ++37.9 points 24	<b>English Only</b> 47 points below standard Increased ++13.7 points 230
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#### Conclusions based on this data:

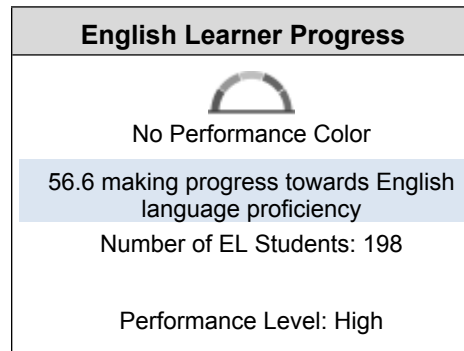
1. All student ethnic subgroups increased or increased significantly.
2. All subgroups improved in mathematics, with the exception of an 8.9 point decline by our current English Learners.
3. While we saw significant growth, several student groups are scoring below standard in math.

# 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.

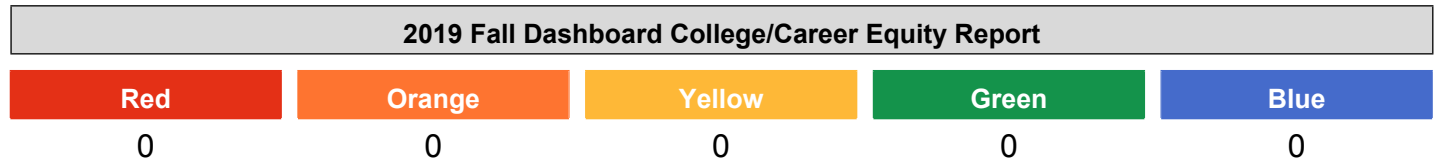
# School and Student Performance Data

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

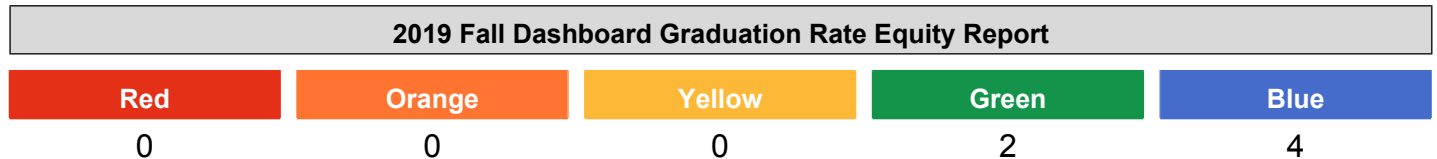
# School and Student Performance Data

## 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		
<b>All Students</b>  Blue 97 Increased +1.5 394	<b>English Learners</b>  Blue 98.5 Increased +5.7 68	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Homeless</b>  No Performance Color 94.4 Increased +5.6 18	<b>Socioeconomically Disadvantaged</b>  Blue 96.8 Increased +2 283	<b>Students with Disabilities</b>  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.



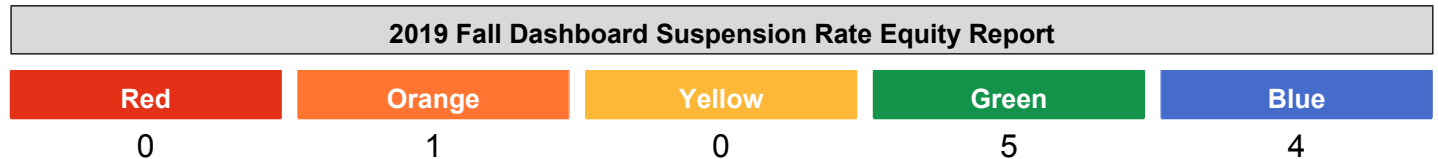
# School and Student Performance Data

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

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Green 1.8 Declined -2.4 111	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 7	<b>Asian</b>  Blue 0 Maintained 0 114	<b>Filipino</b>  Blue 0 Declined -1.9 49
<b>Hispanic</b>  Green 1 Declined -1.6 1093	<b>Two or More Races</b>  Orange 2.1 Increased +2.1 48	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 5	<b>White</b>  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 2022, 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 lack of testing data resulting from the COVID-19 school closure during the 2019-2020 and 2020-2021 school years.

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)

2000

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)

3000

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)

3000

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**

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 and 2020-2021 school years.

# 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 2022, 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 lack of testing data resulting from the COVID-19 school closure during the 2019-2020 and 2020-2021 school years.

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)
1000	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)	Source(s)
1500	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)	Source(s)
4800	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 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 and 2020-2021 school years.

# 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 2022, 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 lack of testing data resulting from the COVID-19 school closure during the 2019-2020 and 2020-2021 school years.

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)
1500	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)
5800	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)
500	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)

1350

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.

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 and 2020-2021 school years.

# 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 2022, 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 lack of testing data resulting from the COVID-19 school closure during the 2019-2020 and 2020-2021 school years.

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)

1500

Source(s)

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)

8300

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 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)

3000

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

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)
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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.

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 2022, 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 lack of testing data resulting from the COVID-19 school closure during the 2019-2020 and 2020-2021 school years.

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)
14800	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)
4000	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)
1000	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)

1000

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)

5000

Source(s)

LCFF-EL  
1000-1999: Certificated Personnel Salaries

## 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 evaluate attendance 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

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.

The school close response to the COVID-19 pandemic school closure had a significant impact on attendance rates during the 2019-2020 and 2020-2021 school years.

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 2022, 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	\$77,850.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
LCFF-EL	\$25,800.00
LCFF-LI	\$52,050.00

Subtotal of state or local funds included for this school: \$77,850.00

Total of federal, state, and/or local funds for this school: \$77,850.00



# 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	25,800.00	0.00
LCFF-LI	52,050.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF-EL	25,800.00
LCFF-LI	52,050.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	9,000.00
2000-2999: Classified Personnel Salaries	1,000.00
4000-4999: Books And Supplies	44,500.00
5000-5999: Services And Other Operating Expenditures	18,850.00
5800: Professional/Consulting Services And Operating Expenditures	4,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-EL	9,000.00
2000-2999: Classified Personnel Salaries	LCFF-EL	1,000.00
4000-4999: Books And Supplies	LCFF-EL	14,800.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-EL	1,000.00
4000-4999: Books And Supplies	LCFF-LI	29,700.00

5000-5999: Services And Other Operating Expenditures	LCFF-LI	18,850.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-LI	3,500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	14,300.00
Goal 2	14,300.00
Goal 3	9,150.00
Goal 4	14,300.00
Goal 5	25,800.00

# 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

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 17, 2021.

Attested:

	Principal, David Ferguson on 5/17/21
	SSC Chairperson, Pamela Edmondson on 5/17/21

# 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](mailto: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](mailto: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](mailto: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](mailto: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)

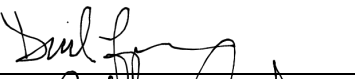
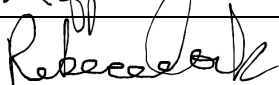
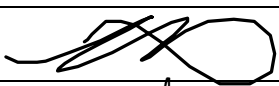



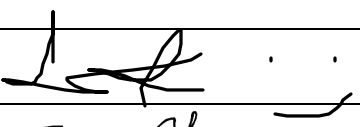
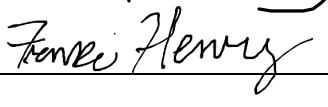
## School-Parent Compact (Title I Schools)

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

## School Site Council Secondary Sign-In Sheet Monday, May 17, 2021

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



Alvord Unified School District  
**Hillcrest High School**  
English Learner Advisory Committee  
Minutes (English)  
Date: April 23, 2021



Google Meet Link: <https://meet.google.com/lookup/bppxy4a23z?authuser=0&hs=179>

- I. Introductory Procedures
  - a. Call to Order Meeting called to order at 8:08 am (P. Edmondson)
  - b. Welcome/Sign-in (#2b) Parent Sign-In recorded virtually using Google Doc (P. Edmondson)
  - c. Pledge of Allegiance P. Edmondson
- II. Action Items
  - a. Approval of Minutes from (April 9, 2021) Minutes presented and approved unanimously
- III. Discussion/Information
  - a. Needs Assessment for EL Programs (EL4c) See Needs Assessment Document Attached
  - b. School Attendance (EL4c2) Importance of school attendance and attendance for ELPAC
  - c. DELAC Report Mrs. Valente will report out at next meeting on 04.30.2021
  - d. SPSA Input Needs assessment will be presented at SSC meeting on Monday, 04.26.2021
  - e. Counseling programs offered to EL Students Mr. Montoya (Counselor) presented information pertaining to the importance of knowing the student's counselor. When students need therapy or counseling, have the student see their counselor for referral/needs, we have a Wiley Center counselor on campus twice a week, we have a partnership with Care Solace for outside of school counseling. We have drug and alcohol counseling referrals available. Counselors can meet with teacher, parents, and students over class grade concerns.
  - f. Principal's Report Mr. Ferguson reported on the following:
    - We are happy students are back on campus
    - Students are following safety and health rules and procedures very well
    - We have 5 weeks left of the school year
    - There are lots of activities that will occur in closing out the school year
    - Summer school will be happening to account for learning loss
    - There is a survey for preferences for next year, please give feedback
- IV. Other Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak to any item on the Agenda or regarding subjects or concerns that do not appear on the Agenda. The chair reserves the right to limit speaking time to five minutes. Government Code Section 54954.2 and Education Code 35145.5 prohibit the Board of Education from discussing or acting upon matters not on the Agenda N/A
- V. Adjournment
  - a. Next Meeting: Friday, April 30, 2021
  - b. Adjournment Time 9:03 am (P. Edmondson)

**Needs Assessment – ACADEMIC – REQUIRED**  
**Encuesta de Necesidades – ACADÉMICO – OBLIGATORIO**

(completed during the months the SPSA is being developed/*completado durante los meses en que se está desarrollando el SPSA*)

English Learner Advisory Committee/Comité Consejero para Alumnos Aprendiendo Inglés

Name of School/*Nombre de la escuela* **Hillcrest High School**

Date/*Fecha* **April 23, 2021**

SSC Meeting Date to present results of ELAC Needs Assessment **April 26, 2021**

*Fecha de la Junta SSC para presentar los resultados de la Encuesta de Necesidades de ELAC*

Names of ELAC Members Present/*Nombres de los miembros de ELAC presentes*

Arcelia DeAnda  
Debora Ponce  
Eluzai Valente

Current EL Programs/*Programas EL actuales*

Describe current programs and services for ELs at the site. Examples include: bilingual instructional assistants, enrichment after-school activities, supplemental digital programs, etc. Be sure to include all actions from the SPSA that are provided to ELs directly. Consider describing the supports that are paid for from other funds to give a comprehensive picture of the EL program./ *Describe los programas y servicios actuales en las escuelas para los alumnos EL. Algunos ejemplos son: asistentes de instrucción bilingües, actividades extracurriculares de enriquecimiento después de clases, programas digitales suplementarios, etc. Asegúrese de incluir todas las acciones del SPSA que se proporcionan a los estudiantes EL directamente. Considere la posibilidad de describir los apoyos que se pagan con otros fondos para dar una imagen completa del programa EL.*

Hillcrest High School's English Learner population has remained consistent with approximately 13 to 16% of our students designated as English Learners. EL students are provided a wide range of course offerings that are specific to their individual needs. Courses include ELD 1/ELD Lab, ELD 2, ELD 3, and mainstream courses in all content areas with language support from a Bilingual Assistant. According to the data presented below, a majority of our students continue to score at Level 3 or 4 on the ELPAC exam. Of the 206 English Learners, over 66% scored at Level 3 or 4 during the 2018-2019 school year. This is an increase of over 21%.

Current Data for English Learners/*Datos actuales de alumnos aprendiendo inglés*

Including, but not limited to: Percentage of ELs taking the ELPAC, percentage of ELs making annual progress as measured by the ELPAC, SBAC performance, performance on district benchmarks, reclassification rate, Graduation rate for English Learners, D & F rates for English Learners./*Incluyendo, entre otras cosas: El porcentaje de alumnos EL que presentan la prueba ELPAC, el porcentaje de alumnos EL que hacen el progreso anual según la medida delineada por la prueba*

## Current Data for English Learners/Datos actuales de alumnos aprendiendo inglés

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

## Current Data for English Learners/Datos actuales de alumnos aprendiendo inglés

### Student Achievement - English by Ethnicity/Subgroup

Distance from Standard - English	2017-2018	2018-2019	Change
African-American	-71.6	+17.7	+89.3
Asian	+99.1	+91.1	-8.0
Hispanic/Latino	-31.7	+16.1	+47.7
White	+4.1	+39.9	+35.8
English Language Learners	-84.4	-56.1	+28.3
Special Education	-146.3	-124.4	+21.9
Socio-economically Disadvantaged	-34.0	+15.1	+49.1
<b>HHS Total Rate</b>	<b>-13.6</b>	<b>+30.0</b>	<b>+43.6</b>

### Current Data for English Learners/Datos actuales de alumnos aprendiendo inglés

Student Achievement Math by Ethnicity/Subgroup			
Distance from Standard - Math	2017-2018	2018-2019	Change
African-American	-95.8	-67.3	+28.5
Asian	+38.9	+58.1	+19.2
Hispanic/Latino	-99.8	-84.9	+14.9
White	-47.8	-36.2	+11.6
English Language Learners	-150.0	-150.4	-0.4
Special Education	-230.8	-210.2	+20.6
Socio-economically Disadvantaged	-102.8	-84.3	+18.5
HHS Total Rate	-75.3	-58.1	+17.2

### Current Data for English Learners/Datos actuales de alumnos aprendiendo inglés

ELPAC - Overall Achievement	Total Students		Level 4		Level 3		Level 2		Level 1	
Year Grade	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	72	52	25.0%	19.2%	36.1%	46.2%	26.4%	25.0%	0	9.6%
10	53	66	32.1%	37.9%	30.2%	36.4%	22.6%	12.1%	0	13.6%
11	54	46	30.4%	19.6%	33.3%	43.5%	27.8%	26.1%	0	10.9%
12	63	42	33.3%	26.2%	31.2%	33.3%	0	26.2%	19.1%	14.3%
All	242	206	27.7%	26.7%	33.1%	40.0%	23.1%	21.4%	16.1%	12.1%

### Recommendations/Recomendaciones

Based on the data above, describe the ELAC's recommendations as to which programs for ELs should be maintained, added, and/or eliminated./En base a los datos antes mencionados, describa que programas para los alumnos EL recomienda ELAC mantener, agregar o eliminar.

