

## 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
<b>San Jacinto High School</b> Courtney Hall <a href="mailto:chall@sanjacinto.k12.ca.us">chall@sanjacinto.k12.ca.us</a>	<b>33 67249 3337656</b>	<b>April 26, 2021</b>	<b>June 15, 2021</b>

### 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).

This purpose of this plan is to address student needs within our Schoolwide Program as well as Additional Target support and Improvement (ATSI) for our Students with Disabilities. The plan outlines funding for actions that will be taken in order to meet six goals in the areas of academics, behavior, graduation rate, college & career readiness, and reclassification of our English Learners. The goals and actions are the product of multiple root cause analysis activities that took place within our English Learner Advisory Council (ELAC), School Site Council (SSC) and SJHS Staff teams while also taking into consideration the feedback from multiple parent engagement activities such as Coffee with the Principal and various advisory councils. Feedback provided in parent and student surveys was also taken into consideration in order to establish appropriate goals and actions.

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

San Jacinto High School's plan for effectively meeting the ESSA requirements is to establish goals that are specific to the needs of our students whose data indicates that an inequity exists between what they are receiving as Tier I services and what additional resources they need in order to make reasonable growth in a given area as measured by state and local indicators within the 2021-2022 school year. The actions established for each goal area are the direct result of collaborative efforts with our stakeholders to establish potential solutions for identified concerning areas. The 2021-2022 SPSA addresses needs for specific student groups in the areas of English Language Arts, Math, Behavior, Graduation Rate, College & Career Readiness, and the Reclassification of our English Learners.

Our SPSA Goals align with SJUSD's Local Control and Accountability Plan (LCAP) Goals in Student Achievement, Student Engagement, and Conditions for Learning. LCAP Goal 1: Student Achievement outlines actions that include funding for Learning Data sources, Curriculum, Support Positions, and Standards and Skills. These actions align with our SPSA Goals 1, 2, 3, 4, 5, and 6 in that the SPSA actions are in addition to those resources being provided through our LCAP funding. LCAP Goal 2: Student Engagement outlines actions that include funding for Social Emotional Learning, Tiered Behavior Support, and Student Mentoring Services. These actions align with our SPSA Goals 3 and 4 in that the SPSA actions are in addition to those resources being provided through our LCAP funding. LCAP Goal 3: Conditions for Learning outlines actions that include funding for Parent and Family Engagement, Basic Services; Highly Trained Staff, and Local Climate Surveys. These actions align with our SPSA Goals 1, 2, 3, 4, 5, and 6 in that the SPSA actions are in

addition to those resources being provided through our LCAP funding.

## 2021-2022 Plan Summary

### The Story

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

San Jacinto High School is a comprehensive high school serving a diverse student population of approximately 2,700 students. 82.0% of our students are socioeconomically disadvantaged. 75.7% of our students are Hispanic/Latino, 8.7% are African American, 8.7% are White, 3.5% identify as multiple ethnicities, 1.0% American Indian, 0.9% Asian, 0.8% Filipino, and 0.7% Pacific Islander. 13.3% of our students are English Learners and 32.8% of our students are Reclassified English Learners, indicating that just over 46% of our students speak a language other than English at home. We have 32 students (1.2%) that are in Foster Care and 87 of our students are experiencing homelessness (3.2%). 416 of our currently enrolled students (15.5%) receive Special Education services. Our school's demographics greatly mirror the demographics of our surrounding community. According to Census Data, the population of San Jacinto includes 18.2% living in poverty and an unemployment rate of 5.7%.

San Jacinto High School students are resilient and proud of their cultural backgrounds, which are strongly celebrated through various clubs, like Black Student Union, MECHA, Cultural Awareness Club, Gay Straight Alliance, Four Directions Native American Club, Disabilities Awareness Club, and others that celebrate diversity and acknowledge the rich cultural backgrounds of our students. There are more than a dozen pathways that provide students opportunities to prepare for post-secondary plans, whether those plans are to enroll in a 4 year university, a community college, vocational school, the military, or to enter the job force. There is a great emphasis on student choice, equity, and access to all courses for all students. In addition, there is an emphasis on the teaching of college and career readiness, financial aid, and post-secondary planning. San Jacinto High School, through the SJUSD Parent Center, also provides parent classes in the areas of technology, soft job skills, and nutrition.

