

School Plan for Student Achievement (SPSA) and Annual Evaluation for 2021-2022

School Name, Contact, and Email	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Board Approval Date
Mountain View High School Kenneth Swanson kswanson@sanjacinto.k12.ca.us	33 67249 3337649	April 29, 2021	June 15, 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).

The purpose of the Comprehensive Support and Improvement plan (low performing) is to target at-risk students struggling in English Language Arts (ELA), Math and College and Career Readiness. English Language Arts (ELA), Math and College and Career Readiness are three areas of the CA Dashboard which are in the red for MVHS.

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

MVHS will provide four CTE pathways for our students. These pathways can be provided by contracting with Edmentum to provide CTE credentialed teachers for our students. Completion of a CTE pathway will help our students become college and career ready. Students on the MVHS campus have previously never had access to a CTE program. This plan will also provide additional instruction and learning opportunities outside the regular school day by certificated and classified staff in ELA and Math. This plan will also provide additional instruction and learning opportunities outside the regular school day by certificated and classified staff for language acquisition by our English Language Learners.

2021-2022 Plan Summary

The Story

Describe the students and community and how the school serves them.

Mountain View High School serves students 16 years of age and older. Normal grade levels range from 10th, 11th, 12th and some 5th year seniors. Our students come to us credit deficient from other schools. Our mission is to fill holes in student learning and encourage them to keep making progress toward obtaining a high school diploma. We provide individual learning plans for all of our students. This all begins with the induction process. Students and families are referred to our school and then meet with our registrar. After the family completes the registration process the student and family then meet with the counselor for orientation which includes transcript evaluation and credits needed to

graduate on time. Student then attends the first day of school with our head PBIS teacher who inducts them into the Warrior Way. During this day of induction our security officer then gives the student a tour of the school and explains the Warrior Way again. Upon successful completion of induction our students begin the road to credit recovery. We use Exact Path universal screener to determine student present academic levels. Each teacher meets with the student and assigns a course completion pathway with short term and long term goals. Every Wednesday the second period teacher meets with the student for a progress report which is taken home.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

70k for CTE
20k for tutoring outside the school day in ELA/Math
17,895 for tutoring outside the school day in English language acquisition

Needs Assessment -- Review of Performance

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, **progress** toward SPSA goals, local self-assessment tools, stakeholder input, or other information, of what progress is the school proudest, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

Mountain View is proud to maintain a high grad rate for three years in a row. 19-20 grad rate was 86.4%. Suspension rate was low at 13 students suspended for the whole year.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

MVHS has a need in three areas: 2019 College/Career (1.2% prepared down **0.4**), 2019 Mathematics (-228.3 points below standard down **19.8**), 2019 English Language Arts (-128.4 points below standard down **17.9**). All three areas are in the red for two years in a row. We plan to move all three areas out of the red by addressing the needs of the individual learner.

2019 College/Career student groups in need of performance increases:

Hispanic: 1.7% prepared **Down 0.4**

SED: 0.7% prepared, **Down 1.1**

2019 Math student groups in need of performance increases:

Hispanic: -217.3 points below standard, **Down 17.1**

SED: -236.1 points below standard, **Down 30**

2019 ELA student groups in need of performance increases:

Hispanic: -136.2 points below standard, **Down 27**

SED: -137.1 points below standard, **Down 27.8**

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps? *Do not include issues beyond our control (parents are not formally educated or students arrive to school unprepared).*

None exist. On the 2019 CA Dashboard (the most recent posting), there are zero student groups that are two levels below “all student performance”

College Career All Students = 1.2% prepared **Red**, Two student groups had performance indicator colors on the dashboard; Hispanic = 1.7% prepared **Red**, SED = 0.7% prepared **Red**. All other groups were too small for a color indicator. AA = 0% prepared, EL = 4.8% prepared, SWD = 0% prepared, White = 0% prepared. All other groups had less than 11 students.

ELA All Students = 128.4 points below standard **Red**, Two student groups had performance indicator colors on the dashboard; Hispanic = 136.2 points below standard **Red**, SED = 137.1 points below standard **Red**. All other groups were too small for a color indicator. EL = 143.1 points below standard **Red**. All other groups had less than 11 students.

Math All Students = 228.3 points below standard **Red**, Two student groups had performance indicator colors on the dashboard; Hispanic = 217.3 points below standard **Red**, SED = 236.1 points below standard **Red**. All other groups were too small for a color indicator. EL = 217.3 points below standard. All other groups had less than 11 students.

EL Progress = 40.7% making progress

Graduation Rate All Students = 95.8% **Blue**, Two student groups had performance indicator colors on the dashboard; Hispanic = 96.6% **Blue**, SED = 96.4% **Blue**. All other groups were too small for a color indicator. AA = 95.2%, EL = 95.2%, SWD = 94.7%, White = 94.1%. All other groups had less than 11 students.

Suspension Rate All Students = 1.7% **Yellow**, Six student groups had performance indicator colors on the dashboard; Hispanic = 1.5% **Green**, SED = 1.8% **Yellow**, AA = 0% **Blue**, EL = 1.7% **Green**, SWD = 2.4% **Yellow**, White = 4.7% **Orange**. All other groups were too small for a color indicator. Two or More Races = 6.7%. All other groups had less than 11 students.