For the 2021-2022 school year, an Intervention Teacher will be added at Hillcrest High School to support students in all content areas. We also currently have a Literacy Center which provides after school peer tutoring for students based on their individual needs. At Hillcrest, teachers and staff have participated in regular professional development to better support students with literacy skills based on the data from the iReady diagnostic assessment. Our primary school wide area of focus for professional development includes the development of skills for students to increase knowledge of Academic Vocabulary. *Para el año escolar 2021-2022, se agregará un maestro de intervención en la escuela Hillcrest para apoyar a los estudiantes en todas las áreas de contenido. Actualmente también contamos con un Centro de Alfabetización que ofrece tutoría entre compañeros después de la escuela para los estudiantes en función de sus necesidades individuales. En Hillcrest, los maestros y el personal han participado en el desarrollo profesional regular para apoyar mejor a los estudiantes con habilidades de alfabetización según los datos de la evaluación de diagnóstico iReady. Nuestra área de enfoque para el desarrollo profesional en toda la escuela primaria incluye el desarrollo de habilidades para que los estudiantes aumenten el conocimiento del vocabulario académico.*

**Based on the data above, the ELAC's recommendations are:**

**Maintain/Con base en los datos anteriores, las recomendaciones de ELAC son:**

**Mantener:**

- Bilingual Instructional Assistant/*Asistente de instrucción bilingüe*
- ELD courses/*Cursos para el desarrollo del idioma inglés*
- Intervention Teacher / *Maestro de Intervención*
- Literacy Center / *Centro de alfabetización*
- Professional Development Opportunities/*Oportunidades de desarrollo profesional*
- Use of technology purchased with EL funds/*Uso de tecnología comprada con fondos EL*

**Add/Agregar:**

- Help and support for reclassified students and EL students with mathematics at home, specifically how parents can better support their students with homework. *Ayuda y apoyo para estudiantes reclasificados y estudiantes EL con matemáticas en casa, específicamente cómo los padres pueden apoyar mejor a sus estudiantes con la tarea.*





# Hillcrest High School

Perseverance Responsibility Innovation Diversity Excellence

## School Site Council

Meeting Date: Monday, May 17, 2021

Meeting Location: Virtual via Zoom – Meeting ID 573 955 4241 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. Approval of meeting minutes from 4/26/21
2. Approval of 2021-2022 School Plan for Student Achievement

#### **IV. Discussion/Information**

1. Budget Report
2. Training Topics
  - A. Plan Election Cycle for August, 2021
  - B. SSC Committee Evaluation
3. Reports from Parent Committees
  - A. English Learner Advisory Committee (ELAC)/DELAC
  - B. Action Team for Partnership (ATP)
  - C. Parent Advisory Committee (PAC)
4. Program Reports
  - A. Professional Development Opportunities
  - B. Parent and Family Involvement Opportunities
  - C. Interventions
5. Principal's Report
6. Other

#### **V. Adjournment**

1. Agenda building for next meeting
2. The next SSC meeting will be held during the 2021-2022 school year.
3. Adjournment



# Hillcrest High School

Perseverance Responsibility Innovation Diversity Excellence

## School Site Council

Meeting Date: Monday, May 17, 2021

Meeting Location: Virtual via Zoom – Meeting ID 573 955 4241 Time: 2:30pm

### **MEETING MINUTES**

#### **I. Introductory Procedure**

1. Call to Order – The meeting was called to order at 2:34pm.
2. Establishment of Quorum – A quorum was established with eight members present.
3. Pledge of Allegiance – P. Edmondson led the council in the Pledge of Allegiance.
4. Welcome and Introductions – P. Edmondson welcomed everyone to the meeting.

#### **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. Approval of minutes from 4/26/21 meeting – The minutes of the meeting held on 4/26/21 were reviewed. No revisions were requested. Motion to approve the minutes from 4/26/21 as presented: 1<sup>st</sup> – B. Cook, 2<sup>nd</sup> – B. Clark, approved unanimously.
2. Approval of 2021-2022 School Plan for Student Achievement – D. Ferguson reviewed the SPSA for the council. Motion to approve as presented: 1<sup>st</sup> – B. Cook, 2<sup>nd</sup> – B. Milliorn, approved unanimously.

#### **V. Discussion/Information**

1. Budget Report – D. Ferguson shared the LCFF-LI and LCFF-EL budget amounts for the 2021-2022 school year. It was noted that our LCFF-LI budget is approximately \$20,000 less than previous years. D. Ferguson explained that this is due to the district now providing technology for all students and instructional software licenses. We will wait until next year's council is formed to approve expenditures for this money.
2. Training Topics
  - A. Plan Election Cycle for August, 2021 – D. Ferguson explained the process that had been followed to elect this year's council and his intent to follow the same process for next year. The council agreed that this was an appropriate plan.
  - B. SSC Committee Evaluation – D. Ferguson lead the council through the evaluation process required.
3. Reports from Parent Committees
  - A. English Learner Advisory Committee (ELAC)/DELAC – P. Edmondson reported that we held all five required ELAC meetings this year, with our last meeting having been held on Friday. D. Ferguson shared that he had recently discussed using the remaining LCFF-EL money on technology that will assist in creating a parent communication center in our guidance office. This will support our EL families with Aeries assistance and additional resources that support our EL families. Our ELAC was very supportive of this expenditure.
  - B. Action Team for Partnership (ATP) – No report.
  - C. Parent Advisory Committee (PAC) – No report.

4. Program Reports
  - A. Professional Development Opportunities – D. Ferguson and P. Edmondson explained that our professional development this month is focused on our English Learner population.
  - B. Parent and Family Involvement Opportunities – No update.
  - C. Interventions – D. Ferguson discussed Summer School and the Summer Trojan Academy. We are excited that opportunities will be held throughout the summer to support our students.
5. Principal's Report – D. Ferguson discussed the end of the school year, particularly for seniors. Our senior movie night was a great success. Senior Awards Night is this Thursday and graduation is being held in person. Our sports teams are doing very well, with several already competing or planning to compete in CIF competition. We are planning for next school year. We are particularly proud that Hillcrest High School was recently named a California Distinguished School. This is a huge honor and something our community should be very proud of.

#### **V. Adjournment**

1. Agenda building for next meeting – D. Ferguson explained that the next agenda will be developed next school year. He thanked everyone for their hard work and dedication to this year's council.
2. Our next SSC meeting is scheduled for next school year.
3. Adjournment: Motion to adjourn the meeting at 3:10pm: 1<sup>st</sup> – B. Cook, 2<sup>nd</sup> – B. Milliorn, 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 24, 2021	

## 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 High School (LSHS) 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. A focus for SSC and LSHS is to create a system of interventions to help close the achievement gaps in graduation, a-g, and literacy. One school wide focus will be on literacy across the content areas to meet the LCAP goal Conditions of Learning, creating a positive student and teacher culture through the lens of PBIS and MTSS, as well as ensuring equity and access for all students. The staff will continue to receive professional development and focus on professional learning communities in order to review, reflect, and revise to courses in order to meet the needs of students. The site also created a PBIS task force and sent a team for training in order to support the positive relationships here at LSHS. 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. New programs to support with supporting the whole child and increasing engagement include the opening of a site Family Engagement Center, Wellness Center, and Peer Academic Tutoring Center for the 21-22 school year. 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; but do not have a clear understanding of a-g. Parent surveys this year were implemented for parents to indicate learning platform preferences for their student/s as well as needs and input for the new Family Engagement center. Survey results showed LSHS are eager in partnering with the school community in ensuring success for all students. An end of the year certificated staff survey showed staff feel their strengths include direct instruction and frequent checks for understanding and areas for growth included: implementing tier one interventions, implementing exit tickets, and providing students with opportunities for reflection. 205 LSHS students completed a similar survey and responded that they felt they would benefit from more frequent counselor classroom presentations, increased use of technology and collaborative strategies in the classroom and more engagement strategies.

## 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. Administration keeps a weekly log of classes observed with a goal of ten visits per week, per administrator. Positive feedback is communicated to teachers and for those tenured teachers that request more specific feedback it is provided to them. This year non-tenured probationary teachers were informally and formally evaluated. Tenured teachers were informally observed throughout this year. Administration identified areas for growth based on observations, and planned PD accordingly focusing on engaging students in a distance learning platform. Instructional coach hosted bimonthly voluntary workshops to support teacher development based on observations as collected by administration. The instructional coach and site principal worked collaboratively with struggling teachers. The official site professional development calendar was created based on survey results conducted before the start of the year by teachers and classroom observation findings. All observations for the year were conducted virtually because of the distance learning platform and MOU.



## 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 LSHS meet regularly to evaluate the results of state and local student assessment data. Teachers discuss and analyze departmental common assessments and interim CAASPP assessments in their department PLCs. This data is also shared and discussed at monthly site leadership meetings that include department chairs and program coordinators, as well as administration. The data drives the instructional focus. This year I ready and MDTP (local/site assessments) provided the data given the pandemic and cancellation of state assessments last year. Department PLCs also discussed and reviewed progress report data and semester data by course.

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 administered I ready as an end of the year final in ELA to give our English Language Arts teachers a more concise picture of the levels of our students. Our instructional coach then presented the data to our teachers, during PLC time. Teachers were also provided with course data by course to work and modify instruction as needed quarterly.

## 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, monthly school wide and bimonthly by department, focused this year on increasing student engagement during distance learning, supporting special populations, PBIS/tier one interventions, 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 distance learning strategies for implementation. 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)

LSHS employs one full-time Instructional coach focused on improving instructional practice for all teachers, pulling and interpreting data to drive professional learning for teachers and PLCs. Through our instructional coach voluntary professional learning workshops are held bimonthly, some months even weekly. Teachers are receiving ongoing support with technology and apps as the shift was made to distance learning.

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 organizing pacing plans and course non-negotiables, creating data protocols and interpreting data to drive instruction.

## 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 and credit recovery courses, i.e. Odysseyware classes, and study skills.

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 after-school tutoring, as needed during distance learning. Inside and outside (0-6 period) of the school day Odysseyware courses are available to students that need remedial assistance as well as during a winter session and summer school.

Evidence-based educational practices to raise student achievement

LSHS 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, the school website, printed information sent home, and La Sierra's social media Facebook/Twitter. Additionally, two parent engagement teacher facilitators worked with a site parent group to implement the monthly workshops and meetings for parents to come together virtually this year. The Family Engagement center will open for 21-22 school so our two teacher leaders have been working with parents to plan and organize the space for next year.

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 LSHS 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), 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 after school tutoring. During distance learning, teachers had daily office hours to support struggling students and one designated hour on Fridays by department. The district low income block grant funding provided the site with three teachers to provide tutoring for students that were struggling with distance learning. This summer the district is also funding summer academies to provide students with interventions and support for learning loss during the pandemic. Our site summer academies include: Health & Business academies, Summer Bridge for incoming 9th graders, EL academy for EL learners, and a leadership academy for students to reconnect and organize for the upcoming year.

### 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**

School Site Council (SSC) held elections in August and met for the first time in September of 2020. During this meeting the current SPSA was reviewed including goals and activities. Given, the current pandemic adjustments to previously planned activities were made to account for distance learning. The SSC met monthly to review data for each of the three goals, review activities and revise as needed for the new SPSA. In April of 2021, work completed through SSC was shared with staff and asked for input as to the new goals and activities. The SSC reviewed suggestions and finalized the new SPSA on May 24, 2021. This was then presented to the Alvord Board of Education on and approved for implementation.

## Resource Inequities

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

LSHS has received new technology. Our students are now able to access digital apps and assessments on a frequent basis and can engage in distance learning given that we are now one to one; academies and some special programs also have access to additional laptop carts. La Sierra also has a great need for targeted academic interventions. Creating targeted academic interventions is costly, yet we have been supported this year with grant funding for additional tutoring for students in need, an Odysseyware winter session and summer school. The instructional coach has provided teachers with voluntary trainings and workshops when it comes to technology and app use. Monthly PD at the beginning of the year also provided teachers with options as to trainings when it comes to technology and apps.

# 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 at 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
<b>English Language Arts</b>  Yellow	<b>Graduation Rate</b>  Green	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Yellow		
<b>College/Career</b>  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.

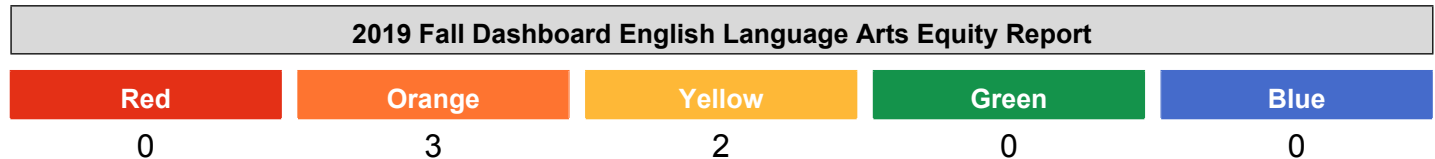
# School and Student Performance Data

## 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

<b>African American</b>  No Performance Color 26.2 points below standard Increased Significantly ++17.1 points 20	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color 113.5 points above standard 19	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
<b>Hispanic</b>  Yellow 15.1 points below standard Increased Significantly ++18.4 points 254	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>White</b>  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

<b>Current English Learner</b> 94.3 points below standard Increased Significantly ++19.9 points 61	<b>Reclassified English Learners</b> 22.4 points below standard Declined -6.7 points 43	<b>English Only</b> 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.

