School Year: **2019-20**

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
American Canyon High School	28662660121087	September 25, 2019	

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.

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. In addition, The Napa Valley Unified School District will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards and California Dashboard Indicators. School goals will influence the entireeducational program of the school and are aligned with the goals of the LCAP regarding student outcomes and student and parent engagement. Goals will support the school in improving state Dashboard indicators related to: school climate, academic achievement, graduation rate, college and career readiness, and local indicators as defined in the Dashboard.

Comprehensive Needs Assessment Components

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

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

The school has all teachers and a random selection of students complete the School Success Survey, which allows teachers and students to evaluate the school according to criteria included in the New Tech Network School Success Rubric. Survey results indicate that the school is continuing to improve in its implementation of our instructional program. Parents are surveyed every other year.

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

Teachers are observed regularly as part of the standard teacher evaluation process. In addition Learning Walks involving all staff are a featured part of weekly staff development activities. In addition, the district organizes Learning Walks for district administrators that take place at our school at least once a semester. Our administrative team systemically visits all classrooms and uses the data to plan instructional staff development. Finally, our school is routinely visited by outside groups who wish to learn more about our innovative programs.

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

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

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

Standards, Assessment, and Accountability

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

Teachers review results of state testing and make necessary modifications in course pacing calendars. Teachers regularly administer district benchmark tests and teach or re-teach as needed.

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

Teachers meet regularly in PLCs to create formative assessments; they analyze the results of these assessments and teach or re-teach as indicated.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers meet regularly and often in a variety of configurations. Team teachers (English & Social Studies) meet several times a week to plan curriculum and interventions; Most PLCs meet weekly, and the rest meet twice a month, to determine essential learnings, create formative assessments, and analyze test data so as to improve instruction. All teachers attend weekly collaborative learning meetings with their prep period cohort. Release time is also provided PLCs to enable them to implement California State standards and design additional PBL units.

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

Our 7 period day provides sufficient time for teachers to collaborate and attend professional development workshops to improve their skills.

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

Site administration oversees alignment of staff development to content standards, assessment of student performance, and professional needs.

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

Our administration team meets regularly with the teachers to whom they are assigned. The administration team is well-versed in Project Based Learning, state standards, and assessment of schoolwide learning outcomes. Administration helps teachers gain mastery in these areas and facilitates collaborative learning prep cohort time.

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

Teachers collaborate regularly and frequently at our school. They collaborate with their team teacher, with their PLC, and in other configurations, such as the BEST team, the Learning Leadership team, and traditional subject area departments. Every teacher has an extra prep period each day for the sole purpose of planning and collaborating.

Teaching and Learning

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

All subject areas have received professional development around the California State Standards; all subject areas have integrated California State Standards into their pacing calendars and project development. All courses have developed Essential Standards for student learning.

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

Our schedule meets or exceeds the recommended instructional minutes for language arts and mathematics.

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

Our Master Schedule provides the following levels of support/intervention: English 9 & English 10 bridge classes; ELD 1, 2, 3 & 4 classes; Sheltered World History;Directed Studies classes for all students with IEPs; SDC core classes.

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

Our school is fully compliant with the Williams Act and conducts an annual inventory of materials & report to ensure compliance.

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

All textbooks and materials are approved by the district and are SBE-approved. All students are enrolled in a challenging college-prep curriculum that meets UC a-g requirements.

Opportunity and Equal Educational Access

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

In addition to the intervention classes listed above, the school offers a bi-weekly Access period as part of its normal schedule; Access is an opportunity for students to receive extra help and support in any class in which they are struggling; also, the school offers after-school tutoring every Tuesday and Thursday, staffed by a skilled Math teacher and a number of peer tutors.

Evidence-based educational practices to raise student achievement

We utilize Project Based Learning as our primary instructional delivery system.

Parental Engagement

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

Our school has a central fund-raising organization known as the Alliance, which raises funds each year to support instructional programs across the board. We also have a Choir Booster, Athletic Booster and Instrumental Music Booster group, raising funds for specific programs.

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 and community members, teachers, other school personnel and students participate on School Site Council that plans, implements, evaluates all programs.