Exact Path Diagnostic 2020-2021

Math

D 1 to D2 showed a 40 point gain

Resource Inequities

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

There are no CTE classes on this campus. Students do not have the ability to complete a CTE pathway on the campus.

Needs Assessment -- Stakeholder Engagement

Involvement Process for SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

SSC, ELAC, staff were included in the design and approval of the SPSA. Multiple meetings and surveys were used to get input and information.

CSI team after analysis and review then decided that adding CTE pathways to the campus would be beneficial to the students. It would allow students to complete a CTE pathway and qualify them for college and career ready.

Reflection on the mission, vision, and philosophy by students and staff is accessible through our ASB class and full staff meetings, but fielding fully formed ELAC (English Language Advisory Council) and SSC (School Site Council) committees can be a challenge. Title one night and CSI night were held as well. 12/8/2020

The Board members for SJUSD are elected by the public, the district is broken into 5 territories and at max 2 seats are up for reelection at any time. San Jacinto High and Mountain View High school also each elect one student to be a student board member. These students then attend a training session at the beginning of the year to introduce them to the rules and restrictions of these offices. All the specific duties of the board are spelled out by State law.

We publish multiple surveys for all stakeholders to provide information and insight relevant to the nature of student learning. Site leadership coalitions also exist to provide ongoing support in curriculum, discipline, and social emotional learning.

School Site Council (SSC) Election dates and results:

9/25/2020

Community, Parents, Students

President: Aaliyah Ramirez

Vice Pres: Liset Ledsema

Secretary: Emma Carrillo

Member: Donte Dorn

Member: Ana Mendoza

Member: Finola Simpson

Principal: Ken Swanson

Staff Members: T. Ochoa, K. Lee, J. Ryan, D. Leonard, J. Smith, Monica Alcantara -Cardona

SSC meeting dates and topics:

8/31/20, 10,8,2020, 12/10/2020, 2/26/21, 3/11/21, 4/29/2021

The SSC examines Title I expenditures and practices funded by federal dollars to determine cost effectiveness.

The SSC examines and approves the Safe School Plan, bylaws, Parent Involvement Policy, student performance data, and SPSA

School Counselor Advisory Meetings

8/31/20, 10,8,2020, 12/10/2020, 2/26/21, 3/11/21, 4/29/2021

English Language Advisory Council (ELAC) meetings:

8/31/20, 10,8,2020, 12/10/2020, 2/26/21, 3/11/21, 4/29/2021

Parent/Teacher meetings are ongoing all year long. All parents must meet with school members during the induction/intake process to school.

Impact on the SPSA and the Annual Evaluation

How did these consultations affect the SPSA for the upcoming year?

Input from stakeholders helped to inform the school of the needs of our learners. Stakeholders gave input, but most important was the student voice. Students were able to tell the adults what they really believed were strategies and supports which would assist themselves and peers.

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 Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI). Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School for the SPSA Year Through the ConApp:	\$ 37,895
Total Federal Funds Provided to the School from the LEA for CSI:	\$ 70,000
Total ConApp Funds Budgeted for Strategies to Meet the Goals in the SPSA:	\$ 107,895

Supplemental Services

If not previously addressed, describe how the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

If the school has been identified for CSI, TSI, or ATSI, describe how the school will address the indicators and, if applicable, at-risk student groups, that led to the school's identification.

Federal funds will be used to provide CTE pathways for our students. Students at MVHS have not had access to a CTE program on the campus. CTE pathway completion will increase the number of students who graduate college and career ready from MVHS. MVHS will contract with Edmentum for online CTE courses taught by certified teachers. Four different pathways will be offered for students to take in a two year or three year model. All \$70,000 of CSI money will be dedicated to our students having access and the tools needed to complete CTE pathways.

Annual Evaluation and Needs Assessment for Mountain View High School

SPSA Year Reviewed: 2020-21

Complete a copy of the following table for each of the school’s goals **from the prior year SPSA**. Duplicate the table as needed.

Goal 1 2020-21

We will increase the number of MVHS students who graduate college and career ready by 30% each year over the next three years.

[State and/or Local Priorities](#) addressed by this goal:

State Priorities: 3. Parent involvement and participation 7. Access to courses. 8. All students will graduate College and Career ready

Local Priorities: Goal 1 College and Career Readiness Indicator

Annual Measurable Outcomes

Expected	Actual
CTE pathway completion by students	Did not start
CCR increase by 30%	No Dashboard Data for 2020 or 2021

Actions / Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Developing and expanding CTE pathways and other CCR indicators to provide a menu of choices for students to become college and career ready.	Not implemented due to the pandemic CTE courses were board approved Data management and Ed Services added our desired CTE courses to AERIES, UCOP.	\$70K	0

	Edmentum has met with our team and we are ready to make the commitment to the contract for 2021-2022 school year.		
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Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Providing quality ELA instruction and assistance to students by placing all 11th grade students into cohorts with one English teacher to monitor progress and provide supports	Students placed in classes and monitored. Extra supports provided outside the regular school hours and during the regular day.	14,025	14,025

Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Providing quality math instruction and assistance to students by placing all 11th grade students into cohorts with one math teacher to monitor progress and provide supports	Students placed in classes and monitored. Extra supports provided outside the regular school hours and during the regular day.	14,025	14,025

Action 1.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Refining our college and career ready preparation by improving services that include but are not limited to support in: SBAC support for 11th graders, Concurrent College Enrollment, A-G course requirements, Online SEL resources and CTE pathway access and completion.	BASE SEL purchase from Edmentum 28 month contract Starting April 1, 2021	\$27,000 CSI	\$26,680.50. CSI

Action 1.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase instructional material to support new CTE courses that CCR	New faster chromebooks to meet the needs of the CTE programs	\$32,275	\$32,275

Action 1.6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Zspace laptop stations to implement with Labster	Z space is a 3D computer that integrates with Labster. This provides an A-G lab experience in a virtual environment. Purchased, received, training scheduled for May 7, 2021	\$22,000	\$22,000

Evaluation (Goal 1) All students will graduate college and career ready 1.1-

Complete a copy of the following table **for each of the school's goals from the prior year SPSA**. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable. If the school is in the first year of implementing a goal, an analysis is not required and this section may be deleted.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

- 1.1 Developing and expanding CTE pathways and other CCR indicators to provide a menu of choices for students to become college and career ready. Not implemented due to the pandemic CTE courses were board approved Data management and Ed Services added our desired CTE courses to AERIES, UCOP. Edmentum has met with our team and we are ready to make the commitment to the contract for 2021-2022 school year.
- 1.2 Providing quality ELA instruction and assistance to students by placing all 11th grade students into cohorts with one English teacher to monitor progress and provide support. Dr. Lawrence Monitored her students' performance in her ELA and ELD courses.
- 1.3 Quality individualized math instruction Exact Path Diagnostic performed and individual learning paths were assigned for intervention during the school day and out of the school day. Dr. Smith Monitored his students' performance in his math courses.
- 1.4 Refining our college and career ready preparation by improving services that include but are not limited to support in: SBAC support for 11th graders, Concurrent College Enrollment, A-G course requirements, Online SEL resources and CTE pathway access and completion
- 1.5 New chromebooks were purchased to support new CTE software
- 1.6 Zspace laptops were purchased and training is scheduled

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

- 1.1: CTE will not start until August 2021.
- 1.2: ELA intervention takes place daily
- 1.3 Math intervention takes place daily
- 1.4 BASE SEL purchase from Edmentum 28 month contract. Starting April 1, 2021
- 1.5 New chromebooks were purchased to support new CTE software
- 1.6 Zspace laptops were purchased and training is scheduled for May 7th

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

- 1.1 70k was budgeted, but only 0 was spent on the contract
- 1.2 14,025 was budgeted and 14,025 was spent
- 1.3 14,025 was budgeted and 14,025 was spent
- 1.4 27k was budgeted for BASE, 27k was sent of BASE
- 1.5 32,275 was budgeted for devices, 32,275 was spent
- 1.6 22k was budgeted, and 22k was spent

Based on this evaluation, an analysis of the California School Dashboard, and the school’s needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

The CCR goal was changed to 25% increase in the number of students graduating college and career ready from 30%

Goal 2 2020-21

Increase proficiency in Math as measured by the CA Dashboard by 3 points per year

State and/or Local Priorities addressed by this goal:

State Priorities: All students meet standards in math as measured by the SBAC
 Local Priorities: All students meet standards in math as measured by the SBAC

Annual Measurable Outcomes

Expected	Actual
From -228.3 to -225.3 Math CA Dashboard	TBD

Actions / Services

Duplicate the Actions/Services **from the prior year SPSA** and complete a copy of the following table for each. Duplicate the table as needed.

Action 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Providing quality math instruction and assistance to students by placing all 11th grade students into cohorts with one math teacher to monitor progress and provide supports	See goal 1.3	14,025	14,025

Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Providing supports, software, technology, furniture and materials for students in math	Achieve 3000 was piloted 2021-22 2022-23	\$4,500	\$4,100

Evaluation (Goal 2)

Complete a copy of the following table **for each of the school's goals from the prior year SPSA**. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable. If the school is in the first year of implementing a goal, an analysis is not required and this section may be deleted.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Plan was included in Goal #1
2.2 Achieve 3000 was purchased for the 2021-2022 and 2022-2023.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Plan was included in Goal #1
Miss Lee used the program with her students for math intervention online. Pilot is still going on.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Plan was included in Goal #1 see above
1.3 14,025 was budgeted and 14,025 was spent
2.2 4500 for Achieve 3000 two year contract and \$4100 was spent

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

This goal is now combined into the CCR goal #1 in the 2021-2022 plan.

Goal 3 2020-21

Increase proficiency in ELA as measured by the CA Dashboard by 3 points minimum per year.