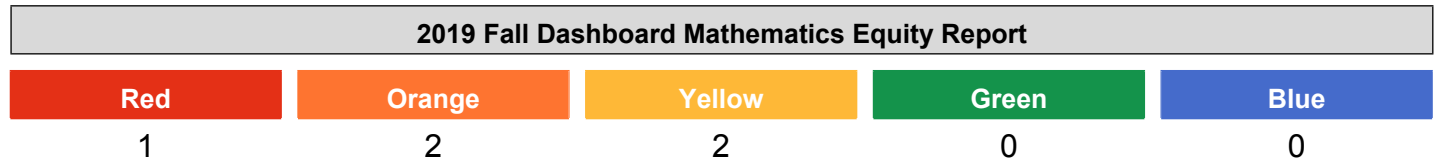
# School and Student Performance Data

## 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		
<b>All Students</b>  Yellow 77.6 points below standard Increased Significantly ++27.2 points 344	<b>English Learners</b>  Orange 129.8 points below standard Increased Significantly ++19.9 points 103	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Homeless</b>  No Performance Color 117.4 points below standard 11	<b>Socioeconomically Disadvantaged</b>  Yellow 91.7 points below standard Increased Significantly ++21.1 points 273	<b>Students with Disabilities</b>  Red 210.4 points below standard Maintained -1 points 38

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 114.9 points below standard Increased ++13.8 points 20	<b>American Indian</b> 	<b>Asian</b>  No Performance Color 71.2 points above standard 19	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
<b>Hispanic</b>  Yellow 86.9 points below standard Increased Significantly ++22.3 points 253	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>White</b>  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

<b>Current English Learner</b> 150.5 points below standard Increased Significantly ++26.4 points 60	<b>Reclassified English Learners</b> 101.3 points below standard Maintained -2.4 points 43	<b>English Only</b> 76.1 points below standard Increased Significantly ++27.8 points 134
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#### Conclusions based on this data:

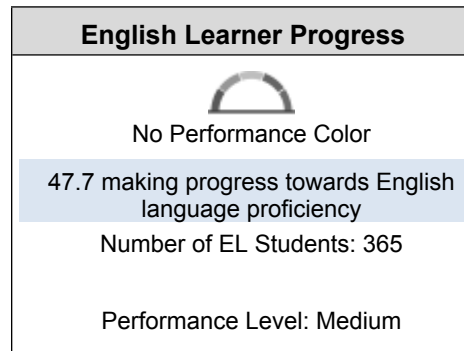
- Overall our students scores declined in the area of mathematics.
- Our students with disabilities and English learners sub groups are both red on the indicator which is the lowest performance. Our students with disabilities are over 200 points below the standards where English learners are almost 144 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
21.6	30.6	11.7	35.8

#### 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.

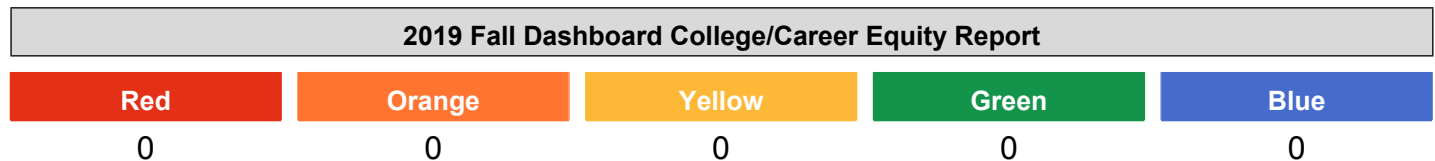
# School and Student Performance Data

## 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		
<b>All Students</b>  Orange <div style="background-color: #d9e1f2; text-align: center; padding: 2px;">34.9</div> Declined -5.1  395	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy  0 Students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy  0 Students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy  0 Students	<b>Socioeconomically Disadvantaged</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy  0 Students	<b>Students with Disabilities</b>  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
39.8 Prepared	40 Prepared	34.9 Prepared
25.6 Approaching Prepared	25.6 Approaching Prepared	25.8 Approaching Prepared
34.5 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
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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.

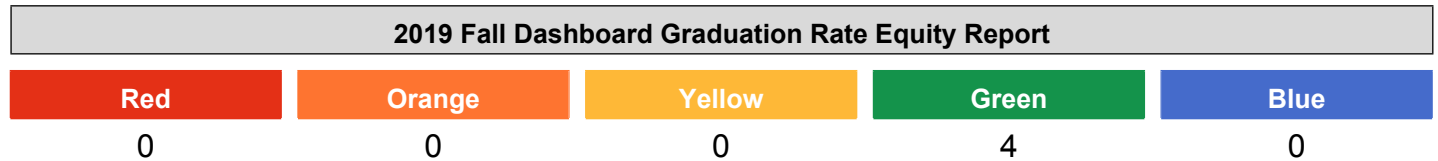
# School and Student Performance Data

## 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		
<b>All Students</b>  Green 93.3 Increased +1.9 404	<b>English Learners</b>  Green 89.2 Increased +7.9 120	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<b>Homeless</b>  No Performance Color 92.3 Increased +23.9 26	<b>Socioeconomically Disadvantaged</b>  Green 93.2 Increased +3 351	<b>Students with Disabilities</b>  Green 85.3 Increased +24.5 68

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <b>95.2</b> Increased +1.1 21	 No Performance Color 0 Students	 No Performance Color <b>92.9</b> Increased +2.9 14	 No Performance Color <b>92.3</b> 13
Hispanic	Two or More Races	Pacific Islander	White
 Green <b>93.6</b> 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 <b>91.4</b> 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.

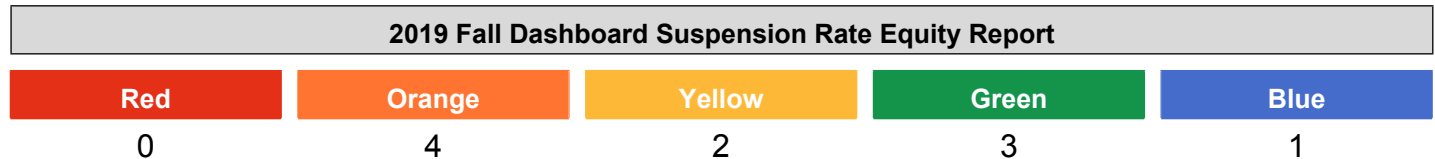
# School and Student Performance Data

## 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		
<b>All Students</b>  Green 3.9 Declined -0.4 1891	<b>English Learners</b>  Green 4.8 Declined -1.1 505	<b>Foster Youth</b>  No Performance Color 35.3 Increased +14.2 17
<b>Homeless</b>  Orange 4 Increased +0.5 75	<b>Socioeconomically Disadvantaged</b>  Yellow 4.5 Maintained -0.1 1496	<b>Students with Disabilities</b>  Yellow 8 Declined -1 261

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Orange 7.6 Maintained -0.2 92	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 5	<b>Asian</b>  Orange 4.3 Increased +3 69	<b>Filipino</b>  Blue 0 Maintained 0 41
<b>Hispanic</b>  Green 3.6 Declined -0.5 1461	<b>Two or More Races</b>  Green 2.6 Declined -9.1 38	<b>Pacific Islander</b>  No Performance Color 7.1 Declined -8.2 14	<b>White</b>  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)

LSHS will strengthen literacy across all content areas with a focus on informational texts. To support this, teachers will implement a school wide approach with the adoption of one literacy strategy in all content areas. Texts read in class will also include relevant 21st century skills for success in college and career. LSHS will also develop an academy graduate profile so as to focus on skills necessary for success in college, career, and life.

## Identified Need(s)

LSHS has high numbers of students with exceptional needs, English Learners, and socio economic disadvantaged. Each significant sub group needs to have positive academic gains. Given the pandemic and lack of dashboard data from the state, SSC reviewed previous dashboard data and new I Ready diagnostic data. There still continues to be a need for support in literacy development and student support in reading comprehension of both literature and informational texts. Vocabulary development was another area of need. This data indicated a need for academic interventions and extended learning opportunities for students. We also have a critical area of need for professional development for teachers. Our teaching staff needs to understand the CAASPP, ELPAC, and I Ready as well as provide students with direct instruction and interventions to meet their needs; they need to understand how students are being assessed. Teachers have collaborated as to one literacy strategy for implementation (DLIQ) for 21-22 school year. Adopting one literacy for the site across all content areas will provide students with a deliberate opportunity to reflect as to their learning or lack thereof and teachers with a check for understanding. Activities in this area also provide teachers with professional development through observations of classrooms and debriefs with the instructional coach. There is also a need for a unifying vision for CTE literacy and the need for the development of an academy graduate profile. This profile will include all of the skills and characteristics, that despite CTE pathway chosen, a student will embody these by the time they complete a CTE pathway here at LSHS. CTE teachers will need time to develop this profile over the course of a year.

## 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% and increase the percentage of students who met the standard by 1%.
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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		students who met the standard by 1%.
I Ready Diagnostic #1 - Fall Implementation	960 students tested, grades 9-12. 57% of students were 2 or more grade levels below, 21% of students 1 grade level below, and 22% of students on or above grade level.	We will increase the number of students on or above grade level by at least 2 %.
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)

EL Learners & Special Education

### Strategy/Activity

The purchase of more literacy materials and instructional supplies for ELs/SL (Spanish/English) & textbook readers and Ebooks for Special Ed.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,655	LCFF-EL 4000-4999: Books And Supplies materials and study.com
1,800	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

Sub coverage for teachers to participate in quarterly learning literacy and DLIQ & SL learning walks facilitated by instructional coach. Groups can walk and observe classrooms with instructional coach for the morning and then after lunch debrief and apply practices observed into their own lessons on a quarterly, volunteer basis as professional development. Subs will be provided for 6 teachers for each group (DLIQ & SL, 4 times a year). The total cost for 24 subs and fixed costs are included in these totals.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
4,972	LCFF-LI 1000-1999: Certificated Personnel Salaries
4,972	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)

All Students

#### **Strategy/Activity**

Teachers will be provided ongoing after school paid professional development (quarterly) to attend DLIQ and literacy workshops facilitated by instructional coach and administration. DLIQ workshops will be held quarterly after school and be paid for up to 20 teachers to support in implementation of DLIQ.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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)
4904	LCFF-LI 1000-1999: Certificated Personnel Salaries hourly salary up to 20 teachers, 4 times a year plus indirect costs

### **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**



Classroom posters for school wide literacy strategy approach. Providing students with a visual representation of the expected strategy will support in the implementation of it.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

600

Source(s)

LCFF-LI  
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

Strategy/Activity

Providing 8 non AVID, non ELA teachers with training in AVID literacy strategies. Such strategies will support with professional development in strengthening literacy skills in non-ELA content classes.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2,500

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)

Academy CTE students

Strategy/Activity

Providing sub coverage for 3 academy teachers to participate in quarterly (4) development of a graduate profile for academies and CTE sectors. A graduate profile will provide academy elective teachers with common language and common goals as to skills students should embody upon completion of a career pathway. The graduate profile will include literacy skills such as verbal and non verbal communication, reading of informational texts relevant to real life and soft skills necessary in a 21st century world. The cost covers 12 subs and fixed costs for these quarterly meetings.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
2,487	LCFF-LI 1000-1999: Certificated Personnel Salaries

**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**

Sheltered teachers need time to analyze ELPAC data and understand the fluency/literacy levels of their students. Funds allocated for semester release time for six sheltered (SL) teachers work with EL facilitator and analyze data and implement best practices. The cost is for 14 subs (1,960) and additional fixed costs (425) to have these pull out 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)
2,385	LCFF-EL 1000-1999: Certificated Personnel Salaries

**Strategy/Activity 8**

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

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

Academy students

**Strategy/Activity**

Academy/CTE Graduate Profile posters will be printed for every pathway classroom and for common areas on campus detailing the graduate profile (once developed) here at LSHS.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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)
600	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 is to provide opportunities for teachers to collect and understand data, develop their capacity when it comes to supporting literacy with all students, and to support implementation of strategies with additional instructional materials to increase engagement. The overall effectiveness will be measured each semester through I Ready diagnostic implementation and 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)

LSHS will build and maintain a culture of academic rigor through increased enrollment in AP courses, A-G, and dual enrollment classes.

## Identified Need(s)

Data shows that there is a need for focus on making sure students are not only on track to graduate, but also on making sure students are prepared for multiple post-secondary options including being a-g eligible. Calpads data shows that the graduation rate has remained the same from 2018-2019 (93.2) to 2019-2020 (93.2). The most significant gap in graduation rate is between the general population in 2019-2020 at 93.2% and students with disabilities graduating at 77.3% that year. CalPads data from 2019-2020 shows that 42% of all students from LSHS graduated a-g and that there are significant gaps in a-g completion for the following sub- groups - ELs & SpEd in a-g completion.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A-G Completion Rate	For the class of 2019-2020, 42% of La Sierra graduates met A-G requirements, 25% for SpEd and 21% for ELs.	A-G completion rate will increase by 1%.
College and Career Readiness	Dashboard Data: 2018-2019 - 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	Dashboard 2018-2019 data: 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%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	The 2019-2020 graduation rate was 93.2. Socioeconomically disadvantaged students were at 93.2%, English Learners at 88.9% and Students with Disabilities at 77.3%.	Graduation rates will increase by .5% overall and for each significant sub-group.
AP Exams	In 2019-2020, 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	The following dual enrollment classes were offered 2020-2021:	More students will be enrolled in Dual Enrollment courses.