Funding

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

Cyber High credit recovery, after school tutoring, and services to English learners are provided through supplemental and Title III funding.

Fiscal support (EPC)

Additional support is provided through base funds (0000), Career Tech Ed (0002), The Alliance and booster groups. American Canyon High School operates as a School-Based Coordinated Program providing instructional and auxiliary services as described herein to meet the needs of English learners, educationally disadvantaged youth, gifted and talented students, and students with exceptional needs.

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 School Site Council meets monthly to review the needs assessment and progress of student groups. During our September meeting, defined actions and services, and approved the 2019-20 SPSA. Participants
included: students, teachers, counselors, parents, clerical and administrative staff.

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.2%	0.19%	0.25%	3	3	4
African American	9.5%	8.91%	9.34%	147	140	151
Asian	5.6%	6.23%	6.68%	86	98	108
Filipino	28.8%	28.82%	28.88%	445	453	467
Hispanic/Latino	36.1%	37.28%	36.49%	558	586	590
Pacific Islander	1.0%	0.76%	0.49%	15	12	8
White	12.5%	11.70%	11.44%	193	184	185
Multiple/No Response	0.9%	0.76%	0.68%	14	12	11
			Total Enrollment	1,545	1572	1,617

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	16-17	17-18	18-19
Grade 9	375	391	428
Grade 10	409	387	392
Grade 11	381	407	385
Grade 12	368	371	412
Total Enrollment	1,545	1,572	1,617

Conclusions based on this data:

1. ACHS and NVUSD face declining enrollment challenges, which will create resource allocation challenges.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
English Learners	81	90	93	5.2%	5.7%	5.8%
Fluent English Proficient (FEP)	541	563	574	35.0%	35.8%	35.5%
Reclassified Fluent English Proficient (RFEP)	21	15	15	20.8%	18.5%	16.7%

Conclusions based on this data:

1. Our EL enrollment stays fairly consistent year to year, and we should be able to plan programming around this consistency.

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	379	406	367	363	395	360	363	395	360	95.8	97.3	98.1
All Grades	379	406	367	363	395	360	363	395	360	95.8	97.3	98.1

* 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	2631.	2573.	2623.	35.26	17.22	30.28	36.09	32.15	36.94	17.91	26.84	21.94	10.74	23.80	10.83
All Grades	N/A	N/A	N/A	35.26	17.22	30.28	36.09	32.15	36.94	17.91	26.84	21.94	10.74	23.80	10.83

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	43.80	24.05	33.33	42.70	53.42	49.72	13.50	22.53	16.94
All Grades	43.80	24.05	33.33	42.70	53.42	49.72	13.50	22.53	16.94

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	42.42	22.03	41.39	43.25	47.59	44.44	14.33	30.38	14.17
All Grades	42.42	22.03	41.39	43.25	47.59	44.44	14.33	30.38	14.17

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	29.20	14.94	24.44	62.53	70.38	68.61	8.26	14.68	6.94
All Grades	29.20	14.94	24.44	62.53	70.38	68.61	8.26	14.68	6.94

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	46.83	25.32	39.17	43.80	47.85	49.17	9.37	26.84	11.67
All Grades	46.83	25.32	39.17	43.80	47.85	49.17	9.37	26.84	11.67

Conclusions based on this data:

1. Scores are incrementally increasing overall

2. Targeted work needs to continue to move our students consistently below standard

3. Students have the most room to grow in 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	379	406	367	358	394	361	358	394	361	94.5	97	98.4
All Grades	379	406	367	358	394	361	358	394	361	94.5	97	98.4

* 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	2567.	2538.	2559.	8.10	7.36	8.59	22.63	18.53	18.01	29.05	21.07	29.09	40.22	53.05	44.32
All Grades	N/A	N/A	N/A	8.10	7.36	8.59	22.63	18.53	18.01	29.05	21.07	29.09	40.22	53.05	44.32

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	17.88	15.48	14.72	31.01	23.86	28.33	51.12	60.66	56.94
All Grades	17.88	15.48	14.72	31.01	23.86	28.33	51.12	60.66	56.94