San Jacinto Unified School District also works with community partners to provide resources to our families and students. The San Jacinto Education Foundation, The Healthy Valley Foundation, and the Soboba Band of Luiseno Indians have greatly supported the students at San Jacinto High School through providing additional funding that allowed for the completion of a first class weight and conditioning center, a fitness center, and the Soboba Aquatic Center. These entities continue to partner with the school district to provide complete meals to families at Thanksgiving, toys at Christmas, and scholarships to graduating seniors.

### SPSA Highlights

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

Goals one (1) and two (2) address improvement on the ELA and Math CAASPP, specifically for our SWD, EL, Hispanic, and SED student groups. While overall achievement is below standard, the listed student groups scored below standard in both areas. In order to meet our academic goals, the actions outline an emphasis on literacy support for identified students and additional professional development for staff in the area of close reading. In addition, we will also be providing tutoring for targeted student groups within each academic area.

In regards to school conditions and climate, goal three (3) aims to decrease our suspension rates for our Students with Disabilities, Pacific Islander, and African American student groups, whose data demonstrates

that students within these student groups are being suspended at a disproportionate rate. In addition, data demonstrates that most of our suspensions occur among our freshmen students. A root cause analysis with stakeholders determined that incoming freshmen and students within the identified student groups struggle in establishing positive connections on campus and also need additional social-emotional support, increased targeted interventions, and targeted teacher collaboration centered around student success. Connections to campus breed positive outcomes in school culture as well as academics. As such, the actions established in order to meet our third goal center heavily around mentorship, parent partnership, targeted and individualized student support, and the establishment of connections on campus.

Goal four (4) addresses the need to increase the Graduation Rate among our Students with Disabilities, English Learners, Foster Youth, Homeless, and African American student groups. Within these student groups' 9th, 10th, and 11th graders, there are 17 students that are not on track to graduate with their cohort. A root cause analysis helped us to determine that our incoming freshmen struggle with making positive connections on campus, contributing to their struggles to earn the necessary credits by the end of their freshman year. In addition, the listed student groups struggle to establish positive connections that support their success in earning the credits necessary for on track graduation without needing to recover credit. By providing alternative education options through Tiger University, flexible scheduling options to recover credit, and freshmen with the BARR experience, our actions will support us in meeting our goal of increasing our Graduation Rate for the named student groups by at least 5%.

Our Students with Disabilities, English Learners, Homeless, and African American student groups are meeting requirements for College and Career Readiness at a lower rate than their peers. As such, Goal five (5) aims to increase the College and Career Readiness for the named student groups by at least 2% as measured by the California Dashboard. A root cause analysis determined that, similar to our other goals, students that are struggling to make positive connections on campus struggle to achieve academic success. In addition, barriers exist for students to get the tutoring they need to pass their classes. Flexible schedules within the school day are also needed for students to make up credit and/or earn A-G credit if they did not pass a class with a C or higher. Further, parent workshops focused on supporting parents and students with accessing the resources available will be held at least once per quarter.

Lastly, our English Learners have struggled to earn reclassification status due to the increased rigor of accessing both of the ELA and ELD standards, difficulty to focus on the ELD standards in specific strands due to the gap in the students' academic vocabulary in the native language and ability to implement ELD skills when being assessed. As such, Goal six (6) actions include providing specific academic support in ELD/ELA standards that will help students meet reclassification criteria based on academic success in English Language Arts classes and providing focused and strategic Saturday Academies and tutoring during Tiger Time, where teachers will be able to focus on ELD domains that will directly support students' achievement on the ELPAC assessment.

## 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.

Coming off of the Spring 2020 School Closure due to the pandemic, the 2020-2021 school year saw many challenges for students and staff. However, the school wanted to continue to hold to the systems that we

have been working to put in place since the 2018-2019 school year in regards to the realignment of our CTE Pathways, strategic placement of CTE Pathway courses in the master schedule that eliminate barriers for our English Learners and Students with Disabilities, and targeted recruitment of our at-risk student groups for specific pathways and/or CCR Indicator Measures, such as A-G Completion and earning College Course Credits. The 2020-2021 SPSA included goals and actions for improving our A-G completion rates while also expanding and strengthening course offerings and programs that meet rigorous college and career readiness standards. While we did see a decrease in our overall College & Career Readiness rate as measured by the California Dashboard, we had several things to be proud of as it relates to the closing of the gap between some of our student groups and the overall percentage. In addition, we saw many increases in the rate of students that are approaching prepared in College & Career Readiness. This tells us that our actions and alignment of systems is working, with each incoming class having increased gains in College & Career Readiness.