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

LSHS will host an AP potential & dual enrollment campaign in the fall where students have the opportunity to learn about classes and programs offered here. Materials for these special fairs such as post cards for AP potential students, marketing materials such as posters, and backdrops can also be purchased to enhance and engage more students during these events. A-g recognition will also be a part of this campaign and seniors who meet a-g requirements will be honored and recognized with an a-g cord at an all student event to encourage others to do the same.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

2,500

#### Source(s)

LCFF-LI  
4000-4999: Books And Supplies  
AP Potential/Dual Enrollment Marketing and Campaign/cords

## 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**

Hosting an annual Commitment Day Signing event for seniors. This is to recognize them for committing to post secondary institutions, career, and military. Materials will be purchased for this event.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

600.

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**

College and Career Guidance Initiative (CCGI) professional learning for teachers and counselors to discuss CCGI best practices and tools available, after school monthly for up to 10 teacher leads. This tool will be accessible to all students and provide students with a 4 year planning tool, portal for FAFSA application, and UC/CSU applications as well as college and career lessons for students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

5,968

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
CCGI PD Monthly for up to 10 people and indirect costs

**Strategy/Activity 4**

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

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

AP students

**Strategy/Activity**

Test prep time for preparing students for AP exams. AP teachers will host additional out of class time to provide AP students with support in passing AP exams. These hours must be held outside of the contractual day. Each teacher is not to exceed 10 hours.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
7,161	Title I 1000-1999: Certificated Personnel Salaries

**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 better prepare students to meet a-g requirements, build a culture of positive recognition for academic achievement, and increase the number of students enrolled in a-g, AP, and dual enrollment classes.

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

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

## Goal(s)

LSHS will take a proactive and intervention based approach in ensuring all students graduate college and career ready with multiple options upon graduation.

## Identified Need(s)

Data shows that there is a need for focus on making sure students are not only on track to graduate, but also on making sure students are prepared for multiple post-secondary options including being a-g eligible and career options. Calpads data shows that the graduation rate has remained the same from 2018-2019 ( 93.2) to 2019-2020 (93.2). The most significant gap in graduation rate is between the general population in 2019-2020 at 93.2 and students with disabilities graduating at 77.3% that year. CalPads data from 2019-2020 shows that 42% of all students from LSHS graduated a-g and that there are significant gaps in a-g completion for the following sub- groups - ELs & SpEd in a-g completion. This data shows that there is a need for more proactive interventions for all students in order to ensure they not only graduate, but have multiple options upon graduation.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
a-g Completion Rate	For the class of 2019-2020, 42% of La Sierra graduates met A-G requirements.	A-G will increase by 1%.
College & Career Readiness	Dashboard Data: 2018-2019 - 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.
Graduation Rate	The 2019-2020 graduation rate was 93.2. Socioeconomically disadvantaged students were at 93.2%, English Learners at 88.9% and Students with Disabilities at 77.3%.	Will increase by .5%.
AP Exams	In 2019-2020, La Sierra students completed a total of 406 AP Exams. The average exam score was 2.7 and 49%	The total number of exams given and the average exam score will increase. The percentage of students earning



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	of students earned a score of 3 or higher.	a score of 3 or higher will increase by 1 %.
Dual Enrollment	The following dual enrollment classes were offered 2020-2021:	More students will be enrolled in dual enrollment classes.
CCI Measures	Dashboard 2018-2019 data: 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.	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

Given that we do not have students who requested Link Crew as a class, ASB in collaboration with admin will host a Freshman First Day before the start of the school year. During this half day event, new freshman will receive a campus tour, check out materials, have lunch, and attend a survival skills workshop as well as a meet and greet with their counselor. This is a level one intervention for all incoming students here at LSHS.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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)
600	LCFF-LI 4000-4999: Books And Supplies
600	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)

All Students

### Strategy/Activity

LSHS has established an a-g elective course where upperclassmen can sign up to be a peer academic tutor as a period 7 class. The Peer Academic Tutoring Center (PATC) will be open daily from Mon-Friday and offer drop in tutoring services for all students interested. Allocated funds will allow for purchasing materials for the peer academic tutoring center.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1200

Source(s)

LCFF-LI  
4000-4999: Books And Supplies  
PATC

### 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

LSHS will host monthly college and career workshops in our College & Career, Center here at LSHS. Workshops will be held during lunch for students who sign up. This tier one intervention will give access to college and career info 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)

1500

Source(s)

Title I  
4000-4999: Books And Supplies  
materials for two workshops each month during  
lunch for students

### 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

Positive, Behaviors, Interventions, & Supports (PBIS) task force will hold monthly after school meetings to plan and facilitate all elements of PBIS. Teachers on this task force will focus on data, teacher PD, marketing, and special PBIS event planning 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)
5968	Title I 1000-1999: Certificated Personnel Salaries monthly PBIS mtgs 10 teachers

## 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

LSHS will open a new on site Wellness Center for all students. A Wiley Center counselor will be in the WC daily for drop in student services and will also facilitate group counseling for anger management, grief, and for special populations. After school workshops for students will be held twice a month in the area of socio-emotional health such as meditation and yoga. Funds will pay for these after school services and for materials for this center to be a place where students can get the support they 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)
1192	Title I 1000-1999: Certificated Personnel Salaries 20 hours for student after school workshops
2500	Title I 4000-4999: Books And Supplies materials
2500	Title I 5800: Professional/Consulting Services And Operating Expenditures guest speakers, facilitators
1192	Title I 1000-1999: Certificated Personnel Salaries 20 hours for student for after school

## 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 build a system of interventions here at LSHS where all students are given access and supports to be successful. The goal is to be proactive instead of reactive as well as focus on the positive behaviors our students are demonstrating and the assets they bring the classroom and campus.

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

Engagement

## 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)

LSHS will focus on building a positive school culture that educates the whole child and embeds opportunities to engage parents and the community in education process. This will be accomplished through the implementation of positive behavioral interventions and supports through tiered interventions for students and by hosting community building events for all stakeholders.

## Identified Need(s)

In recent years, there has been a decline in parent involvement opportunities and because of the current pandemic, a need for those opportunities to be created for all stakeholders. 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.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	In 2018-2019 chronic absenteeism rate was 14.9%.	Decrease of 1%.
Suspension Rate	Although there has been a decline in the suspension rate from 2018-2019 3.9% to 2019-2020 to 3% there are still substantial gaps in the data for subgroups - foster students were suspended at a rate of 17.4% in 2019-2020, students with disabilities at 6.5%, and ELs at 4.2%.	A decrease of 2% in the suspension rate for SpEd and Foster 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

LSHS will open a family engagement center on site. This is dedicated space for monthly family workshops, classes, and drop in support. This provides families with a space to feel welcomed and to get the support they need for their student as well as, to actively engage in their student's learning. Funds will be utilized to plan family events, monthly workshops, additional time for ATP teacher,

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

1192

#### Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
ATP 20 hours additional for hosting monthly workshops for families and a monthly newsletter

2000

Title I  
4000-4999: Books And Supplies

4000

Title I  
2000-2999: Classified Personnel Salaries  
out of class pay for clerical to work from fam engagement center to have service for families twice a week, 1.5 hrs each time. 120 hours a year

### Strategy/Activity 2

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

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

All students' families

### Strategy/Activity

LSHS will host a Fall and Spring community engagement and family resource fair for all stakeholders. This will not only provide an opportunity for families to engage with LSHS, but they will also be provided with community resources. LSHS will also have an opportunity to market educational programs and site resources to our families.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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)

Title I  
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.

First year of implementation

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

First year of implementation

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.

First year of implementation

# 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	\$76,548.00

## 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	\$38,173.00

Subtotal of additional federal funds included for this school: \$38,173.00

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 (\$)
LCFF-EL	\$15,012.00
LCFF-LI	\$23,363.00

Subtotal of state or local funds included for this school: \$38,375.00

Total of federal, state, and/or local funds for this school: \$76,548.00



# 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	16,288.00
LCFF-LI	95,016	71,653.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF-EL	15,012.00
LCFF-LI	23,363.00
Title I	38,173.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	42,993.00
2000-2999: Classified Personnel Salaries	4,000.00
4000-4999: Books And Supplies	24,555.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-EL	7,357.00
4000-4999: Books And Supplies	LCFF-EL	7,655.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	12,963.00
4000-4999: Books And Supplies	LCFF-LI	7,900.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-LI	2,500.00

1000-1999: Certificated Personnel Salaries	Title I	22,673.00
2000-2999: Classified Personnel Salaries	Title I	4,000.00
4000-4999: Books And Supplies	Title I	9,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	32,875.00
Goal 2	16,229.00
Goal 3	17,252.00
Goal 4	10,192.00

# 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
Tania Cabeza	Principal
Todd Johnsen	Classroom Teacher
Kathy Thompson	Classroom Teacher
Kathleen Tejeda	Classroom Teacher
Arianna Reedy	Classroom Teacher
Victoria Anderson	Other School Staff
Stacey Collins	Parent or Community Member
Edison Kang	Parent or Community Member
Gil Ocegueda	Parent or Community Member
Abigail Cooper	Secondary Student
Elisabeth Lopez	Secondary Student
Jennifer Alvarez Ruiz	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 Administrative 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 24, 2021.

Attested:



Principal, Tania Cabeza on 5/24/2021



SSC Chairperson, Elisabeth Lopez on 5/24/2021

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[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](mailto: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](mailto: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](mailto: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](mailto: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
Norte Vista High School	33-66977-3334299		

## Purpose and Description

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

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement

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

Norte Vista High School's school wide goals are aligned with the Alvord Unified School District's LCAP Goals and WASC recommendations.

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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).

For students: PLUS Forum Survey, Graduation Survey, Cohort Survey, Technology Survey  
For parents: Education for the future high school parent survey, EL Needs Assessment  
For teachers: Education for the future staff survey  
For teachers: Distance Learning Survey

## Classroom Observations

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

Administration conducts formal and informal classroom observations throughout the school year, in order to gauge classroom instruction in relation to school wide LCAP, SPSA and WASC goals. Findings show that school wide goals of increasing writing across the curriculum is taking place, however there needs to be greater focus within all departments, to support writing, assess writing and collect data on writing. Data will be used to drive schools model of continuous school improvement (plan, implement, evaluate and improve).

## 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)

Norte Vista administration and staff regularly review data generated to plan, implement, analyze and improve instructional practices that will increase student achievement. Low scores in reading and mathematics have prompted a concerted school-wide effort to improve student achievement, especially in those areas. Core departments use Unit Planning Organizers that were developed from the district ILT members. Intervention programs in Math such as ALEKS online math, Office Hours, Winter and Spring Intervention Courses, and Saturday Academy are offered throughout the school year as a means to increase achievement. The faculty uses differentiated instruction in classrooms in an effort to improve the test scores of our students. Step Up To Writing has been used across the curriculum to improve writing skills. In an effort to focus on literacy, Norte Vista High School has implemented writing across the curriculum. Teacher training is also addressed through early release days for staff development, department on-site pull-out days, conferences, and specific off-campus workshops/training that are highly relevant to school-wide goals.

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

Norte Vista administration and staff regularly review data generated to plan, implement, analyze and improve instructional practices that will increase student achievement. Low scores in reading and mathematics have prompted a concerted school-wide effort to improve student achievement especially in those areas. Core departments use state standards-based curriculum, pacing guides, and common rubrics and common formative assessments. Intervention programs such as Office Hours, Winter and Spring Intervention Program, and Saturday Academy are offered throughout the school year to increase Student Achievement. School-wide use of Focused Note-taking has been implemented to help students focus their learning. Step Up To Writing has been used across the curriculum to improve writing skills. Teacher training is also addressed through a weekly minimum day for staff development, PLC meetings, on-site department pull-out days, conferences, and workshops. Categorical funding is used to support the goals established in this plan.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

Every teacher has met the requirements for highly qualified staff, according to ESSA guidelines.

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

Every teacher is fully credentialed and no teachers are mis-assigned.

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

Staff development days and workshops are aligned with the district's strategic plan and focus on literacy and equity; Common Core State Standards, ELA/ELD framework, and Next Generation Science Standards; benchmark and interim assessments and analysis of student achievement on these assessments.

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

The Instructional Coach works closely with the departments to support teachers in lesson planning with content standards, lesson delivery, supporting writing across the curriculum, and continue classroom instructional assistance throughout the entire year for each of their departments.

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

All of the Norte Vista teaching staff are highly qualified as defined by The Every Student Succeeds Act (ESSA). Since a large part of the population is identified as English learners, only teachers with appropriate certification to work with English learners, or who are in the process of receiving that certification, have been hired at Norte Vista. The School Site Council has concentrated on teacher training as a way to reach pupils supported through categorical funds. A large part of the conferences, institutes, and training have spotlighted differentiation of instruction for English learner populations. Teacher Induction support providers are assigned to newly hired teachers to assist with instruction and answer questions in lesson delivery. Department Chairpersons work with their departments to provide curriculum support and assessment information. The district has maintained site instructional coaches, who work with their respective content-area teachers to support instruction. Finally, the Instructional Coach works with district disciplinary Instructional Coaches (e.g. ELA and English learner coaches) and teachers to facilitate the differentiation of instruction to meet the needs of English learners in ELD and regular content classrooms.

The special education department adheres to Federal and State Laws governing students with Individual Education Plans (IEPs). The program offers a continuum of services ranging from indirect services including but not limited to a push-in as well as a variety of collaboration and consultation, to direct services including but not limited to pull-out and special day classes. The department also supports students through the implementation of accommodations and modifications. The special education department consists of 4 resource specialists, 5 special day class teachers, 1 speech/language pathologist, 1 shared adaptive physical education teacher, 1 school psychologist, 10 paraprofessionals, including two 1:1 aides, as well as other services providers like mobility teachers, occupational therapists, Deaf and Hard of Hearing, and vision itinerant teachers. There are 208 special education students of whom approximately 80 participate in direct services and 60 take part in the collaboration. The resource students have had success in general education classes; students have transitioned and mainstreamed into the general education program.