State and/or Local Priorities addressed by this goal:

State Priorities: All students meet standards as measured on the SBAC

Local Priorities: All students meet standards as measured on the SBAC

Annual Measurable Outcomes

Expected	Actual
From -128.4 to -125.4 ELA CA Dashboard	TBD

Actions / Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action 3.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Providing quality ELA instruction and assistance to students by placing all 11th grade students into cohorts with one ELA teacher to monitor progress and provide targeted intervention.	See Goal 1.2	14,025	14,025

Evaluation (Goal 3)

Complete a copy of the following table **for each of the school’s goals from the prior year SPSA**. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable. If the school is in the first year of implementing a goal, an analysis is not required and this section may be deleted.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Plan was included in Goal #1 see above
Students were placed with the teacher and monitored by the teacher

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Students were earning credits and passing classes. No Dashboard scores are available

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Plan was included in Goal #1 see above
1.2 14,025 was budgeted and 14,025 was spent

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

This goal will be added to goal #1 in the 2021-2022 plan

Goal 4 2020-21

State and/or Local Priorities addressed by this goal:

Increase EL proficiency by 30% annually over three years until 100% of students are proficient as measured by the ELPAC by providing equitable access to Core subject matter, language instruction, and progress monitoring.

State and/or Local Priorities addressed by this goal:

State Priorities: English Language Learner performing equal to non-EL peers

Local Priorities: English Language Learner performing equal to non-EL peers

Annual Measurable Outcomes

Expected	Actual
30% increase in students making progress toward English Language proficiency on the Dashboard. From 40.7% to 70.7%.	TBD on 2021 CA Dashboard

Actions / Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action 4.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ELPAC bootcamp before ELPAC exam	Saturday academy	0	0

Action 4.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Supplemental supports for ELL's	Extra duty for certificated and classified staff to work with students outside of the school day.	10k	0

Evaluation (Goal 4)

Complete a copy of the following table **for each of the school's goals from the prior year SPSA**. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable. If the school is in the first year of implementing a goal, an analysis is not required and this section may be deleted.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

10K was budgeted for extra duty. Extra duty and Saturday Academy was actually paid from a different district resource that did not impact title 1.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

This goal will now become goal #2 in the 2021-2022 plan
#2 Increase English language acquisition for all ELL's. Reclassify 25% more students each year over the next three years as measured by the ELPAC by providing additional access to language instruction, and progress monitoring.

Goals, Actions, Services, and Expenditures for 2021-22

Strategic Planning Details and Accountability

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

Goal 1 2021-22

We will increase the number of MVHS students who graduate college and career ready by 25% each year over the next three years.

State and/or Local Priorities addressed by this goal:

State Priorities: 3. Parent involvement and participation 7. Access to courses. 8. All students will graduate College and Career ready

Local Priorities: Goal 1 College and Career Readiness Indicator

Identified Need:

College and Career Readiness must increase by having more students with A-G course/CTE pathway completion and proficiency on SBAC math and ELA

College/Career: 1.2% prepared, maintained -0.4%

- **Hispanic: 1.7% prepared, maintained -0.4%**
- **SED: 0.7% prepared, maintained -1.1%**

Expected Annual Measurable Outcomes: (Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20	2020-21
CA Dashboard CCR		1.6% Prepared	1.2% Prepared	Not assessed	TBD
CA Dashboard ELA		-110.5 points below standard	-128.4 points below standard	Not assessed	TBD
CA Dashboard Math		-208.5 points below standard	-228.3 points below standard	Not assessed	TBD
A-G course completion			5	4	2
CTE completion		0	0	0	0

2021-22 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Planned Actions/Services

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. [For [Supplemental Actions/Services](#) or for [Actions/Services to Address Comprehensive Support and Improvement](#) (CSI), indicate below.]

Action 1.1

Action/Service	Contract with Edmentum to provide CTE teachers
Person(s) Responsible	TOSA, Counselor
Task(s) Timelines	Get quote 4/26/21, Sign contract, Board Approval, Enroll students August 5, 2021
Budget and Source	\$ 70,000 CSI

Students to be Served:

Scope of Service:

Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.

Select from Schoolwide or Limited to Indicated Student Group/s.

AA, ELL, Latino, SWD, SED, All students groups can benefit	Schoolwide
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Action 1.2

Action/Service	Provide tutoring outside of school hours by certificated and classified staff
Person(s) Responsible	Certificated and classified staff
Task(s) Timelines	Identify students who would benefit from additional instruction August 2021 Sign students up for tutoring sessions Provide tutoring sessions August 2021 through May 2022
Budget and Source	\$ 20,000- Title I - 3010

Students to be Served:

Scope of Service:

Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.

Select from Schoolwide or Limited to Indicated Student Group/s.

AA, ELL, Latino, SWD, SED, All student groups would benefit	Schoolwide
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Goal 2 2021-22

Increase English language acquisition for all ELL's. Reclassify 25% more students each year over the next three years as measured by the ELPAC by providing additional access to language instruction, and progress monitoring.

State and/or Local Priorities addressed by this goal:

State Priorities: English Language Learner performing equal to non-EL peers

Local Priorities: English Language Learner performing equal to non-EL peers

Identified Need:

Only a small percentage of English Learners have demonstrated proficiency in English Language acquisition. Student need to reclassify before graduation.