<b>College/Career Measures</b>					
<i>Prepared</i>					
	<b>2018-2019</b>	<b>% Gap</b>	<b>2019-2020</b>	<b>% Gap</b>	<b>↓ in Gap</b>
<b>Overall</b>	36.6%		32.5%		
<b>Socioeconomically Disadvantaged</b>	34.9%	1.7%	32.8%	-0.3	2%
<b>Students with Disabilities</b>	1.6%	35%	2.3%	30.2%	4.8%
<b>English Learners</b>	11.7%	24.9%	8.5%	24%	0.9%
<b>Foster Youth</b>	27.3%	9.3%	33.3%	-0.8%	10.1%
<b>Homeless</b>	17.2%	19.4%	15.2%	17.3%	2.1%
<b>African American</b>	29.4%	7.2%	26.9%	5.6%	1.6%
<i>Students Approaching Prepared</i>					
	<b>2018-2019</b>		<b>2019-2020</b>		<b>↑%</b>
<b>Overall</b>	25.6%		31.6%		6%
<b>Hispanic</b>	26.3%		30.3%		4%
<b>White</b>	20.3%		40.4%		20.1%
<b>2 or More Races</b>	8.3%		40.9%		32.6%
<b>English learners</b>	28.6%		30.9%		2.3%
<b>Students with Disabilities</b>	14.3%		28.4%		14.1%
<b>Foster Youth</b>	9.1%		16.7%		7.6%

<b>Homeless</b>	31.0%	39.4%	8.4%
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The Spring 2020 Closure had a great impact on many students, including whether or not they graduated with their cohort. Our overall graduation rate decreased by 0.4% but we saw great gains within some of our most at risk student groups. We emphasized placement of students with disabilities in A-G co-taught core education classes with general education peers as appropriate to their IEP, strategically placed A-G electives and CTE courses in the master schedule so there was increased access for our English Learners and Students with Disabilities, and strategically placed Students with Disabilities, English Learners, and Homeless students in credit recovery courses with support in order to earn back credit that would have otherwise jeopardized their graduation.

<b>Graduation Rate</b>			
	<b>2018-2019</b>	<b>2019-2020</b>	<b>↑%</b>
<b>English Learners</b>	82.3%	84.5%	2.2%
<b>Homeless</b>	86.7%	87.9%	1.2%
<b>Students with Disabilities</b>	70.3%	76.1%	5.8%
<b>2 or More Races</b>	91.7%	95.5%	3.8%

SJHS plans to continue strategic recruitment and placement of students in A-G classes, CTE Pathways, College Courses, and other pathways that will support students meeting College & Career Readiness Indicators. Additionally, we will continue to provide students with the opportunities and support to recover credit early on while also providing targeted support to students to pass courses the first time, eliminating the need for credit recovery.

### **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?

San Jacinto High School has identified the following performance areas as areas of need as measured by the California School Dashboard and other local performance indicators:

#### **California School Dashboard**

*For the purposes of this plan, the 2019 CA School Dashboard reflects 2019 data for CAASPP and Suspensions due to the Spring 2020 Pandemic shutdown that eliminated the participation in the CAASPP and greatly impacted Conditions & Climate data due to the extended 2020-2021 Distance Learning throughout California. The 2020 CA School Dashboard reflects data for Graduation Rate and College/Career Readiness Measures only.*

#### **English Language Arts - CAASPP**

**RED - Declined Significantly**

All Students: -51.9  
English Learners: -124.2  
Socioeconomically Disadvantaged: -52.5  
Students with Disabilities: -134  
Hispanic: -57.3

**ORANGE - Declined Significantly**

White: -18.4

**NONE - Declined Significantly**

African American: -67.2  
Two or More Races: -69.6

**NONE - Increased Significantly ("Very Low" Status)**

American Indian or Alaska Native: -73.5

**Mathematics - CAASPP**

**RED - Declined Significantly**

All Students: -133.2  
English Learners: -210.9  
Socioeconomically Disadvantaged: -133.5  
Students with Disabilities: -203.8  
Hispanic: -137  
White: -115.4