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	11.45	10.41	12.22	49.16	42.13	50.28	39.39	47.46	37.50
All Grades	11.45	10.41	12.22	49.16	42.13	50.28	39.39	47.46	37.50

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	16.76	11.93	13.30	57.54	49.75	56.23	25.70	38.32	30.47
All Grades	16.76	11.93	13.30	57.54	49.75	56.23	25.70	38.32	30.47

Conclusions based on this data:

1. Incremental gains have been made in math overall

2. Concepts and Procedures are the area of focus for growth

3. The overall numbers are below where our school demographic should be testing when compared to similar schools or state averages

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	1521.0	1554.1	1527.0	1552.3	1514.4	1555.7	28	23
Grade 10	1519.2	1533.2	1507.3	1532.2	1530.7	1533.6	24	25
Grade 11	1535.5	1551.2	1536.0	1524.3	1534.4	1577.4	22	18
Grade 12	1562.0	1531.0	1554.6	1519.6	1568.9	1541.9	15	19
All Grades							89	85

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	*	13.04	*	47.83	46.43	30.43	*	8.70	28	23
10	*	0.00	*	40.00	*	56.00	*	4.00	24	25
11	*	0.00	*	50.00	*	33.33	*	16.67	22	18
12	*	15.79	*	36.84	*	21.05		26.32	15	19
All Grades	21.35	7.06	37.08	43.53	29.21	36.47	12.36	12.94	89	85

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	*	30.43	39.29	43.48	*	17.39	*	8.70	28	23
10	*	16.00	*	52.00	*	24.00	*	8.00	24	25
11	54.55	11.11	*	50.00	*	27.78	*	11.11	22	18
12	*	36.84	*	31.58		15.79		15.79	15	19
All Grades	41.57	23.53	32.58	44.71	15.73	21.18	*	10.59	89	85

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	*	8.70	*	21.74	*	52.17	53.57	17.39	28	23
10	*	0.00	*	0.00	*	72.00	*	28.00	24	25
11	*	0.00	*	44.44	*	33.33	*	22.22	22	18
12	*	5.26	*	26.32	*	36.84	*	31.58	15	19
All Grades	*	3.53	17.98	21.18	40.45	50.59	33.71	24.71	89	85

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	*	8.70	64.29	82.61	*	8.70	28	23
10	*	0.00	*	84.00	*	16.00	24	25
11	*	0.00	*	61.11	*	38.89	22	18
12	*	5.26	*	52.63	*	42.11	15	19
All Grades	31.46	3.53	47.19	71.76	21.35	24.71	89	85

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	53.57	73.91	*	17.39	*	8.70	28	23
10	50.00	64.00	*	24.00	*	12.00	24	25
11	68.18	61.11	*	33.33	*	5.56	22	18
12	80.00	68.42	*	15.79		15.79	15	19
All Grades	60.67	67.06	30.34	22.35	*	10.59	89	85

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	*	8.70	*	65.22	85.71	26.09	28	23
10	*	0.00	*	48.00	50.00	52.00	24	25
11	*	5.56	*	66.67	54.55	27.78	22	18
12	*	10.53	*	42.11	*	47.37	15	19
All Grades	*	5.88	32.58	55.29	59.55	38.82	89	85

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	*	8.70	53.57	78.26	*	13.04	28	23
10	*	0.00	62.50	80.00	*	20.00	24	25
11	*	16.67	*	77.78	*	5.56	22	18
12	*	10.53	80.00	84.21		5.26	15	19
All Grades	25.84	8.24	58.43	80.00	15.73	11.76	89	85

Conclusions based on this data:

1. The biggest area of growth is reading

2. Students perform moderately and well developed in writing

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,572	**39.1%**	**5.7%**	**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.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	90	5.7%
Foster Youth	4	0.3%
Homeless	12	0.8%
Socioeconomically Disadvantaged	615	39.1%
Students with Disabilities	124	7.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	140	8.9%
American Indian	3	0.2%
Asian	98	6.2%
Filipino	453	28.8%
Hispanic	586	37.3%
Two or More Races	84	5.3%
Pacific Islander	12	0.8%
White	184	11.7%

Conclusions based on this data:

1. Our socioeconomically disadvantaged students increases each year

2. ACHS is an extremely diverse student population

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate

Academic Performance

English Language Arts

Orange

Mathematics

Orange

English Learner Progress

No Performance Color

College/Career

Yellow

Academic Engagement

Graduation Rate

Blue

Conditions & Climate

Suspension Rate

Green

Conclusions based on this data:

1. School climate as evidence by our suspension rate and graduation rate is one that supports student success

2. ACHS has a lot of room to grow in Math and English

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the 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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	No Performance Color	No Performance Color
8.5 points below standard	100.2 points below standard	0 Students
Declined -56.9 points	Declined -37.7 points	
390 students	38 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	28.7 points below standard	104.4 points below standard
3 students	Declined -34.8 points	Declined -34.5 points
	169 students	28 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	No Performance Color	No Performance Color	Yellow
65.5 points below standard	0 Students	41.7 points above standard	20.6 points above standard
Declined -62.4 points		Declined -80 points	Declined -72 points
35 students		15 students	121 students

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Yellow
36.6 points below standard	39.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	1.2 points above standard
Declined -51.1 points	Declined -40.6 points	1 students	Declined -31.7 points
152 students	23 students		39 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
131.5 points below standard	79.7 points below standard	5.7 points below standard
Declined -41.6 points	Declined -42.7 points	Declined -61.6 points
15 students	23 students	220 students

Conclusions based on this data:

1. All groups declined on the 2018 fall ELA dashboard indicators

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:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
2	2	1	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
88.5 points below standard	171.5 points below standard	0 Students
Declined -28.4 points	Maintained 2.3 points	
389 students	38 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	110.2 points below standard	186.2 points below standard
3 students	Declined -4 points	Increased 7.9 points
	168 students	28 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	Yellow
144.2 points below standard	0 Students	9 points below standard	48.1 points below standard
Declined -45.2 points		Declined -27.7 points	Declined -34.6 points
35 students		15 students	121 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Orange
123.6 points below standard	41.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	100.3 points below standard
Declined -22.3 points	Declined -15.4 points	1 students	Declined -23.7 points
151 students	23 students		39 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
209.5 points below standard	146.7 points below standard	85.1 points below standard
Declined -14.8 points	Increased 7.9 points	Declined -33.4 points
15 students	23 students	219 students

Conclusions based on this data:

1. Most groups declined in Math on the 2018 fall dashboard

2. We are pleased with the improvement of our Reclassified English Learners and our Students with disabilities

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
89	21.3%	37.1%	29.2%	12.4%

Conclusions based on this data:

1. English learner progress is high

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:

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

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	2	1	1	1
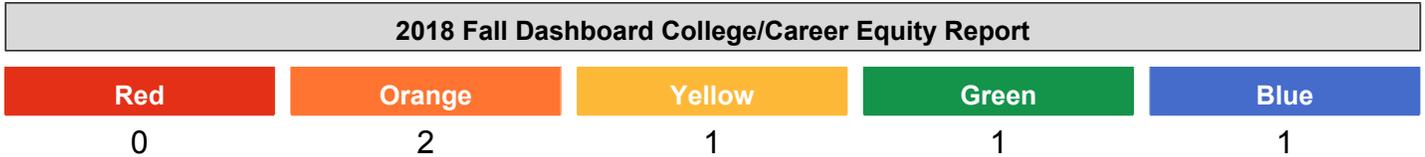
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
52.8% prepared	10% prepared	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.8%	Maintained -1.5%	
373 students	20 students	4 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	39.9% prepared	15.2% prepared
	Declined -2.3%	Increased 6.8%
10 students	178 students	33 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Green	No Performance Color	No Performance Color	Blue
37.1% prepared	Less than 11 Students - Data Not Displayed for Privacy	83.3% prepared	72% prepared
Increased 7.9%	1 students	Increased 3.3%	Maintained 1.4%
35 students		24 students	107 students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Orange
39.1% prepared	58.8% prepared	Less than 11 Students - Data Not Displayed for Privacy	44% prepared
Maintained 0.2%	Declined -22.1%	5 students	Declined -5%
133 students	17 students		50 students

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

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
47.4% **Prepared**	53.7 **Prepared**	52.8 **Prepared**
20.2% **Approaching Prepared**	19.2 **Approaching Prepared**	18.2 **Approaching Prepared**
32.4% **Not Prepared**	27.1 **Not Prepared**	29 **Not Prepared**

Conclusions based on this data:

1. College and Career 3 year performance is up overall

**2.** Multiple students groups increased or maintained performance

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.