Expected Annual Measurable Outcomes: (Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20	2020-21
CA Dashboard			EL Progress 40.7 % making progress toward English Language Proficiency 27 students Performance Level = Low	Not Posted	TBD
Summative ELPAC		16.7% Proficient 50% Mod. Dev 20.8% Some Dev 12.5% Min. Dev	6.45% Proficient 48.39% Mod. Dev 35.48% Some Dev 9.68% Min. Dev	12.55% Proficient 25% Mod. Dev 37.5% Some Dev 12.5% Min. Dev	TBD

2021-22 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Planned Actions/Services

Complete a copy of the following table for each of the school’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. [For [Supplemental Actions/Services](#) or for [Actions/Services to Address Comprehensive Support and Improvement](#) (CSI), indicate below.]

Action 2.1

Action/Service	Provide tutoring outside of school hours by certificated and classified staff
Person(s) Responsible	Certificated and classified staff
Task(s) Timelines	Identify student who would benefit from additional instruction August 2021 Sign students up for tutoring sessions Provide tutoring sessions August 2021 through May 2022

Budget and Source	\$ 17,895- Title I - 3010
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Students to be Served:

Scope of Service:

Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.

Select from Schoolwide or Limited to Indicated Student Group/s.

ELL	Schoolwide
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Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program must be aligned in with the Consolidated Application.

School Goal #1 :				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ¹ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Common Core TOSAs	August - June	\$504,737.03		Title I - 3010
BTSA TOSA	August - June	\$396,026.04		Title I - 3010
Paper Tutoring	August - June	\$229,200		Title I - 3010

School Goal #2:				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
English 3D Consultant	August - June	\$33,000		Title I - 3010
MTSS Consultant	August - June	\$60,000		Title III - 4203
Rosetta Stone	August - June	\$16,250		Title III - 4203

¹ List the date an action will be taken or will begin, and the date it will be completed.

² List the date an action will be taken or will begin, and the date it will be completed.

Note: Centralized services may include the following direct services:

- *Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to school, e.g. English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-School and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized services do not include administrative costs.

State Priorities and Local Indicators

State Priorities (8) & Local Indicators
1. <u>Basic Services</u> : Teachers, master schedule, materials...
2. <u>Implementation of State Standards</u> : Includes ELD, NGSS, SSH in addition to ELA and Math
3. <u>Parent Involvement</u> : Input, training, and participation
4. <u>Student Achievement</u> : Evidence of student work, CFA, benchmarks, CAASPP...
5. <u>Student Engagement</u> : Attendance, Suspension Rate, and Grad Rate
6. <u>School Climate</u> : A local indicator of this state priority includes the Ca. Healthy Kids Survey.
7. <u>Access to Courses</u> : A broad course of study for all students including all subjects and course recovery.
8. <u>Other Student Outcomes</u> : College and Career Indicator

California Dashboard Indicators

Academic Performance
Chronic Absenteeism
College/Career Readiness
English Learner Progress
Graduation Rate
Suspension Rate

APPENDIX D: GUIDING QUESTIONS

Guiding Questions: Annual Evaluation

- 1) How have the actions/services addressed the needs of identified groups of pupils, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all pupils in the school, and did the provisions of those services result in the desired outcomes?
- 3) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 4) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the SPSA as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 5) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have the School Site Council (SSC), English Learner Advisory Committee (ELAC), if applicable and other stakeholder groups been engaged and involved in developing, reviewing, and supporting implementation of the SPSA?
- 2) How have stakeholders been included in the school's process in a timely manner to allow for engagement in the development of the SPSA?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the school to inform the SPSA goal setting process? How was the information made available?
- 4) What changes, if any, were made in the SPSA prior to adoption as a result of feedback received by the school through any of its engagement processes?
- 5) What specific actions were taken to meet requirements for SSC engagement pursuant to *EC 52812* (a) through (e) and 64001(a) and (g), and, as applicable, ELAC engagement pursuant to *EC 52176* (b) and (c)?
- 6) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the school goals and state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the school's goal(s) to address state priorities for Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the school's goal(s) to address state priorities for Pupil Achievement (Priority 4), including the Academic Indicators, English Learner Progress, and the College and Career Indicator, as applicable?

- 3) What are the school's goal(s) to address state priorities for Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6), including Graduation Rates, Suspension Rates, and Chronic Absenteeism?
- 4) What are the school's goal(s) to address any locally-identified priorities?
- 5) How have the school and district collaborated in developing aligned, meaningful district and school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the SPSA?
- 7) What are the unique outcomes for students experiencing performance gaps that are different from the school's outcomes for all pupils?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for student groups experiencing performance gaps?
- 10) **What ConApp Allocation-funded actions/services will be provided to groups of pupils identified as at-risk, including English learners, low-income pupils, foster youth, and/or homeless youth to achieve goals identified in the SPSA?**
- 11) **What Comprehensive Support and Improvement (CSI) allocation-funded actions/services will be provided to groups of pupils identified as at-risk, including English learners, low-income pupils, foster youth, and/or homeless youth to achieve goals identified in the SPSA?**
- 12) **How do the actions/services funded by ConApp funds and/or CSI funds link to identified goals and expected measurable outcomes?**
- 13) **What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the school's budget?**

Programs Included in this Plan

Enter the appropriate choice below for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Of the four following options, please select the one that describes this school site.