**NONE - Declined Significantly**

Two or More Races: -136.4

**NONE - Maintained**

African American: -126.7

**NONE - Increased Significantly ("Very Low" Status)**

American Indian or Alaska Native: -169

**Suspension Rate**

**RED - Increased Significantly**

Students with Disabilities: 12.1%  
African American: 19.1%

**RED - Increased**

Homeless: 14.6%

**ORANGE - Increased Significantly**

White: 5.7%

**ORANGE - Increased**

All Students: 5.7%  
English Learners: 4.5%  
Socioeconomically Disadvantaged: 6.4%  
American Indian or Alaska Native: 5.0%  
Hispanic: 4.2%

**NONE - Increased**

Native Hawaiian or Pacific Islander: 18.2%

Based on a review of state and local indicators, San Jacinto High School has determined that there is a significant need for improvement in multiple areas:

- 1) **Academic area for English Language Arts** for all students, but even more so among our **Students with Disabilities and English Learners**, whose scores not only declined significantly from the year before, but are significantly further away from standard than any other student group.
- 2) **Academic area for Mathematics** for all students but even more so among our **Students with Disabilities and English Learners**, whose scores not only declined significantly from the year before, but are significantly further away from standard than any other student group.
- 3) **Suspensions** for our **Students with Disabilities and African American students** not only increased significantly from the previous year, but are disproportionate to the student groups' enrollment, occurring at a higher rate than their peers.
- 4) The **Graduation Rate** in 2020 showed slight decreases in multiple student groups and as a school overall, however, our **African American and Foster Youth students** showed the greatest decline. While our **Students with Disabilities and English Learners** made growth in this area, they are still graduating at a rate significantly lower than their peers.
- 5) The **College and Career Readiness** percentage of prepared students in 2020 dropped overall from 2019 by 4.1%, with all student groups except for Students with Disabilities making slight drops. Our **Students with Disabilities, English Learners, Homeless and African American Students** are meeting preparedness at a significantly lower rate than their peers.
- 6) In 2020, the percentage of our **English Learners** that **Reclassified** was 10.1%, a decrease of 11.7% from 2019.

When reviewing our areas of greatest need for improvement, one can see that **Students with Disabilities, English Learners, and African American students** are demonstrating a need in **multiple areas**.

In order to address the areas with greatest need for improvement, San Jacinto High School plans to leverage our Title I resources to strategically provide academic and social-emotional support for targeted students, including literacy groups, tutoring and Saturday Academies for students; BARR and Tiger University to support students with connections on campus and maintaining progress toward timely graduation. Further, additional professional development will be provided for teachers in the area of Close Reading to support students in literacy across content areas.

## 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).*

Based on a review of state and local indicators, San Jacinto High School has determined that there are performance gaps in multiple areas:

- 1) **Academic area for English Language Arts** among our **Students with Disabilities and English Learners**, whose scores not only declined significantly from the year before, but are significantly further away from standard than any other student group.

- 2) **Academic area for Mathematics** among our **Students with Disabilities and English Learners**, whose scores not only declined significantly from the year before, but are significantly further away from standard than any other student group.
- 3) **Suspensions** for our **Students with Disabilities and African American students** not only increased significantly from the previous year, but are disproportionate to the student groups' enrollment, occurring at a higher rate than their peers.
- 4) The **Graduation Rate** for our **African American and Foster Youth students** showed the greatest decline. **Students with Disabilities and English Learners** are still graduating at a rate significantly lower than their peers.
- 5) Our **Students with Disabilities, English Learners, Homeless and African American Students** are meeting **College and Career Readiness** preparedness at a significantly lower rate than their peers.

In order to address the areas with significant performance gaps, San Jacinto High School plans to leverage our Title I resources to strategically provide academic and social-emotional support for targeted students, including literacy groups, tutoring and Saturday Academies for students; BARR and Tiger University to support students with connections on campus and maintaining progress toward timely graduation. Further, additional professional development will be provided for teachers in the area of Close Reading to support students in literacy across content areas.