2018 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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

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

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
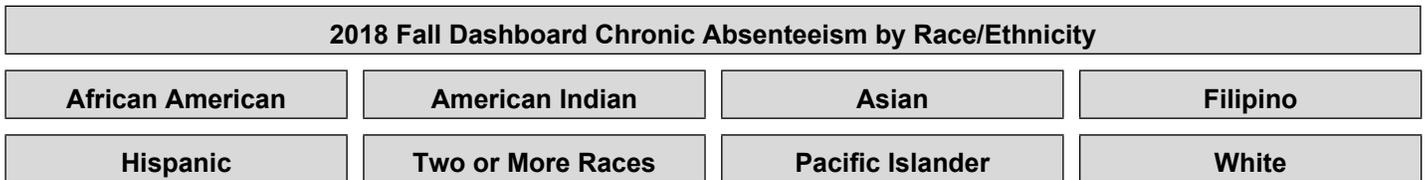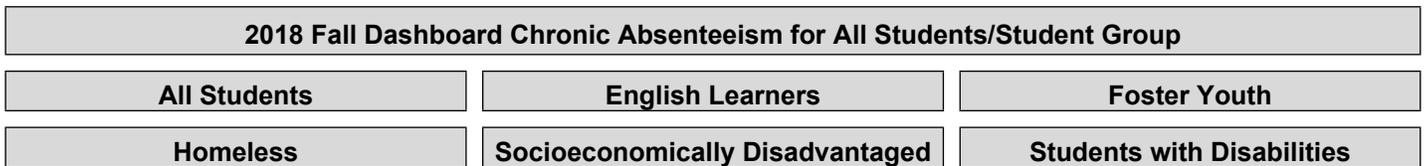
Conclusions based on this data:

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	2	2
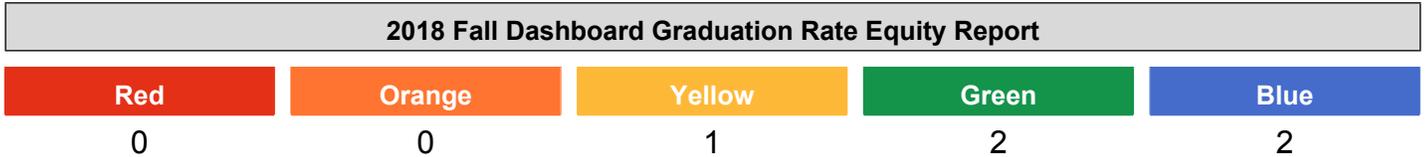
This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
95.4% graduated	80% graduated	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.6%	Declined -4.6%	4 students
373 students	20 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	93.8% graduated	81.8% graduated
10 students	Increased +3.2%	Increased +2.7%
	178 students	33 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Blue	No Performance Color	No Performance Color	Blue
97.1% graduated	Less than 11 Students - Data Not Displayed for Privacy	95.8% graduated	98.1% graduated
Increased +4.5%	1 students	Maintained +0.8%	Declined -1.9%
35 students		24 students	107 students

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Yellow
94% graduated	88.2% graduated	Less than 11 Students - Data Not Displayed for Privacy	94% graduated
Increased +4.6%	Declined -11.8%	5 students	Declined -4%
133 students	17 students		50 students

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.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
94.9% graduated	95.4% graduated

Conclusions based on this data:

1. Overall graduation rates are high

**2.** English learner graduation rates have declined

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:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	1	4	0
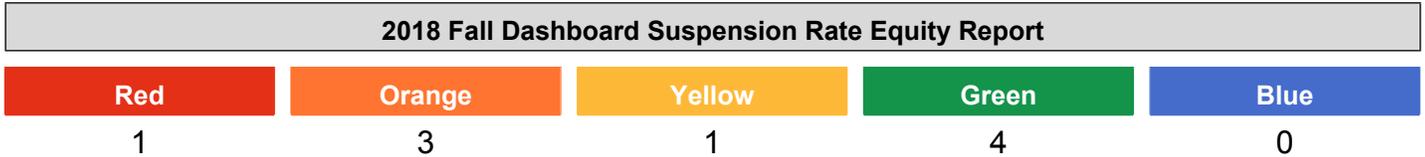
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
4.3% suspended at least once	3.8% suspended at least once	Less than 11 Students - Data Not
		7 students
Declined -0.4%	Increased 1.6%	
1619 students	106 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Green
13.3% suspended at least once	6.5% suspended at least once	4.5% suspended at least once
Increased 1.6%	Maintained -0.1%	Declined -2.7%
15 students	647 students	132 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Yellow	Green
11.8% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy 3 students	1% suspended at least once	1.3% suspended at least once
Maintained 0%		Increased 1%	Declined -0.7%
152 students		100 students	460 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Orange	No Performance Color	Green
5.2% suspended at least once	5.1% suspended at least once	0% suspended at least once	4.7% suspended at least once
Declined -0.4%	Increased 1%	Declined -5.6%	Declined -0.7%
600 students	99 students	12 students	193 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
5.4% suspended at least once	4.7% suspended at least once	4.3% suspended at least once

Conclusions based on this data:

1. Our overall suspension rates are low and declined each 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/Site Goal 1

Student Learning, Achievement and Access:

Identified Need

All students will graduate career and college ready through inquiry based learning experiences and assessments aligned to the California State Standards

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Indicator CAASPP ELA and Math Scores	ELA and Math Scores below state average	To increase the level of rigor and authenticity in PBL units, teachers will receive weekly professional development that focuses on the components of Rigorous PBL, and on developing challenging, standards based assessments. Regular professional development is provided for teachers to learn and refresh their understanding regarding Rigorous PBL implementation. As a result of improving and deepening our implementation of Project Based Learning, there will be a 5% increase from 2019 scores in students who are proficient or advanced on the CAASPP ELA and Math tests in Spring 2020.

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

All students

Activities

A. Implement and measure progress in the California State Standards. Implement inquiry based learning (IBL) and problem-based learning in math that are centered on California State Standards.
B. Engage students in a culturally responsive manner by valuing and building upon the background experience of all students.

Activities:
ACHS WASC Goal 1: Make all students college and career ready by improving and deepening the implementation of Rigorous Project Based Learning as our primary instructional delivery system through staff development and parent/community outreach.

1.1 Expand Rigorous PBL/PrBL as the dominant instructional delivery system in all curricular areas.
1.2   Increase content relevancy by making standards connect with the real world in demonstrable ways and within multiple contexts.
1.3   Provide staff development and coaching (both site-level and, when available, district-level) focused on Rigorous PBL/PrBL and teacher clarity, including ways of differentiating instruction that address surface, deep and transfer knowledge, and continued utilization and development of effective incorporation of technology into PBL projects.
1.4   Infuse Essential Standards, aligned with the California State Standards, into all projects, including the development of multiple formative & summative assessments that measure student learning and prepare students for Smarter Balanced.
1.5 Extensive Professional Development provided to all staff on Rigorous PBL by Michael McDowell

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

Amount(s)	Source(s)
1,694.00	0003 - Supplemental
8,000.00	0003 - Supplemental
10,000.00	0003 - Supplemental
6,467.00	0000 – No Reporting Requirements
4,015.92	0000 – No Reporting Requirements
10,772.00	0000 – No Reporting Requirements
6,700.00	0000 – No Reporting Requirements

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

Black and Hispanic Students

Activities

A. Implement comprehensive Multi-Tiered System of Support (MTSS) (Tiers 1, 2, 3)

B. Embed proven instructional practices (e.g., Hattie, McDowell) that allow students to accelerate learning and provide access to the rigorous California State Standards curriculum.