Select from:

This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).

This site operates a SWP but does not consolidate its funds as part of operating a SWP.

This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.

This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

This site operates a SWP and consolidates only applicable federal funds of operating a SWP.

Federal Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs).

Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation).

Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals.

Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards. **(Title III funds may not be consolidated as part of a SWP³)**

Title IV, Part A: Student Support and Academic Enrichment Purpose: A federal program to increase capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.

Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs.

For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement.

Comprehensive Support and Improvement: [If applicable, included in Budget Summary]

Other federal funds (list and describe). Create a new row for each separate program.

Program (from above)	Allocation	Is it consolidated in the SWP?
Title I, Part A: Allocation	\$37,229	Yes
Title I, Part A: Parental Involvement	\$666	Yes

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used only for the purposes of Title III and for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

Comprehensive Support and Improvement	\$70,000	Yes
Subtotal amount of federal categorical funds allocated to this school.	\$107,895	

State and Local Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount and enter “yes” or “no” if the program is consolidated as part of the schoolwide program.

List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.).		
Program (from above)	Allocation	Is it consolidated in the SWP?
No funds at this time	[\$Amount of allocation]	[Enter yes or no]
	[\$Amount of allocation]	[Enter yes or no]
	[\$Amount of allocation]	[Enter yes or no]
Subtotal amount of state and local funds allocated to this school.		

Total of federal, state, and/or local funds for this school:	\$107,895
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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:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from:	
English Learner Advisory Committee (required if school has more than 20 English Learners enrolled)	
Special Education Advisory Committee	
Gifted and Talented Education Advisory Committee	
Departmental Advisory Committee	
Other committees established by the school or district (list)	
ELAC	<i>Karina Lawrence</i>
SPED Advisory Committee	<i>Todd Peel</i>
Departmental Advisory Committee	<i>Tia Gaither</i>
Counselor's Advisory Committee	<i>Justin Ryan</i>

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on: 04/29/2021

Attested:

Ken Swanson
 Typed name of School Principal
Aalyiah Ramirez
 Typed name of SSC Chairperson

Ken Swanson
 Signature of School Principal
Aalyiah Ramirez
 Signature of SSC Chairperson

4/29/2021
 Date
4/29/2021
 Date

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.⁴ The current make-up of the SSC is as follows:

Name of Member	Principal	Classroom Teacher	Other School Staff	Parent Community Member	Secondary Student
Ken Swanson	1				
Justin Ryan			1		
Denise Leonard			1		
Trisha Ochoa		1			
Jordan Smith		1			
Karin Lee		1			
Monica Alcantara-Cardona			1		
Aaliyah Ramirez					1
Liset Ledesma					1
Emma Carrillo					1
Donte Dorn					1
Finola Simpson				1	
Ana Mendoza				1	
Number of members in each category	1	3	3	2	4

⁴ EC Section 52852

Addendum

The SPSA Template

This SPSA template was adapted from the CDE [SPSA Template](#), and the SBE-approved [LCAP Template](#), and designed to meet the content requirements of *California Education Code* for a School Plan for Student Achievement. Such a plan must be developed and approved by the SSC at each school that participates in any program funded through the ConApp, and any programs the SSC decides to include.⁵ Accordingly, the plan must:

1. Be reviewed and updated annually by the SSC, including proposed expenditures of funds allocated to the school.
2. Align with school goals for improving student achievement that are based on verifiable state and local data.
3. Describe how progress toward those academic performance goals will be evaluated.
4. Address how funds will be used to improve the academic performance of all students as indicated by state measures.
5. Be consistent with federally required LEA plans and identify how state and federal requirements will be implemented.
6. Consolidate all plans required for programs funded through the ConApp in which the school participates and, when feasible, other categorical programs.
7. Be developed with the review, certification, and advice of applicable school advisory committees.
8. Be reviewed and approved by the local governing board whenever there are material changes affecting the progress of students covered by these programs.

Seven Recommended Steps for Developing the SPSA

In addition to meeting the requirements common to all school plans, the SPSA must meet the specific requirements of each categorical program operated at the school. (Appendix A: Chart of Requirements for the SPSA lists the content for school plans required by state and federal programs operated at the school.)

The SPSA involves a continuous development, implementation, and monitoring cycle. The starting date of the annual planning cycle is a local decision. However, every school needs to have an approved plan guiding the work of the school. The SSC should develop a calendar of tasks and meetings to seek input from applicable advisory committees to develop the plan. The seven steps of this continuous cycle are:

1. Analyze student achievement data, summarize conclusions, and identify needs.
2. Measure effectiveness of current improvement strategies to determine critical causes of student underachievement.
3. Identify a limited number of achievement goals, key improvement strategies to achieve goals and fiscal resources. Verify that the ConApp allocations match SPSA Form C, “Programs Included in This Plan.”
4. Attach timelines, personnel responsible, proposed expenditures, and funding sources to implement the plan.
5. Recommend the SPSA to the local governing board.
6. Receive local governing board approval and implement the plan.
7. Monitor and evaluate effectiveness of the implementation.