## Resource Inequities

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

San Jacinto High School conducted root cause analysis activities with varied stakeholder groups, including our ELAC, SSC, and staff in order to identify what resource inequities exist that likely contribute to performance gaps among our student groups. It was determined that:

- Many of our Students with Disabilities and English Learners are missing foundational skills in literacy, impacting their academic performance across content areas
- Many of our incoming 9th graders, Students with Disabilities, English Learners, Foster Youth, Homeless and African American students struggle establishing strong connections on campus
- Many of our incoming 9th graders, Students with Disabilities and African American students need additional social-emotional supports, increased targeted interventions, and targeted staff collaboration around student achievement
- There is a need for targeted credit recovery options for our Students with Disabilities, English Learners, Foster Youth, Homeless, and African American Students
- There is a need for increased partnership with parents of our Students with Disabilities, English Learners, Homeless and African American students in order to support students' understanding of and persistence in pathways that support College and Career Readiness while also passing classes necessary for graduation with their cohort

## 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)

The School Site Council examines Title I expenditures and actions funded by federal dollars to determine

cost effectiveness. During each of the following SSC meetings, progress on the 2020/2021 SPSA goals were discussed:

- October 19, 2020
- December 14, 2020
- March 1, 2021
- March 16, 2021
- April 13, 2021
- April 26, 2021

During the April 13, 2021 SSC meeting, the team analyzed student performance data, completed a goal evaluation and a root cause analysis to determine the areas of need for the next school year. The 2021/2022 SPSA was approved by the SSC on April 26, 2021.

During the following ELAC meeting, progress on the 2020/2021 SPSA goals related to EL students were discussed:

- September 16, 2020
- October 14, 2020
- January 14, 2021 *\*Training*
- January 20, 2021
- March 9, 2021
- March 24, 2021

During the March 24, 2021 ELAC meeting, the team analyzed EL student performance data, completed a goal evaluation and a root cause analysis to determine the areas of need for the next school year.

During Coffee with the Principal meetings, progress on the 2020/2021 SPSA goals were provided to attending parents on a regular basis:

- September 29, 2020
- October 27, 2020
- December 8, 2020
- February 17, 2021
- April 28, 2021

A root cause analysis was completed with San Jacinto High School staff on April 15, 2021 to identify additional resource inequities not already identified with SSC and ELAC.

### **Impact on the SPSA and the Annual Evaluation**

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

The collaboration and the completion of root cause analyses among varied stakeholders allowed us to not only identify potential factors that contribute to our performance gaps, but also allowed us to have input from varied perspectives on what actions can be taken to address those gaps. Parents, students, and staff were forthcoming in what is needed in order to address the inequities that exist in the resources between what our struggling students need and what they are already receiving. The goals and actions within the 2021/2022 SPSA are a direct result of the consultations with our stakeholders.

## **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:	\$ 426,903
Total Federal Funds Provided to the School from the LEA for CSI:	\$ 0
Total ConApp Funds Budgeted for Strategies to Meet the Goals in the SPSA:	\$ 426,903

## 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.

# Annual Evaluation and Needs Assessment for San Jacinto 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

ELA data points will increase for All Students by a minimum of 4 points to at least -47.9, as measured by 2020 SY CAASPP points distance from standard when individual student groups demonstrate a closure in the performance gap. Students with Disabilities, Hispanic, African American, students identifying as Two or More Races, English Learners, and Socioeconomically Disadvantaged students will each have a 5% increase in their ELA CAASPP scores.

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

State Priorities: 1. Basic Services 2. Implementation of State Standards 4. Student Achievement  
Local Priorities: Materials and supplies, progress towards ELA standards, CFA progress, ExactPath progress, CAASPP progress

### Annual Measurable Outcomes

Expected	Actual
Students with Disabilities, Hispanic, African American, students identifying as Two or More Races, English Learners, and Socioeconomically Disadvantaged students will each have a 5% increase in their ELA CAASPP scores.	Pending Release of CAASPP Scores
ELA data points will increase for All Students by a minimum of 4 points to at least -47.9, as measured by 2020 SY CAASPP points distance from standard	Pending Release of CAASPP Scores

### 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
SJHS will implement a literacy program to support students with disabilities in order to demonstrate improvement in students' literary reading skills as measured by ExactPath Reading diagnostic reports that will show an overall	Literacy Program (Achieve3000) purchased.	\$70,000.00 - Title I	\$10,000.00

increase of reading level from the BOY data and EOY data for our Students with Disabilities and English Learners.			
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Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SJHS will implement professional development within the core curriculum in English Language arts for Special Education and General Education teachers as measured by an increased passing rate of 10% of students.	Did not occur	\$5,500.00 - Title I	\$0.00

Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Tutoring services designed to support our English Learners with Academic progress in English as measured by a 10% increase in passing rate throughout English courses.	Tutoring M-Th Targeting ELD students  Saturday Academies Targeting ELD students	\$1,500.00 - Title I	\$2,750.00

Action 1.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Tutoring designed specifically to support Students with Disabilities to improve their skills for English Language Arts as measured by a 10% increase in passing rate throughout English courses.	Tutoring M-Th Targeting Students with Disabilities  Saturday Academies Targeting Student with Disabilities	\$1,500.00 - Title I	\$2,750.00
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## Action 1.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development for Co-teaching strategies for English and Special Education teachers as measured by a 10% increase in passing rate throughout English courses.	Occurred, but not through Title I services	\$10,500.00 - Title I	\$0.00

## Evaluation (Goal 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: Various literacy programs that are already ESSA approved were reviewed by our ELA team and reading specialist. Ultimately, Achieve3000 was selected as the best option, as it is high interest material and fits into the time frame during the day (Tiger Time). As it was purchased later in the year (for the 21-22 SY), implementation did not occur.

1.2: Professional Development in the Core Curriculum did not occur.

1.3: We started the tutoring sessions with our bilingual aides and saw minimal attendance, so we transitioned to our certificated ELD staff on Saturdays with targeted invites to our students that were failing students and saw greater outcomes in attendance and grade improvement. In addition, we also transitioned to certificated ELA and Math teachers to provide the tutoring M-Th and saw greater attendance and outcomes.

1.4: We started the tutoring sessions with our instructional aides and saw minimal attendance, so we transitioned to our certificated SPED staff on Saturdays with targeted invites to our students that were failing students and saw greater outcomes in attendance and grade improvement. In addition, we also transitioned to certificated ELA and Math teachers to provide the tutoring M-Th and saw greater attendance and outcomes.

1.5: Professional development for our Co-Teaching Teams occurred, however, not with Title I funding

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: Unable to evaluate effectiveness due to no implementation
- 1.2: Unable to evaluate effectiveness due to no implementation
- 1.3: After transitioning to having certificated staff providing the tutoring M-Th and Saturday Academies, we saw an increase in passing rates for our ELD students in the ELA classes.
- 1.4: After transitioning to having certificated staff providing the tutoring M-Th and Saturday Academies, we saw an increase in passing rates for our ELD students in the ELA classes.
- 1.5: Not monitored through Title I

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

In review of past literacy programs (Read180), it was found that a literacy program could cost approximately \$40,000. That, in addition to the extra duty cost for a reading specialist to implement during Tiger Time caused us to estimate \$70,000. Achieve3000 actually cost (\$10,000 for 3 year contract) and no extra duty hours were accrued due to no implementation.

For ELD and SPED Tutoring, the cost of certificated staff extra duty is higher than the budgeted cost of classified, so our actual expenditures were much higher than the budgeted expenditures.

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.

We look forward to being able to implement the literacy program next year, targeting our ELD and SPED students that are reading far below grade level. In addition, we will also be implementing professional development for all staff in their content areas in Close Reading, targeting modeling and scaffolded reading instruction. Targeted tutoring and support from certificated staff for our ELD and SPED students proved beneficial and will continue to be a focus in the 21-22 SY. Further, parent engagement classes with a focus on supporting students academically will also be a priority.

## Goal 2 2020-21

Math data points will increase for All Students by a minimum of 4 points to at least -129.2, as measured by 2020 CAASPP points distance from standard when individual student groups demonstrate a closure in the performance gap. Students with Disabilities, Hispanic, African American, students identifying as Two or More Races, English Learners, and Socioeconomically Disadvantaged students will each have a 5% increase in their Math CAASPP scores.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic Services 2. Implementation of State Standards 4. Student Achievement  
Local Priorities: Materials and supplies, progress towards ELA standards, CFA progress, ExactPath progress, CAASPP progress

## Annual Measurable Outcomes

Expected

Actual

<p>Students with Disabilities, Hispanic, African American, students identifying as Two or More Races, English Learners, and Socioeconomically Disadvantaged students will each have a 5% increase in their Math CAASPP scores.</p>	<p>Pending release of CAASPP Scores</p>
<p>Math data points will increase for All Students by a minimum of 4 points to at least -129.2, as measured by 2020 CAASPP points distance from standard</p>	<p>Pending release of CAASPP Scores</p>