## Teaching and Learning

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

Norte Vista uses district Unit Planning Organizers to align their curriculum, instruction, and content to California Common Core State standards.

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

Master schedule has flexibility for sufficient numbers of intervention courses in ELA and Math. Odysseyware and the Guidance Department are the main intervention courses Norte Vista offers for any student needing intervention. A Flex Program is also offered to provide an intervention step prior to students going to alternative schooling options; this program can modify a student's program, for the purpose of building success through increased academic focus, mentoring and increased access to counselors and administration.

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

All instructional materials are California Common Core Standards based and the books have been California and district adopted.

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

The curriculum at Norte Vista is standards-based and is taught through the use of state-approved, district-adopted standards-based textbooks. The faculty has been trained in standards-based instruction. Teachers are also provided with student specific data (SARC report, EADMS information, assessment data) to monitor student progress toward mastery of content standards. Teachers are responsible for posting the content/Core Standard(s) addressed for each lesson. The core area department teachers are assigned to an individual administrator who provides leadership, direction and data for instruction and performance for the alignment of the essential standards to the curriculum. Norte Vista implements the instructional strategies supported by Direct Instruction and instructional strategies that emphasize collaboration and student interaction to assure student achievement and mastery of the content standards (CCSS, ELD Standards, and NGSS).

Norte Vista has only purchased core materials that are standards-based and aligned. Adoptions include core textbooks in Language Arts, mathematics, English Language Development, science and social studies as well as other subject areas and numerous supplemental resources. Each adoption form requests information regarding the alignment of the prospective materials to the standards. All supplemental materials must support the overall, standards-based program and be adopted through the same procedure as core materials. In addition, purchases of all library resources have been specifically selected to support standards-aligned curricula.

## **Opportunity and Equal Educational Access**

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

Norte Vista provides a wide variety of services for all students to meet standards. Services such as ELD, sheltered core courses, collaboration core classes (a Special Education push-in model), Odysseyware, Expanded Learning by individual teachers, and the Flex Program.

## Evidence-based educational practices to raise student achievement

Norte Vista leadership and staff use data analysis to guide individual and group instruction needed to remediate and/or address areas of weakness. Based on this information, students scoring below proficient in reading or mathematics are identified and recommended for Expanded Learning tutoring. Teachers have received training in Explicit Direct Instruction, and strategies for working with our demographic subgroups, collaboration, and interaction in the classroom; in addition, core teachers received extensive staff development in developing standards-based lessons and instructional strategies. Expanded Learning is offered either within the individual classroom or through one of the many tutoring opportunities, as well as through Saturday Academy. Some of these include after school tutoring as Expanded Learning, structured math tutoring after school, tutoring for language learners during and after school, tutoring in individual classrooms provided before school, at lunch, and after school. Materials have been purchased for use within the language arts and mathematics programs which specifically instruct standards in those courses and practice test-taking skills. In addition, Norte Vista's core teachers are making a focused effort to differentiate instruction in order to ensure equal access to the curriculum for all student groups. A large part of the conferences, institutes, and training have spotlighted differentiation of instruction for Special Education and English learners. These supplemental conferences and additional materials are provided by categorical funds which enable underperforming students to meet the standards.

## Parental Engagement

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

Aeries online gradebook allows parents of all students to access grades of their children on a daily basis. This will assist any parent of an under-achieving student to know when to initiate contact with the teachers, counselors, and school to build a plan to assist their student. Library hours are extended once a week for students to access computers. In addition achievement data is shared with parent groups such as ELAC, ATP, Padres Unidos, and School Site Council, and a Parent Compact was developed to address what parents can do to assist students in regards to their academic achievement.

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)

Norte Vista staff and administration are diligently working to improve parental involvement through several means including Novi Parents, Padres Unidos, School Site Council (SSC), Advancement Via Individual Development (AVID), IB, English Learner Advisory Council (ELAC), access to district-provided parent workshops such as Triple P-teen program, Positive Parent Symposium, a wide assortment of Booster Clubs, as well as many opportunities given by individual staff members for classroom involvement. In 2019-2020 Academic Year, the ATP is an “action arm” of the School Site Council and is charged with developing plans and implementing activities for parent and family engagement that will promote student academic success. The Band Booster raises funds to provide for a variety of instrument repairs and needs. Some of the community agencies that regularly support our students in academic, career, and personal/social issues include RCC, UCR, McKinnley Services, Arlanza Family Health Center, Carol Wylie Center, RCOE, Dollars for Scholars, Alvord Education Foundation, Altura Credit Union and Parent Volunteers. Norte Vista has a very active Hispanic community as evidenced through the membership of ELAC and Padres Unidos. There are one-on-one parent conferences held in the fall and spring (as part of the Family Showcase) which are attended by over 30% of the student’s parents. Categorical funds are available to allow parents to attend training sessions such as CAFE conferences. Norte Vista’s goal is to improve parent involvement throughout the school.

Norte Vista is working to improve the focus on parent and community involvement that fosters student achievement. Positive Parent Symposiums are conducted twice a year, in the fall and spring, and offer parents a variety of workshops in regards to meeting both the socio-emotional and academic needs of their students. Students are involved as capable leaders that interact with peers and community members to explain their learning. In Fall 2019, a Family Showcase, a new approach to family literacy was taken; parent conferences, college and career fairs, family literacy, and health awareness were combined in order to increase the participation of students and their families. The Family Showcase continues in 2020-2021. In the 2018-2019 school year, the Action Team for Partnership was formed and undertook the revision of a needs assessment to understand how to better serve students and the community. The team participated in a grant proposal to support the spring Family Showcase and Norte Vista's literacy and writing focus.

## Funding

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

Categorical funds provides support for sub groups, to provide academic acceleration and interventions, including in Math Acceleration, IM1 ALEKS, and the FLEX Program.

## Fiscal support

Categorical & general budgets support all of our intervention services on campus.

# 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

Norte Vista High School consulted with School Site Council, ELAC, ATP, and teachers/staff as part of their planning process for SPSA Annual Review and Update. The SPSA was shared at staff and leadership meetings, monthly School Site Council, ELAC, and ATP meetings.

# Resource Inequities

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

Based on WASC Accreditation Recommendations, NVHS staff must increase ELD instruction in class to address needs of our EL population.

# 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	0.09%	0.05%	0.05%	2	1	1
African American	1.40%	1.55%	1.13%	30	33	24
Asian	1.77%	1.93%	1.89%	38	41	40
Filipino	0.42%	0.66%	0.57%	9	14	12
Hispanic/Latino	91.28%	90.96%	91.51%	1957	1,931	1,939
Pacific Islander	0.14%	0.28%	0.28%	3	6	6
White	4.52%	4%	3.73%	97	85	79
Multiple/No Response	%	%	0.85%			0
Total Enrollment				2144	2,123	2,119

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	544	588	549
Grade 10	552	554	600
Grade 11	543	498	505
Grade 12	505	483	465
Total Enrollment	2,144	2,123	2,119

### Conclusions based on this data:

1. NVHS has a high population of Hispanic/Latino students, approximately 91.51% of total student population.
2. Over the past 3 years, NVHS overall student population has declined approximately 25 students.
3. For NVHS Grade populations, 9th graders decreased from the 18-19 school year by 39 students for the 19-20 school year. Grade 10 increased over the last 3 years, Grade 11 decreased over the last 3 years, and Grade 12 decreased over the last 3 years.

# 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	727	697	653	33.9%	32.8%	30.8%
Fluent English Proficient (FEP)	884	872	921	41.2%	41.1%	43.5%
Reclassified Fluent English Proficient (RFEP)	48	50	78	6.1%	6.9%	11.2%

### Conclusions based on this data:

1. English Learners percents have stayed rather consistent in the last 3 years, with a slight decrease by 3 percent over the course of 3 years.
2. Fluent English Proficient student population has remained consistent over past 3 years, with an increase of 2.4 percent for the 19-20 school year.
3. Reclassified Fluent English Proficient population has increased over the last 3 years with an increase of 4.3 percent for the 19-20 school year.

# 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	540	525	481	521	511	478	520	511	478	96.5	97.3	99.4
All Grades	540	525	481	521	511	478	520	511	478	96.5	97.3	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2583.	2568.	2578.	20.00	17.42	17.78	33.27	29.75	31.59	25.96	26.42	28.66	20.77	26.42	21.97
All Grades	N/A	N/A	N/A	20.00	17.42	17.78	33.27	29.75	31.59	25.96	26.42	28.66	20.77	26.42	21.97

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	24.42	22.16	20.08	50.19	49.61	47.91	25.38	28.24	32.01
All Grades	24.42	22.16	20.08	50.19	49.61	47.91	25.38	28.24	32.01

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	27.88	25.10	29.92	50.77	41.57	50.21	21.35	33.33	19.87
All Grades	27.88	25.10	29.92	50.77	41.57	50.21	21.35	33.33	19.87

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	14.81	14.71	15.06	64.62	65.88	66.53	20.58	19.41	18.41
All Grades	14.81	14.71	15.06	64.62	65.88	66.53	20.58	19.41	18.41

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	29.87	28.63	26.36	49.52	48.24	53.14	20.62	23.14	20.50
All Grades	29.87	28.63	26.36	49.52	48.24	53.14	20.62	23.14	20.50

**Conclusions based on this data:**

1. Within the achievement level descriptors, Listening has the lowest percentage of students in the Above Standard percentage, over the past 3 years.
2. Writing, along with Research/Inquiry have consistently had the highest % of students in the Above Standard column.
3. NVHS has consistently tested over 96% of 11th grade students; this can help us assume provided data is accurate and can be used to inform instructional practices.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	538	525	481	526	511	478	526	511	478	97.8	97.3	99.4
All Grades	538	525	481	526	511	478	526	511	478	97.8	97.3	99.4

\* 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	2529.	2519.	2527.	3.04	1.96	2.93	15.02	10.57	14.02	26.05	28.38	28.03	55.89	59.10	55.02
All Grades	N/A	N/A	N/A	3.04	1.96	2.93	15.02	10.57	14.02	26.05	28.38	28.03	55.89	59.10	55.02

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	9.13	5.48	7.76	28.33	27.79	26.83	62.55	66.73	65.41
All Grades	9.13	5.48	7.76	28.33	27.79	26.83	62.55	66.73	65.41

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	5.70	3.33	6.92	42.97	41.29	46.75	51.33	55.38	46.33
All Grades	5.70	3.33	6.92	42.97	41.29	46.75	51.33	55.38	46.33

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	7.60	3.72	5.03	57.79	55.38	55.14	34.60	40.90	39.83
All Grades	7.60	3.72	5.03	57.79	55.38	55.14	34.60	40.90	39.83

### Conclusions based on this data:

1. Percent of tested students in Not Standard column has remained consistent over past 3 years.
2. Over past 3 years, 43.67% of students have scored in the At or Near Standard column in terms of Problem Solving and Modeling/Data Analysis.
3. Concepts and Procedures has been by far our lowest performing level over past 3 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	1546.7	1556.3	1549.5	1558.0	1543.4	1554.0	168	215
Grade 10	1560.9	1551.7	1563.8	1550.4	1557.7	1552.4	189	170
Grade 11	1559.9	1554.0	1553.9	1544.0	1565.3	1563.5	172	151
Grade 12	1567.0	1566.0	1557.5	1569.4	1576.0	1562.2	125	120
All Grades							654	656

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	29.17	17.67	35.71	42.79	20.24	25.58	14.88	13.95	168	215
10	41.80	24.71	30.69	29.41	15.34	27.65	12.17	18.24	189	170
11	34.88	23.18	36.63	27.15	15.12	30.46	13.37	19.21	172	151
12	32.80	24.17	43.20	35.83	16.80	24.17	*	15.83	125	120
All Grades	35.02	21.95	35.93	34.45	16.82	26.98	12.23	16.62	654	656

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	52.38	35.81	23.81	33.95	13.69	19.53	10.12	10.70	168	215
10	56.08	30.00	26.46	40.00	8.47	13.53	8.99	16.47	189	170
11	58.14	29.14	25.00	31.13	8.14	22.52	8.72	17.22	172	151
12	60.80	38.33	31.20	31.67	*	18.33	*	11.67	125	120
All Grades	56.57	33.23	26.30	34.45	8.87	18.45	8.26	13.87	654	656

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	8.93	5.58	27.98	30.70	29.76	36.74	33.33	26.98	168	215
10	17.46	10.00	32.28	27.65	23.81	32.35	26.46	30.00	189	170
11	13.37	11.92	36.63	25.83	25.58	34.44	24.42	27.81	172	151
12	14.40	6.67	38.40	30.83	32.00	37.50	15.20	25.00	125	120
All Grades	13.61	8.38	33.49	28.81	27.37	35.21	25.54	27.59	654	656

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	42.86	11.16	41.67	71.16	15.48	17.67	168		215
10	53.44	14.71	32.80	66.47	13.76	18.82	189		170
11	42.44	8.61	43.60	53.64	13.95	37.75	172		151
12	44.80	9.17	44.80	64.17	10.40	26.67	125		120
All Grades	46.18	11.13	40.21	64.63	13.61	24.24	654		656

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	65.48	68.37	25.00	22.33	9.52	9.30	168		215
10	73.54	61.76	19.05	24.71	7.41	13.53	189		170
11	75.00	58.28	17.44	28.48	7.56	13.25	172		151
12	79.20	68.33	17.60	23.33	*	8.33	125		120
All Grades	72.94	64.33	19.88	24.54	7.19	11.13	654		656

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	10.71	12.09	38.69	53.49	50.60	34.42	168		215
10	19.05	19.41	38.62	45.88	42.33	34.71	189		170
11	13.95	11.92	47.09	46.36	38.95	41.72	172		151
12	15.20	10.00	49.60	55.00	35.20	35.00	125		120
All Grades	14.83	13.57	42.97	50.15	42.20	36.28	654		656

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	20.24	8.84	67.26	75.35	12.50	15.81	168	215
10	28.57	6.47	62.96	72.35	8.47	21.18	189	170
11	40.12	13.91	49.42	72.19	10.47	13.91	172	151
12	40.00	11.67	57.60	79.17	*	9.17	125	120
All Grades	31.65	9.91	59.48	74.54	8.87	15.55	654	656

#### Conclusions based on this data:

- 56.4% of all English learners in grades 9-12 are a level 3 or 4 overall in English language development for the 18-19 school year.  
  