ACHS WASC Goal 2: Close the opportunity gap through improved teacher and student use of instructional technology, through improved communication with parents, and through an improved system of intervention for struggling students.

2.3   Provide additional training and support for teachers in the area of instructional technology to support PBL implementation, both site-level and, when available, district level.
2.4   Improve system of interventions for struggling students, including Wolf Packademics, Super Saturday, classroom-level interventions, and a newly created MTSS committee.
2.5 Continue improving the master schedule like breaking up Humanities 9, so that students are fully engaged in the instructional day and take full advantage of the educational opportunities available.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,694.00	0003 - Supplemental
8,000.00	0003 - Supplemental
10,000.00	0003 - Supplemental

Annual Review

SPSA Year Reviewed: 2018-19

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.

Rigorous PBL has been implemented campus wide. 2018-2019 CAASPP test scores in both ELA and Math have improved from the previous year. ELA showed an 18% improvement in students who have met or exceeded the standards. Math saw an improvement in the not met category by 9%, improvement in nearly met by 8%, met was down 1%, but exceeded was up 2%.

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.

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 include professional development related to Rigorous PBL and creation of Essential Standards in all courses.

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/Site Goal 2

Effective Employee Relations and Resource Management:

Identified Need

Promote positive staff morale amid budget cuts and a changing district focus

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Amount of teacher turnover	2019 all temporary teachers cut from budget	No teacher turnover 2020

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

All students

Activities

New teacher evaluation process allows site administrators the opportunity to build a positive relationship of feedback with teachers being evaluated.

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

Amount(s)	Source(s)
0	0000 – No Reporting Requirements

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

All students

Activities

Staff social calendar created to celebrate success and build relationships among teachers 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)

| 0 | 0000 – No Reporting Requirements |

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/Site Goal 3

Robust Communication, Community Engagement and Advocacy:

Identified Need

Develop Educational Programs that Support Healthy (Social Emotional) Living

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Indicators on School Climate	Current suspension rate 4.3% ELAC participation is low	As a result of our efforts to improve the school climate and parent involvement, there will be a continued reduction in suspensions during 2019-2020, and with the help of a parent liaison. There will be an increase in the number of ELL parents attending and participating in quarterly ELAC meetings.

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

All students

Activities

A. Sustain Positive Behavior Interventions and Support (BEST/PBIS); attend to students' social emotional development
B. Continue implementation of Healthy Choices/Nutrition three year plan and physical education practices

From ACHS WASC Action Plan:
1.3   Increase parent, business, and community involvement in project development, including utilizing parents and community members as project resources and judges of project presentations.
2.1   Improve teacher and student use of Google Classroom and AERIES grade book.
2.2   Provide consistent and deliberate dialogue with parents and students (including the ELL population) to ensure that all stakeholders understand school wide learning outcomes.

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

Amount(s)	Source(s)
1,694.00	0003 - Supplemental
8,000.00	0003 - Supplemental
10,000.00	0003 - Supplemental
6,467.00	0000 – No Reporting Requirements
10,772.00	0000 – No Reporting Requirements
6,700.00	0000 – No Reporting Requirements

Annual Review

SPSA Year Reviewed: 2018-19

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.

School-wide implementation of BEST/PBIS practices taught in all advisory periods. Administration and teachers have had substantial professional development with Karen Junker on improving school and classroom climate.

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. The budget has been used to implement robust training around positive school climate.

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.

In the 19-20 school year ACHS is implementing a MTSS committee to identify and serve students in need.

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/Site Goal 4

Tactical, Proactive, and Efficient Asset Management:

Identified Need

Properly maintained facilities and facility management process

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
No major issue on school wide inspections used for SARC data	last inspection yielded an outcome of "fair"	Next inspection will yield an outcome of "good"

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

Strategy 1

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

All students

Activities

Facility improvements based upon a needs assessment by district maintenance and operations
Improved technology and safety infrastructure as a result of a bond measure

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

Amount(s)	Source(s)
0	0000 – No Reporting Requirements

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/Site Goal 5

Equity-Centered Leadership and Inclusive Organizational Culture:

Identified Need

Develop high-functioning Professional Learning Communities and other collaborative teams that meet regularly and faithfully publicize, implement, and assess student learning outcomes