By following the Seven Steps for Developing the SPSA, and with information from the CDE “School Plan for

⁵ See “Programs Included in this Plan.” For information on programs in which your school participates, consult your district office.

Student Achievement” presentation⁶, the following sections of the template can be completed. Collectively, these completed forms will make up the SPSA for a school:

- **Goals, Actions, and Services** — develops school goals, expected outcomes, related actions, and expenditures that address the findings from the analysis of the instructional program and student performance data. Please note that for each funded goal or activity, a specific amount must be itemized for each funding source.
- **Centralized Services for Planned Improvement in Student Performance** — identifies direct services to students and educational support services to school staff that are provided by district office staff. These services are paid from categorical funds allocated to the school. The district needs SSC approval in order for these funds to be used for centralized services. The total amounts for each program listed in Form B must align with the amounts listed in the district’s ConApp.
- **Programs Included in This Plan** — lists the state and federal categorical programs in which the school participates and, when applicable, allocations to the school. The totals and amounts listed in these pages should match the allocations to the school from the district’s ConApp.
- **SSC Membership** — indicates the membership of the SSC to document its composition.
- **Recommendations and Assurances** — completes the SPSA for submission to the district governing board for approval.
- **Budget Summary** — is a tool to help the SSC project costs and align resources with “Goals, Actions, and Services,” “Centralized Services,” “Programs Included in This Plan,” and the ConApp.
- **Annual Evaluation and Analysis** — is a tool to help the SSC evaluate the effectiveness of its SPSA.

School Plan for Student Achievement Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for School Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school’s progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school’s progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

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

⁶ <https://www.cde.ca.gov/fg/aa/lc/documents/schoolplanwebinar.pdf>

Instructions: Table of Contents (adapted from the CDE “Instructions”)

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.

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Plan Summary

The SPSA is intended to reflect a school’s annual goals, actions, services and expenditures within a three-year planning cycle, and to be aligned with the district’s LCAP. The plan summary provides stakeholders with a brief description of the essential elements of the school’s plan.

When developing the SPSA, enter the appropriate SPSA year, and address the prompts provided in these sections. When developing the SPSA in year 2 or year 3, enter the appropriate SPSA year and replace the previous summary information with information relevant to the current year SPSA.

In this section, briefly address the prompts provided. These prompts are not limits. Schools may include information regarding local program(s), community demographics, and the overall vision of the school.

Needs Assessment -- Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF and ESSA, is critical to the development of the SPSA and the budget process. *EC* Section 64001 outlines the requirements for stakeholder participation, and that the SPSA must be developed and approved by the School Site Council. It is recommended that schools consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section

48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The SPSA should be shared with, and input provided to the LEA to facilitate alignment between school-site and district-level goals and actions. A school may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions

The stakeholder engagement process is an ongoing, annual process. When developing the SPSA, enter the appropriate SPSA year, and describe the stakeholder engagement process used to develop the LCAP and Annual Evaluation. When developing the SPSA in year 2 or year 3, enter the appropriate SPSA year, replace the previous stakeholder narrative(s,) and describe the stakeholder engagement process used to develop the current year SPSA and Annual Evaluation.

Describe the process used to consult with the School Site Council and other advisory groups, as appropriate, to inform the development of the SPSA and the Annual Evaluation for the indicated SPSA year.

Describe how the consultation process impacted the development of the SPSA and Annual Evaluation for the indicated SPSA year, including the goals, actions, services, and expenditures.

[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.]

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.]

Schools MUST include information regarding actions and/or services funded by ConApp allocations.

Schools may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures. Attached documents and charts should be accessible to readers with disabilities.

Annual Evaluation and Needs Assessment

The planned goals, expected outcomes, actions/services, and budgeted expenditures should be copied verbatim from the previous year's* Governing Board-approved SPSA; in addition, list the state and/or local priorities addressed by the planned goals.

* For example, for SPSA year 2018/19, review the goals in the 2017/18 LCAP. Moving forward, review the goals from the most recent SPSA year.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Evaluate the implementation of each action/service to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Evaluate the effectiveness of each action/service to achieve the articulated goal as measured by the school. Which of them worked, and which did not? What data demonstrate the effectiveness?

- Explain material differences between Budgeted Expenditures for categorical funds and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this evaluation and analysis of the data provided in the California School Dashboard, other local measures, and SSC or other stakeholder input. 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.]

Goals, Actions, and Services

Schools must include a description of the annual goals to be achieved to close achievement gaps and enable students to meet the state’s challenging academic standards and the eight state priorities. A school may also include additional local priorities. This section shall also include a description of the specific planned actions a school will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

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

Goal

State the goal. Schools may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed.

For close alignment to the LEA’s LCAP, the goal will usually be a restatement or close version of the LEA goal. When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The SPSA will usually include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities. One goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs should be based on quantitative or qualitative information, including, but not limited to, results of the Annual Evaluation process or performance data from the California School Dashboard, as applicable.