Looking deeper into student achievement on the ELPAC, Speaking has the highest number of students in the Well Developed/Somewhat Moderate Category at 88.87% for the 18-19 school year in comparison to other areas tested.  
  
Finally, the Reading Domain is the weakest of all 4 domains (Reading, Writing, Listening, and Speaking), with 13.57% of all students scoring "well developed," 50.15% of all students scoring "somewhat/moderately developed," and 36.28% of all students scoring at the "beginning" level.
- Referencing WASC recommendations, NVHS must embed instruction that addresses needs of its EL population, especially with school wide focus on writing, which is expanding to include reading and writing connections for the 2021-2022 school year.
- NVHS must use data to drive instruction across the curriculum, in all subject areas in order to address needs of EL students. An increase of beginning levels ELPAC (1 and 2) necessitates a need for curriculum and materials that address ELA and Math foundational skills.

# 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
2123	89.1	32.8	0.3
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	697	32.8
Foster Youth	6	0.3
Homeless	84	4.0
Socioeconomically Disadvantaged	1891	89.1
Students with Disabilities	223	10.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	33	1.6
American Indian	1	0.0
Asian	41	1.9
Filipino	14	0.7
Hispanic	1931	91.0
Two or More Races	12	0.6
Pacific Islander	6	0.3
White	85	4.0






### Conclusions based on this data:

1. High percentage of SED student population.
2. A 3rd of student population are English Language Learners.
3. High percentage of students with disabilities.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. NVHS graduation rate has held steady over past 3 years.
2. NVHS must collect ground level data that informs staff on success or failures of programs/pathways that prepare student for college/career readiness.
3. Suspension rate has also held steady, but NVHS staff must look at school wide practices that address most common ed code violations.

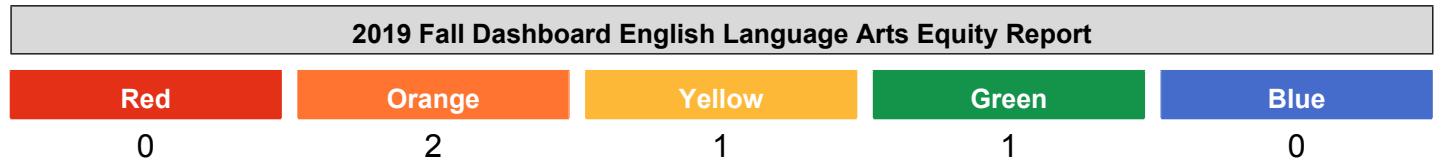
# School and Student Performance Data

## 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
 Green 1.4 points above standard Increased ++9.7 points 454	 Orange 50.4 points below standard Increased Significantly ++21.5 points 200	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 7.9 points below standard Increased Significantly ++70 points 20	 Green 1.7 points above standard Increased ++12.7 points 408	 Orange 90.1 points below standard Increased Significantly ++35.6 points 43



### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Hispanic</b>  Yellow 0.5 points below standard Increased ++9.6 points 409	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color 9.8 points above standard Increased Significantly ++24.5 points 24

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

<b>Current English Learner</b> 85.7 points below standard Increased Significantly ++15.2 points 124	<b>Reclassified English Learners</b> 7.1 points above standard Increased ++5.5 points 76	<b>English Only</b> 10.8 points above standard Increased ++9.5 points 108
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#### Conclusions based on this data:

1. NVHS has increased in all subgroup data in the area of ELA.
2. Students with Disabilities, English Language Learners, and Socioeconomically Disadvantaged students increased in the area of ELA for the 2019 Dashboard.
3. English only students increased by 9.5 points for ELA.

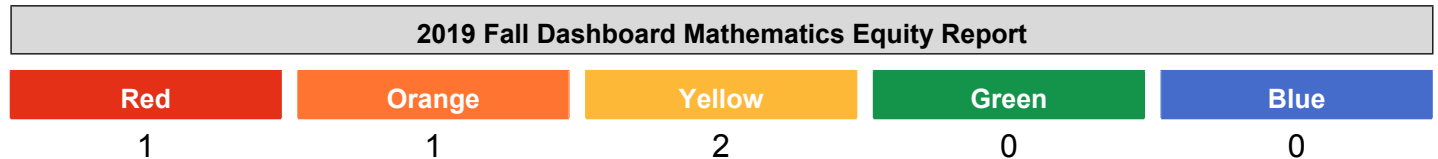
# School and Student Performance Data

## 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		
<b>All Students</b>  Yellow 94.7 points below standard Increased ++8.7 points 454	<b>English Learners</b>  Orange 136.2 points below standard Increased ++12.8 points 200	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color 123 points below standard Increased Significantly ++32.9 points 20	<b>Socioeconomically Disadvantaged</b>  Yellow 94.7 points below standard Increased ++10.4 points 408	<b>Students with Disabilities</b>  Red 188.5 points below standard Declined -5.8 points 43

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Hispanic</b>  Yellow 97.3 points below standard Increased ++7.9 points 409	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>White</b>  No Performance Color 83.9 points below standard Increased Significantly ++10.6 points 24

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

<b>Current English Learner</b> 164.5 points below standard Maintained ++0.5 points 124	<b>Reclassified English Learners</b> 90.1 points below standard Increased Significantly ++18.7 points 76	<b>English Only</b> 88.9 points below standard Increased ++7.9 points 108
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#### Conclusions based on this data:

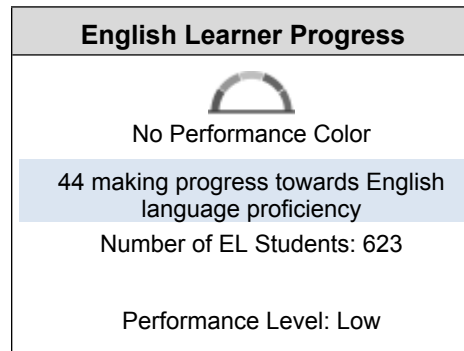
1. NVHS will use the data provided to address math assessment scores, through increasing common assessments, increased data driven placement of students in math courses and vertical alignment with feeder schools.
2. NVHS has been working with feeder schools to help address the number of students completing IM2 before their junior year.
3. Students with Disabilities decreased 5.8 points, English Language Learners increased 12.8 points, and Socioeconomically Disadvantaged students increased by 10.4 points 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
25.6	30.3	9.7	34.1

#### Conclusions based on this data:

1. Of the EL population, 55% are at level 4 and 3.
2. 34.1% of EL population are making progress of atleast 1 level.
3. 30.3% of EL population maintained at levels 1, 2, or 3, in alignment with our WASC goal focusing on increasing reading and writing connections.

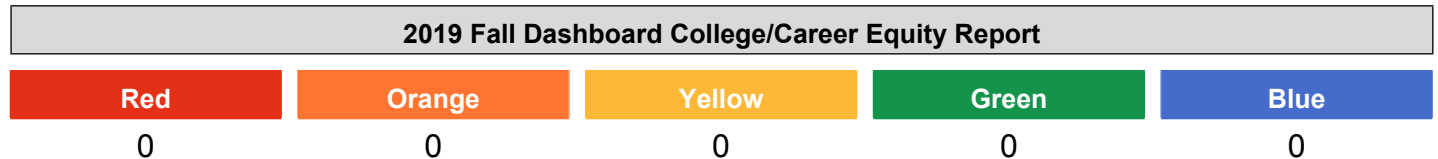
# School and Student Performance Data

## 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		
<b>All Students</b>  Yellow 36.9 Maintained -1.4 466	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	<b>Socioeconomically Disadvantaged</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	<b>Students with Disabilities</b>  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
38.3 Prepared	38.3 Prepared	36.9 Prepared
23.8 Approaching Prepared	23.8 Approaching Prepared	22.1 Approaching Prepared
37.9 Not Prepared	37.9 Not Prepared	41 Not Prepared

#### Conclusions based on this data:

1. NVHS has used data over past 3 years to restructure CTE pathways.
2. NVHS has used data over past 3 years to increase access to AP prep courses, on and off campus.
3. NVHS will continue to investigate best practices through formation of CCI sub group.

# 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. NVHS is in initial steps of forming an on site intervention sub committee, to address chronic absenteeism, behavior and social/emotional needs of students.

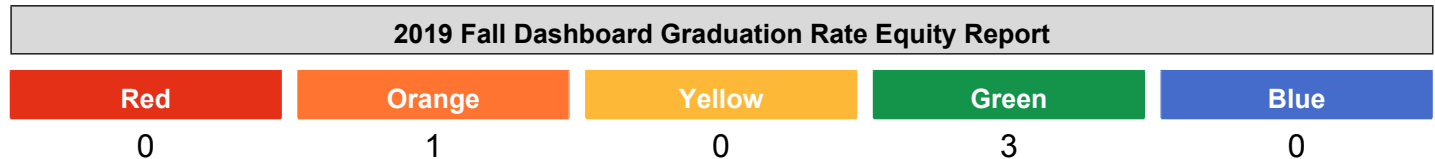
# School and Student Performance Data

## 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		
<b>All Students</b>  Green 92.8 Maintained +0.1 470	<b>English Learners</b>  Orange 88.1 Declined -1.7 177	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Homeless</b>  No Performance Color 88.1 Increased +17.5 42	<b>Socioeconomically Disadvantaged</b>  Green 92.7 Maintained +0.1 452	<b>Students with Disabilities</b>  Green 80 Increased +7.1 50



### 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 81.8 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 92.7 Maintained -0.2 423	 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 100 Increased +14.3 21

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
92.6	92.8

#### Conclusions based on this data:

1. Graduation rate maintained from 92.6% in 2018 to 92.8% in 2019.
2. Students with Disability increased.
3. English Learners decreased graduation percentage.

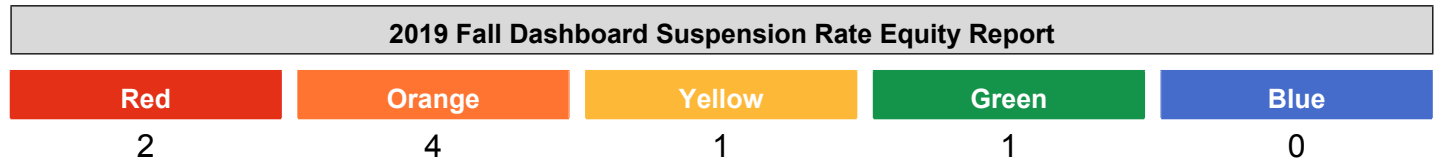
# School and Student Performance Data

## 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		
<b>All Students</b>  Orange 3.9 Increased +1.9 2323	<b>English Learners</b>  Red 6.2 Increased Significantly +4 786	<b>Foster Youth</b>  No Performance Color 0 Maintained 0 13
<b>Homeless</b>  Orange 7.3 Increased +3.1 123	<b>Socioeconomically Disadvantaged</b>  Orange 4 Increased +1.9 2084	<b>Students with Disabilities</b>  Orange 6.5 Increased +2.1 247

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Red 12.2 Increased +9.4 41	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 1	<b>Asian</b>  Yellow 2.4 Maintained -0.1 41	<b>Filipino</b>  No Performance Color 0 14
<b>Hispanic</b>  Orange 3.9 Increased +2.2 2108	<b>Two or More Races</b>  No Performance Color 0 Maintained 0 14	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 6	<b>White</b>  Green 1 Declined -5.5 98

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2	3.9

#### Conclusions based on this data:

1. Overall Suspension rate increased for the 2019 school year, for a total of 3.9 percent.
2. NVHS will look at more specific data, in terms of behavior, to determine needed supports on campus that address and possibly prevent suspension in most common areas. Norte Vista also developed a PBIS team.
3. NVHS will look at data to determine why certain sub groups suspension rates increased, and who to address those concerns.

# 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)

Goals: All students will reach high standards, at a minimum attaining proficiency in ELA, Math, History, and Science.

Norte Vista Staff will develop a cycle of continuous improvement of instruction through the use of improved data systems.

### 1a. ELA

1b: Increase the number of students in the Standard Exceeded or Standard met category on the overall SBAC for ELA.

1c: Increase the number of students who pass the ELPAC.

1d: Increase the number of SWD and SED in the Standard Met category of the SBAC for ELA.

1e: Increase the number of students in the Standard Exceeded

### 2a. Math

2021-2022: 3% more 11th graders will score at Standard Exceeded or Standard Met on the overall CASSP Math.

2b) 3% more 11th graders will score at Standard Exceeded or Standard Met on the overall CAASP Math.

2c) Increase the percentage of students scoring at the Above Standard Level in CASSP Math Claim 1 by 3%

2d) Within this 3% increase, there will be a 3% increase for Economically Disadvantaged and a 3% increase for Students with Disabilities and a 3% increase for English Learners.

### 3a) Social Science

3b. Students will complete 6 Document Based Questions (DBQ) per year in Social Studies courses. These activities will happen regularly at 6-week intervals in the semester, within the Social Science department.

3.c Students will engage in technology-based learning 15% of the time in all Social Science courses.

3.d Students in semester courses will complete 4 major performance tasks that include: Project-based learning, DBQ, and College/Career preparation or readiness.