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores and Dashboard Indicators	PLC's continue to work on essential standards and assessments. 67% met or exceed ELA standards 27% met or exceed Math standards 4.3% Suspension rate	PLCs will meet weekly to determine essential learning standards, develop formative and summative assessments, and adjust instruction based on data analysis. As a result of a deeper understanding, implementation, and assessment of essential learning standards, our CAASPP scores will improve 5% from 2019 in ELA and Math for the Spring 2020 assessment. Lower suspension rate 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 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Activities

A.Implement technology-rich and collaborative learning environments that engage students in relevant, rigorous inquiry-based and problem-based learning.
B. Provide leadership development to support school teams
C. Implement Pack Time Teacher Committees (MTSS, and Intervention for Literacy and Numeracy)

From WASC Action plan

3.1 Develop a shared knowledge among staff regarding how SWLOs can and will be assessed, including the implementation of course essential standards.
3.2 Implement protocols and processes that help PLCs work effectively, including developing common assessments and disciplinary literacy programs, looking at student work, and improving instruction based on evaluation of data.
3.3 Ensure consistency and calibration within PLCs regarding assessment of SWLOs, including a school-wide focus on disciplinary literacy by all PLCs.
3.4. Make better, more systematic use of collaborative time, including teachers' additional prep period, and explore additional collaborative structures that provide full inclusion of all stakeholders.
3.5 Develop additional methods of systematic data analysis to help improve learning for students needing additional support as well as for students needing additional challenge.

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

Amount(s)	Source(s)
0	0000 – No Reporting Requirements

Annual Review

SPSA Year Reviewed: 2018-19

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.

2018-2019 CAASPP test scores in both ELA and Math have improved from the previous year. ELA showed an 18% improvement in students who have met or exceeded the standards. Math saw an improvement in the not met category by 9%, improvement in nearly met y 8%, met was down 1%, but exceeded was up 2%. Overall suspensions continue to remain low.

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 difference in budget and strategy.

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 to goal.

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/Site Goal 6

Strategic, Impactful Governance and Policy Implementation

Identified Need

School Site Council, PLC lead team and student stakeholders will be included in policy implementation

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
WASC parent and student surveys	School Site Council and PLC lead teams convene monthly	Increased student and parent participation in school site council and other parent booster groups on campus.

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

All students

Activities

Promote opportunities for involvement via Parent Square communication

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

Amount(s)	Source(s)
0	0000 – No Reporting Requirements

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

All students

Activities

Annually revise and communicate the SPSA, School Site Safety Plan and WASC Action Plan.
a. School Site Council to vote on approval of plans

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	0000 – No Reporting Requirements

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	$110,975.92

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 ($)
0000 – No Reporting Requirements	$51,893.92
0003 - Supplemental	$59,082.00

Subtotal of state or local funds included for this school: $110,975.92

Total of federal, state, and/or local funds for this school: $110,975.92

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

2 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Crystal Lopez	Principal
Karen Nelson	Classroom Teacher
Elizabeth Hawkins	Classroom Teacher
Aaron Johnson	Classroom Teacher
Tricia Hernandez	Other School Staff Secondary Student
Blanca Wright	Parent or Community Member
Lola Sims	Parent or Community Member
Heidi Zapay	Parent or Community Member
Eduviges Howard	Other School Staff
Patty Slate	Other School Staff
TBD	Secondary Student
TBD	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
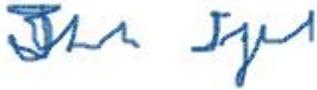
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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 September 25, 2019.

Attested:
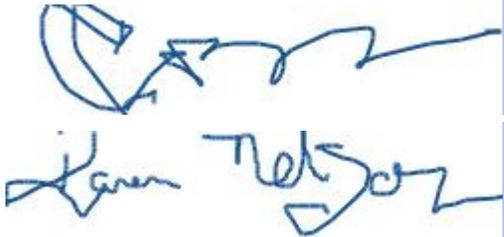
	Principal, Crystal Lopez on 09/25/2019
	SSC Chairperson, Karen Nelson on 09/25/2019

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019