[CDE Template note: “Completing this section fully addresses all relevant federal planning requirements.”]

Expected Annual Measurable Outcomes

For each SPSA year, identify the metric(s) or indicator(s) that the school will use to track progress toward the expected outcomes. Schools may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the SPSA for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the SPSA year immediately preceding the three-year plan, as applicable. The baseline data should remain unchanged throughout the three-year SPSA. In the subsequent year columns, identify the progress to be made in each year of the three-year

cycle of the SPSA. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, and, minimally, use the applicable required metrics for the related state priorities, in each SPSA year as applicable to the type of school.

[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.]

Planned Actions/Services

For Supplemental Actions/Services (those funded by ConApp allocation funds) OR for Comprehensive Support and Improvement Actions/Services (CSI):

Students to be Served

For any action/service funded by the school's ConApp allocations, or any action/service funded by a CSI allocation, in order to close achievement gaps and meet the state's academic standards, the school should identify the student group(s) being served.

(For Actions/Services not funded by ConApp allocation funds or CSI, these boxes do not need to be included.)

[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.]

Scope of Service

For each action/service funded by the school's ConApp allocations in order to close achievement gaps and meet the state's academic standards, identify the scope of service by indicating "Schoolwide", or "Limited to Indicated Student Group(s)". The school should identify one of the following two options:

- If the action/service is funded by the school's ConApp allocation and is provided as part of a Title I Schoolwide Program, enter "schoolwide".
- If the action/service is funded by the school's ConApp allocation and is provided as part of a Title I Targeted Assistance Program, enter "Limited to Indicated Student Group(s)".

(For Actions/Services not funded by ConApp allocation funds or CSI, these boxes do not need to be included.)

Actions/Services

For the current SPSA year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal should be grouped together. Schools may number the action/service using the "Action #" box for ease of reference. Actions will often be adapted from the LEA's LCAP for the same goal.

[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.]

Person(s) Responsible

For the actions to be performed and services provided to meet the described goal, describe the person or persons responsible for completing the associated tasks and monitoring implementation of the action/service. The school principal will bear complete or share responsibility for almost all tasks.

Task(s) and Timelines

To facilitate completion of the actions to be performed and services provided to meet the described goal, the action/service may be broken-down into associated tasks. Describe those tasks to implement the action/service and the timeline for completion.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures to implement these actions, and the fund sources for each proposed expenditure.

Expenditures that are included more than once in an SPSA should be indicated as a duplicated expenditure and include a reference to the goal and action/service 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.]

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/guidanceuseinvestment.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/guidanceuseinvestment.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/tl/schoolsupport.asp>

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

A. Developed by the California Department of Education, January 20

APPENDIX D: GUIDING QUESTIONS

Guiding Questions: Annual Evaluation

- 1) How have the actions/services addressed the needs of identified groups of pupils, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all pupils in the school, and did the provisions of those services result in the desired outcomes?
- 3) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 4) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the SPSA as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 5) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have the School Site Council (SSC), English Learner Advisory Committee (ELAC), if applicable and other stakeholder groups been engaged and involved in developing, reviewing, and supporting implementation of the SPSA?
- 2) How have stakeholders been included in the school's process in a timely manner to allow for engagement in the development of the SPSA?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the school to inform the SPSA goal setting process? How was the information made available?
- 4) What changes, if any, were made in the SPSA prior to adoption as a result of feedback received by the school through any of its engagement processes?
- 5) What specific actions were taken to meet requirements for SSC engagement pursuant to *EC 52812* (a) through (e) and 64001(a) and (g), and, as applicable, ELAC engagement pursuant to *EC 52176* (b) and (c)?
- 6) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the school goals and state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the school's goal(s) to address state priorities for Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

- 2) What are the school's goal(s) to address state priorities for Pupil Achievement (Priority 4), including the Academic Indicators, English Learner Progress, and the College and Career Indicator, as applicable?
- 3) What are the school's goal(s) to address state priorities for Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6), including Graduation Rates, Suspension Rates, and Chronic Absenteeism?
- 4) What are the school's goal(s) to address any locally-identified priorities?
- 5) How have the school and district collaborated in developing aligned, meaningful district and school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the SPSA?
- 7) What are the unique outcomes for students experiencing performance gaps that are different from the school's outcomes for all pupils?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for student groups experiencing performance gaps?
- 10) **What ConApp Allocation-funded actions/services will be provided to groups of pupils identified as at-risk, including English learners, low-income pupils, foster youth, and/or homeless youth to achieve goals identified in the SPSA?**
- 11) **What Comprehensive Support and Improvement (CSI) allocation-funded actions/services will be provided to groups of pupils identified as at-risk, including English learners, low-income pupils, foster youth, and/or homeless youth to achieve goals identified in the SPSA?**
- 12) **How do the actions/services funded by ConApp funds and/or CSI funds link to identified goals and expected measurable outcomes?**
- 13) **What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the school's budget?**

Adapted, February, 2019, from the School Plan for Student Achievement prepared by the California

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