### 4a) Science:

Students enrolled in a core science class at Norte Vista High School will score the following on the NGSS common assessments.:

4b. SPED will score a 60 % or higher

4.c EL Students will score a 65% or higher

4.d Mainstream students will score a 70 % or higher

- 5a) ELD: Develop comprehensive ELD instruction for all English Learners to help students make annual progress and meet basic skills in English to achieve reclassification.
- 5.b Increase the percentage of newcomer ELs (years 1-4) making annual progress
- 5.c Increase the percentage of all ELs achieving reclassification
- 5.d Increase the percentage of ELs with a passing grade of C- or better in English to achieve reclassification

## Identified Need(s)

School wide increased team approach on writing, specifically writing across the curriculum; within all departments. To help achieve this the school site is in need of a full time instructional coach.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019 CASSP scores were used to create these goals.	Last year's results show a decrease in both the listening and research/inquiry areas of the CASSP. Specifically, there has been an overall decline in students at the above standard level as well as in at or near standard level. Additionally, students have decreased in the at or near the standard level for listening.	Norte Vista will use CAASP scores from previous years for comparison.
All students enrolled at Norte Vista High School will score a 70% or higher on NGSS common assessments.	Common Formative and Summative assessments developed by NVHS Science Department	Student will achieve at or above the 70% mark on NGSS common assessments.
Develop comprehensive ELD instruction for all English Learners to help students make annual progress and meet basic skills in English to achieve reclassification.	EL sub group CAASPP student data, in ELA area and ELPAC scores.	Percent of EL population scoring at or near at or near standard will increase. Increase ELPAC annual growth
The topics for the DBQs and Performance Tasks are	The collaborative team will identify technological	The school will evaluate the progress of the goal by

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
identified by the social science collaborative strand based on the emphasis in the Social Science Framework, unit assessments, and common rubric scores.	needs/limitations, technological literacy of students, reading/literacy, academic and subject specific vocabulary development, writing practice specific to content and overall understanding of the Social Science Framework.	overseeing the common grading practices of the collaborative strands, the outcomes strengths and weaknesses for common writing/project assessments, technological outcomes for project and research based learning and overall that the student academic products reflect a high level of content understanding, writing efficiency and technological literacy.

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 reach high standards, at a minimum attaining proficiency in ELA, Math, History, and Science

### Strategy/Activity

Cycle of continuous improvement through improved data systems. Pull out days for teachers to collaborate together will be provided as well as after school tutoring.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
9535.00	Title I 1000-1999: Certificated Personnel Salaries Expanded Learning for after school tutoring in all four core subjects in an effort to close the achievement gap.
19,100	LCFF-LI 1000-1999: Certificated Personnel Salaries Expanded Learning for after school tutoring/Saturday tutoring in all four core subjects.
1698.00	LCFF-EL 1000-1999: Certificated Personnel Salaries

	Expanded Learning for after school tutoring for EL students.
9000.00	Title I 1000-1999: Certificated Personnel Salaries Subs for Professional Development Pull Out Day for all department to collaborate and plan in alignment with WASC Goals and achievement data.
6,345.56	LCFF-LI 1000-1999: Certificated Personnel Salaries Sub coverage to allow departments for pullout day to plan and collaborate within their department and content area.
1000	LCFF-EL 1000-1999: Certificated Personnel Salaries Sub coverage for professional development pullout days for subject area collaboration.
5000	Title I 1000-1999: Certificated Personnel Salaries Professional Development for teachers in preparation for WASC visit, and analysis of WASC Goals and achievement data.
1,504.00	LCFF-EL 1000-1999: Certificated Personnel Salaries Professional Development for teachers, WASC preparation.

## 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

Increase programs and interventions geared towards improving English 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)
8,000.00	LCFF-EL 1000-1999: Certificated Personnel Salaries Saturday Academy College and Career fieldtrips.
2,109.00	LCFF-EL

	5000-5999: Services And Other Operating Expenditures Transportation, Busses for College and Career fieldtrips.
8,965.40	LCFF-EL 4000-4999: Books And Supplies Supplies
20,000	Title I 5000-5999: Services And Other Operating Expenditures Saturday EL academy to increase ELA proficiency, not to exceed 20,000.
359.00	LCFF-EL 5000-5999: Services And Other Operating Expenditures IXL Learning Classroom License/Software
3006.08	LCFF-EL 2000-2999: Classified Personnel Salaries BIA hours to assist with making calls to Spanish speaking parents and to support Saturday Academy.
728.52	LCFF-EL 2000-2999: Classified Personnel Salaries BIA Hours to translate student and parent outreach (phone calls) to promote inclusiveness of parents of EL Learners

### Strategy/Activity 3

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

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

All students will reach high standards, at a minimum attaining proficiency in ELA, Math, History, and Science

#### Strategy/Activity

Provide technology and software for teachers to provide effective teaching strategies that will assist in achieving Standard Met on the CASSP assessments.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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)

Title I  
5800: Professional/Consulting Services And Operating Expenditures  
Aleks Math 1 software license to increase proficiency in Math.



19,848.00	Title I 5000-5999: Services And Other Operating Expenditures Technology Smart Boards not to exceed 19,848.00 to provide equal access to the curriculum and increase proficiency in ELA, Math, History, and Science.
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## Strategy/Activity 4

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

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

All Students

### Strategy/Activity

Purchase supplemental supplies and provide enrichment opportunities to improve achievement and foster college and career readiness. Supplies will support teaching and learning inside the classroom, during intervention, and professional development.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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)
14,517	LCFF-LI 4000-4999: Books And Supplies Scholastic Magazines, Southwest Copy paper work room.
7397.00	Title I 4000-4999: Books And Supplies Classroom Supplies to improve achievement in core content areas.
1500	LCFF-LI 4000-4999: Books And Supplies Curriculum Band Sheet Music/Customized Music Arrangements
500	LCFF-LI 4000-4999: Books And Supplies Choir Sheet Music
100	LCFF-LI 4000-4999: Books And Supplies Technology Site Reading Factory Performing Arts
500	LCFF-LI 4000-4999: Books And Supplies Performance Material for Drama, Plays, Musicals

2400

LCFF-LI  
5000-5999: Services And Other Operating Expenditures  
Enrichment Opportunities for Band and Choir (4 Busses)

## 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

Maintenance of Photo Copy Konica Minolta machines, needed to fund copiers which provide supplemental materials for all teachers to use in classrooms with 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)

11,825

Source(s)

LCFF-LI  
5000-5999: Services And Other Operating Expenditures  
Konica Minolta copiers.

## 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.

Following WASC recommendations, NVHS Staff will use a model of continuous improvement to move towards a focus on school wide writing goal. NVHS will focus on common assessments, common rubrics, increased writing opportunity within all departments, focused PD for departments, ELD embedded lesson strategies, best practices that focus on providing equal access to the curriculum, and best practices that address the needs of our demographic sub groups.

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

The budget will focus on supporting the goals of the school, the needs of the students, staff and parents, as well as using data to adjust budgeted expenses.

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.

Any changes that affect conditions of learning will be based on new school, department, formative level data, that identifies new or on-going needs.

# 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: Students will be prepared to be college and career ready when they graduate from high school.

By June 2022, Norte Vista will increase the graduation rate from 92.8% in 2019 to 95.0% in 2022 (an increase of 2.3%).

By June 2022, Norte Vista will increase the percent prepared from 36.9% to 41.9% in 2022 (an increase of 5.0%).

\*CTE Pathway, College Credit, CAASPP Achievement, AP, IB, A-g, Seal of Biliteracy, Puente.

## Identified Need(s)

Based on the California Dashboard data, needs include increasing the graduation rate overall, as well as identified sub-groups, increasing FAFSA completion rate and using data to drive intervention, acceleration and placement of students in courses and pathways.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The California School Dashboard Graduation Rate and CCI/College Readiness Indicators for 2020-2021.	Baseline will be graduation rate of 92.8. Norte Vista will increase by 2.3% for a 95% graduation rate in 2021-2022.	Norte Vista will evaluate their progress yearly by looking at AP pass rate, IB Pass rate, Pathway completion, A-G completion rate, college acceptance rates, and FASFA completion.
FASFA Completion Rate for 2021-2022.	Norte Vista will increase from in 2020-2021 FASFA completion rate to 90% in 2021-2022.	90% of Norte Vista High School's Seniors will complete their FASFA for the 2021-2022 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

Student will be educated in an environment which fosters school connectedness and is inclusive of students and staff, in an effort to utilize engagement strategies which increase academic performance and which prepare students to be college and career ready upon graduation from high school. Incoming 9th graders will be enrolled in Freshman Focus, and all students will develop their Ten Year Plan.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

8,047.44

#### Source(s)

LCFF-LI  
1000-1999: Certificated Personnel Salaries  
Staff Team Planning for Freshman Focus, and  
10 year Plan.

### Strategy/Activity 2

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

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

9th and 10th Grade Students

#### Strategy/Activity

Puente Program

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

#### Source(s)

### Strategy/Activity 3

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

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

Students in grades 9-12

#### Strategy/Activity

AVID

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

Title I  
0000: Unrestricted

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

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

EL Students

Strategy/Activity

To increase the number of EL students completing FAFSA/Dreamer financial aid applications.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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  
1000-1999: Certificated Personnel Salaries  
Additional Hours for FASFA workshops

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

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

EL students

Strategy/Activity

Additional hours provided outside of the school day to extend EL instructional 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)

3698

Source(s)

LCFF-EL  
1000-1999: Certificated Personnel Salaries  
Additional hours to extend EL instructional support

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

Provide incentives for improved attendance to improve college and career readiness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2500

Source(s)

Attendance  
4000-4999: Books And Supplies  
Incentives to promote college and career readiness.

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.

To increase the graduation rate, focus will be on increasing effective placement of students in courses their 9th grade year, in an effort to connect students to pathways, academic programs or extra curricular activities, and to continuously gather data from student, staff, parent surveys that guide improvement of college and career readiness initiatives.

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

The budget will focus on supporting the goals of the school, the needs of the students, staff and parents, as well as using data to adjust budgeted expenses.

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.

Any changes that may occur over the course of this SPSA will be guided by school level, district, state data that provides additional information in relation to areas goals.

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

## Identified Need(s)

NVHS needs relevant to this goal include increased number of BIA's to support EL population, data driven interventions related to ed. code violations, development of site based intervention team to address absenteeism, social/emotional needs.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NVHS will utilize student, staff and parent surveys during the school year to measure school contentedness and environment. NVHS will also collect feedback from parents at School Site Council and ELAC meetings.	Fall 2019 student plus forum survey. Fall 2019 parent plus forum survey. Fall 2019 parent plus forum survey. Spring 2020 distance learning survey for teachers and students.	Use data to address areas of concern in regards to school safety, drug-free environment, and positive school culture.
Norte Vista will reduce the number of suspensions and expulsions and discipline for drugs, alcohol, tobacco, and/or physical violence.  Norte Vista will reduce its chronic absenteeism percentage rates compared to the previous school years.	NVHS will set a goal of decreasing its suspensions by .5% for the 2021-2022 school year.  In 2015/2016, the number of suspensions increased to 50 (1.8%) In 2016/2017, the number of suspensions increased to 55 (2.1%)	Norte Vista will compare monthly and each year's attendance and suspension reports to the previous year.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>In 2017/2018, the number of suspensions decreased by .1% (2.0%) from the previous school year.</p> <p>In 2018/2019, the number of suspensions increased 1.9% from the previous school year.</p> <p>Norte Vista's 2014/2015 attendance report shows a 96.10% rate. The 2015/2016 rate decreased slightly to 94.77% or . Norte Vista is focusing on 1st-period attendance rates by contacting parents of habitual tardy students, assigning lunch detentions, Saturday School and home visits.</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)

English Language Learners

### Strategy/Activity

Bilingual Aides will be utilized to translate for parents at Parent Conferences, to promote inclusiveness of parents for English Language Learners to make annual progress and achieve reclassification.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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-EL  
2000-2999: Classified Personnel Salaries  
Positive Parent Conference, Parent Teacher Conference.

## Strategy/Activity 2

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

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

## EL Students

### Strategy/Activity

ELAC Facilitator to Conduct ELAC meetings and the reclassification process of EL students. Provide documentation to be within state/federal compliance.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

300.00

#### Source(s)

LCFF-EL  
4000-4999: Books And Supplies  
To provide for parent members at all ELAC meetings thru out the school year.

4587.00

LCFF-EL  
1000-1999: Certificated Personnel Salaries  
ELAC Facilitator position

560.00

LCFF-EL  
1000-1999: Certificated Personnel Salaries  
Sub coverage for ELAC Facilitator to attend monthly ELAC meetings and present.

### 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

Positive Parent Workshop- Variety of presenters to parents and students. Presenters will cover topics related to closing the achievement gap and college and career readiness.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

500.00

#### Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Certificated staff supervising the Positive Parent workshops.

400.00

Title I  
4000-4999: Books And Supplies  
Reimbursement for food served at the Saturday Positive Parent Workshops.

## 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

Site based Team to address chronic absenteeism, social/emotional needs and behavioral concerns of most at risk 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)

10,000

#### Source(s)

LCFF-LI  
1000-1999: Certificated Personnel Salaries  
After contractual day hours

2295

LCFF-LI  
4000-4999: Books And Supplies  
Copies, supplies, supplemental materials

## Strategy/Activity 5

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

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

EL Students

### Strategy/Activity

Parent conference attendance- For parents to attend conferences that support parent involvement activities. CAFE Institute.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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-EL  
5000-5999: Services And Other Operating  
Expenditures  
Registration fee for parents of EL students  
CAFE

1000.00

LCFF-EL  
5000-5999: Services And Other Operating  
Expenditures  
Paraeducators Conference- To support parents  
at the CAFE conference.

# 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.

NVHS will use student, staff, parent PLUS Forum Survey data to build more targeted strategies that address the cultural needs of NVHS.

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

This will be our second year using PLUS Forum surveys with these three groups, therefore adjustments will be made to this section once all data has been collected and analyzed.

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.

Changes will be made after all surveys have been administered and data has been collected.

# 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)

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## 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.

	LCFF-LI 1000-1999: Certificated Personnel Salaries
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# 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 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 4000-4999: Books And Supplies
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## 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 1000-1999: Certificated Personnel Salaries
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**Strategy/Activity 4**

**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
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# 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	\$197,825.00

## 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	\$76,680.00

Subtotal of additional federal funds included for this school: \$76,680.00

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	\$2,500.00
LCFF-EL	\$41,515.00
LCFF-LI	\$77,130.00

Subtotal of state or local funds included for this school: \$121,145.00

Total of federal, state, and/or local funds for this school: \$197,825.00

# 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	41,515.00	0.00
LCFF-LI	77,130.00	0.00
Title I	76,680.00	0.00
Attendance	2,500.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
Attendance	2,500.00
LCFF-EL	41,515.00
LCFF-LI	77,130.00
Title I	76,680.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	90,575.00
2000-2999: Classified Personnel Salaries	4,734.60
4000-4999: Books And Supplies	38,974.40
5000-5999: Services And Other Operating Expenditures	58,541.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Attendance	2,500.00

1000-1999: Certificated Personnel Salaries	LCFF-EL	23,047.00
2000-2999: Classified Personnel Salaries	LCFF-EL	4,734.60
4000-4999: Books And Supplies	LCFF-EL	9,265.40
5000-5999: Services And Other Operating Expenditures	LCFF-EL	4,468.00
1000-1999: Certificated Personnel Salaries	LCFF-LI	43,493.00
4000-4999: Books And Supplies	LCFF-LI	19,412.00
5000-5999: Services And Other Operating Expenditures	LCFF-LI	14,225.00
1000-1999: Certificated Personnel Salaries	Title I	24,035.00
4000-4999: Books And Supplies	Title I	7,797.00
5000-5999: Services And Other Operating Expenditures	Title I	39,848.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	159,937.56
Goal 2	16,245.44
Goal 3	21,642.00

# 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:

Jason Marquez School Principal

4 Classroom Teachers

Karla Sanchez Other School Staff

2 Parent or Community Members

3 Secondary Students

Name of Members	Role
Christina Rackleff	Classroom Teacher
Sarah Galvan	Classroom Teacher
Claudia Gonzalez/Ramon Aguilar	Classroom Teacher
Maya Quintero	Parent or Community Member
Ann Pisano	Parent or Community Member
Kate Hernandez	Secondary Student
Michelle Dang	Secondary Student
Diego Urias	
Jason Lomeda	Classroom Teacher
Karla Sanchez	Other School Staff

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

## Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/7/2021.

Attested:



Principal, Jason Marquez on 5/13/2021

SSC Chairperson, Claudia Gonzalez/Sarah Galvan on 5/13/2021

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[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](mailto: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](mailto: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](mailto: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](mailto: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)

## Norte Vista High School Compact 2020-2022 School Year

This Compact is an agreement between parties: the parent, the student, and the teacher. It lists what each party must do to support student learning at Norte Vista High School.

In an effort to provide the highest quality of instructional program and to promote the school and family working together, staff and parents agree to implement this compact, and the school will take on the responsibility of discussing this compact with parents, students, and teachers at least once a year at (or before) the first parent/teacher conference.

<b>PARENT RESPONSIBILITIES</b> My child's education is very important. My participation in my child's education will directly affect his or her achievement and attitude. Therefore, I agree to carry out the following responsibilities:	<b>STUDENT RESPONSIBILITIES</b> My education is important to me. It helps me develop the tools I need to become a positive, productive person. I know I am the one responsible for my own success and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities:	<b>STAFF RESPONSIBILITIES</b> I understand the importance of the school experience to every student, and my role as teacher and model. Therefore, I agree to carry out the following responsibilities:
<ul style="list-style-type: none"> <li>Ensure my child is at school every day on time and prepared for a full day of learning.</li> </ul>	<ul style="list-style-type: none"> <li>Attend school every day and arrive on time prepared for a full day of learning.</li> </ul>	<ul style="list-style-type: none"> <li>Provide high quality instruction in a safe environment.</li> </ul>
<ul style="list-style-type: none"> <li>Discuss the importance of school attendance and learning standards with my child. Encourage positive attitudes toward school.</li> </ul>	<ul style="list-style-type: none"> <li>Respect and obey all school rules and classroom behavior expectations as stated in the Student Handbook.</li> </ul>	<ul style="list-style-type: none"> <li>Hold high expectations for all students.</li> </ul>
<ul style="list-style-type: none"> <li>Support school dress code, attendance, and discipline policies.</li> </ul>	<ul style="list-style-type: none"> <li>Be drug, alcohol, tobacco, and violence free</li> </ul>	<ul style="list-style-type: none"> <li>Teach grade level standards to all students.</li> </ul>
<ul style="list-style-type: none"> <li>Provide a quiet study area and set aside a specific time to do homework. Study area should be well lit.</li> </ul>	<ul style="list-style-type: none"> <li>Be responsible for my own behavior and ready to accept the consequences of my actions.</li> </ul>	<ul style="list-style-type: none"> <li>Provide meaningful homework activities that reinforce grade level standards and classroom learning.</li> </ul>
<ul style="list-style-type: none"> <li>Monitor homework assignments checking for understanding and completion. Sign and return all papers that require a parent/guardian signature.</li> </ul>	<ul style="list-style-type: none"> <li>Comply with dress code policy as stated in the Student Handbook.</li> </ul>	<ul style="list-style-type: none"> <li>Treat all students, parents and staff with equity and respect. Recognize cultural, racial, religious, ethnic, and gender differences.</li> </ul>
<ul style="list-style-type: none"> <li>Limit time on social media and monitor for proper use.</li> </ul>	<ul style="list-style-type: none"> <li>Show respect to adults on campus and follow instructions in a polite and cooperative way.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for students to seek additional help.</li> </ul>
<ul style="list-style-type: none"> <li>Encourage nightly reading.</li> </ul>	<ul style="list-style-type: none"> <li>Respect the personal rights and property of others.</li> </ul>	<ul style="list-style-type: none"> <li>Grade and return student assignments in a timely manner. Strive to update AERIES every other week.</li> </ul>
<ul style="list-style-type: none"> <li>Contact my child's teacher when I am concerned about my child's progress or have questions regarding the standards or assignments.</li> </ul>	<ul style="list-style-type: none"> <li>Respect all cultural, racial, religious, ethnic and gender differences. Do not engage in sexual harassment.</li> </ul>	<ul style="list-style-type: none"> <li>Provide information to families about grade level standards and how parents can help their child achieve the standards.</li> </ul>
<ul style="list-style-type: none"> <li>Schedule appointments with the teacher to meet outside of class or to observe my child's classroom when appropriate or necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Talk to my teacher, counselor, or administrator about problems that affect my learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate regularly with parents regarding their child's progress.</li> </ul>
<ul style="list-style-type: none"> <li>Attend Parent/Teacher Conferences and Parent Workshops. Become involved in Novi Parents, Padres Unidos, ATP, ELAC, and SSC when possible.</li> </ul>	<ul style="list-style-type: none"> <li>Ask my teacher when I don't understand the homework or classroom assignments. Be responsible for seeking additional help/support through Expanded Learning.</li> </ul>	<ul style="list-style-type: none"> <li>Set outside appointments to meet with parents and provide opportunities for parents to observe their child's classroom when possible.</li> </ul>
<ul style="list-style-type: none"> <li>Regularly access AERIES Portal to monitor student grades and missing assignments. (alvord.asp.aeries.net)</li> </ul>	<ul style="list-style-type: none"> <li>Complete all homework and classroom assignments on time with my best efforts. Read on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage parents to monitor their children's homework every day.</li> </ul>
<ul style="list-style-type: none"> <li>KEEP ALL CONTACT INFORMATION CURRENT (emails, phone numbers, and emergency contacts).</li> </ul>	<ul style="list-style-type: none"> <li>Bring your school ID every day.</li> </ul>	
<ul style="list-style-type: none"> <li>Learn how to use Google Classroom (student/teacher information) and Peach Jar (district and site announcements).</li> </ul>	<ul style="list-style-type: none"> <li>Learn to use Google Classroom and know your password.</li> </ul>	

**Parents: Please discuss this Compact with your child before signing**

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Print Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

**Norte Vista High School  
Title I Targeted Assistance School  
Parent and Family Engagement Policy  
(2020-2022)**

Norte Vista High School jointly developed its written Title I parent and family engagement policy with input from Title I parents and family members. Such policy shall be made available to the local community and updated periodically to meet the changing needs of the school and parents.

Norte Vista High School will review and update the policy at Title I meetings held after their monthly School Site meetings. In addition to this, the policy will be reviewed and discussed in upcoming School Site, ELAC, ATP, and Novi Parent Group meetings. Parents will provide feedback regarding the policy, and it will be updated on a continuous basis.

The policy will be distributed to parents and family members of participating Title I students at the beginning of the school year when students register for school in their registration packets, as well as to new enrollees and returning students as part of the new student enrollment packet.

The policy describes the means for carrying out the following Title I parent and family engagement requirement. [20 USC 6318 Section 1118(a)-(f) inclusive]

**Engagement of Parents and Family Members in the Title I Program**

To involve parents and family members in the Title I program at Norte Vista High School, the following practices have been established:

- The school convenes an annual meeting, at a convenient time to which all parents of participating children are invited and encouraged to attend, to inform parents and family members about their school's participation under this part and to explain the Title I requirements, and about the right of parents to be involved.
  - Parent groups decided to convene one annual meeting in the evening in the Fall (November 4, 2020) and Fall 2021.
  - If parents request additional meetings, their requests will be met.
- The school offers a flexible number of meetings for Title I parents and family members, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care or home visits, as such services relate to parent involvement.
  - The school will make the policy available to parents at the afternoon School Site meetings, the morning ELAC meetings, the afternoon ATP meetings, and at the morning Novi Parent Group meetings.
- The school involves parents and family members of participating Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.
  - The school will continuously encourage parents to provide feedback regarding the planning, review, and improvement of the school's Title I programs and parent involvement policy at the Title 1 meeting to be held in the Spring, and at the upcoming ELAC, School Site, ATP, and Novi parent group meetings.
- The school provides parents and family members of participating Title I students with timely information about Title I programs.
  - A Title I informational letter will be sent to parents in the spring the first year of implementation and in future years.
  - Title I program information will be discussed annually during School Site meetings, ELAC meetings, ATP meetings, and Novi Parent Group meetings.

- The school will hold an annual Title 1 meeting in the Fall.
- The school provides parents and family members of participating Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
  - The school provides parents and family members of participating Title 1 students with an explanation of curriculum, assessments, and proficiency levels students are expected to meet at ELAC, School Site, ATP, and Novi Parent Group meetings, and during parent teacher conferences and the Title I annual meeting.
  - The school also reviews course expectations and curriculum at their annual Back to School Night.
- If requested by parents and family members of participating Title I students, the school provides opportunities for regular meetings that allow the parents and family members to participate in decisions relating to the education of their children.
  - The school will continuously encourage parents to participate in decisions related to the education of their children at the annual Title 1 meeting, as well as at ELAC, School Site, ATP, and Novi parent group meetings.
  - During orientation, parents are encouraged to keep in contact with the school regarding their child's educational needs. Parents are provided with the school's contact information as well as the direct contact information to the school's counselor. Parents are invited to attend Parent Teacher Conferences, SSTs, IEPs, and Student Review to discuss their child's educational program and progress towards graduation.

#### **School-Parent Compact**

Norte Vista High School distributes to parents and family members of Title I students a school-parent compact. The compact, which has been jointly developed with parents and family members, outlines how parents and family members, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents and family members of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
  - The ways parents will be responsible for supporting their children's learning
  - The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences (elementary); frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities.
- The school developed the School- Parent Compact in collaboration with parents from the ELAC meetings, ATP meetings, and School Site meetings. The School-Parent Compact is reviewed bi-annually in the Spring by all groups, and parents are provided an opportunity to make suggestions.

#### **Building Capacity for Involvement**

Norte Vista High School engages Title I parents and family members in meaningful interactions with the school. It supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - The school provides parents and family members of participating Title 1 students with an explanation of standards, assessments, and how to monitor and improve the achievement of their children at ELAC, School Site, ATP, and Novi Parent Group meetings. In addition, parents are able to monitor the achievement of their children by attending parent teacher conferences, taking note of their student's progress on report cards and by visiting aeries parent portal.
- Provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
  - Achievement data, as well as assessment data is shared with parents at all parent meetings. Parents are provided with strategies to implement in the home which foster academic achievement.
  - Parenting classes offered through the Wylie Center.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
  - The school educates staff members about the value of parent contributions, and in how to work with parents as equal partners at their bimonthly WASC meetings, ATP meetings, School Site meetings and staff meetings.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
  - Norte Vista High School integrates the Title I parental involvement program with other programs, such as the Action Team for Partnership, Novi Parent group, School Site Council, ELAC, and Padres Unidos to encourage and support parents in more fully participating in the education of their children.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
  - Norte Vista High School translates all documents into the Spanish language, as well as offers interpreters at all public meetings to meet the needs of Spanish speaking parents. In addition to this, Norte Vista High School communicates with parents via email, Teleparent, flyers home, Peachjar, Parent Connect, and via the school marquee and school website.
- The school provides support for parental involvement activities requested by Title I parents.
  - The school provides support for parental involvement activities by requesting input and feedback at all ELAC, ATP, Novi Parent Group, and School Site meetings.

#### **Accessibility**

Norte Vista High School provides opportunities for the participation of all Title I parents and family members, including those with limited English proficiency, those with disabilities, and parents and family members of migratory students. Information and school reports are provided in a format and language that parents and family members understand.

#### **Adoption**

This policy was adopted by Norte Vista High School's School Site Council May 27, 2020 and will be in effect for 2020-2022 school year.