**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
<p>SJHS will implement tutoring for English Learners that is focused on supporting with Mathematics as measured by a 10% increase in passing rate throughout Math courses</p>	<p>Tutoring M-Th Targeting ELD students  Saturday Academies Targeting ELD students</p>	<p>\$1,500.00 - Title I</p>	<p>\$2,750.00</p>

**Action 2.2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>SJHS will implement tutoring for Students with Disabilities that is focused on supporting Mathematics as measured by a 10% increase in passing rate throughout Math courses.</p>	<p>Tutoring M-Th Targeting ELD students  Saturday Academies Targeting ELD students</p>	<p>\$1,500.00 - Title I</p>	<p>\$2,750.00</p>

**Action 2.3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Professional</p>	<p>Occurred, but not through</p>	<p>\$10,500.00 - Title I</p>	<p>\$0.00</p>

Development to improve instructional strategies in Co-taught math classes as measured by a 10% increase in passing rate throughout Co-taught Math courses.	Title I services		
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**Action 2.4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Engagement classes will take place to support parents in their understanding of academic performance and demonstration of students' overall learning. Pre and post lesson data will be collected to show growth in participating parents' understanding and ability to collaborate with the school in order to support their students.	Parent Engagement courses occurred the last 9 weeks of school and included supporting parents in their understanding of academic performance and demonstration of students' overall learning.	\$1,800 - Title I	\$3,000.00 (3 sessions)

**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.

<p>2.1: After transitioning to having certificated staff providing the tutoring M-Th and Saturday Academies, we saw an increase in passing rates for our ELD students in the ELA classes.</p> <p>2.2: After transitioning to having certificated staff providing the tutoring M-Th and Saturday Academies, we saw an increase in passing rates for our ELD students in the ELA classes.</p> <p>2.3: Not monitored through Title I</p> <p>2.4: Occurred during the last 9 weeks of school, but were well received by parents and were well attended.</p>
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Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

For ELD and SPED Tutoring, the cost of certificated staff extra duty is higher than the budgeted cost of classified, so our actual expenditures were much higher than the budgeted expenditures.

The Parent Engagement classes did help our parents in better understanding and ability to support their students' academic needs. Earlier implementation would have been more effective, but it set a good foundation for starting our parent engagement classes earlier in the 2021-2022 SY.

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

There were changes made were to actions 2.1, 2.2 and 2.4: Transitioning to certificated staff rather than classified providing the service has higher costs for extra duty. The parent engagement classes for the contracted vendor ended up being \$1,000 per session rather than \$1,800.

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.

Targeted tutoring and support from certificated staff for our ELD and SPED students proved beneficial and will continue to be a focus in the 21-22 SY. Further, parent engagement classes with a focus on supporting students academically will also be a priority.

### Goal 3 2020-21

By the end of 2020-2021, San Jacinto High School will decrease the number of suspensions of our African American, Homeless, and Students with Disabilities populations in order to experience an overall decrease by a minimum of 2.0% from the 2019-2020 school year as evidenced by the California Dashboard.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic Services 3. Parent Involvement 5. Student Engagement 6. School Climate

Local Priorities: California Dashboard Indicators -Suspension and Expulsion Rates; Equity; Family and Community

### Annual Measurable Outcomes

Expected	Actual
Number of suspensions of our African American, Homeless, and Students with Disabilities populations in order to experience an overall decrease by a minimum of 2.0%	

## 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
Student mentorship will be provided as a Tier II and Tier III resource for students that need positive support in the area of behavior, attendance, and grades resulting in a 5% decrease in suspension for our African American, Homeless, and Students with Disabilities.	Mentorship did occur but was provided by a different funding source.	\$45,000.00 - Title I	Different funding source

### Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Engagement classes will take place to support parents in their understanding of SJHS expectations to be reinforced at home as well as how to support their students at home in regards to behavior. This will result in a 5% decrease in suspension rates for our African American, Homeless, and Students with Disabilities.	Parent Engagement courses occurred the last 9 weeks of school and included supporting parents in their understanding of academic performance and demonstration of students' overall learning.	\$1,800 - Title I	\$3,000 (3 sessions)

### Action 3.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional	Did not occur	\$5,500.00 - Title I	\$0.00

Development for staff in the areas of restorative practices, redirection, and de-escalation resulting in a 5% decrease in suspension for our African American, Homeless, and Students with Disabilities.			
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**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.

As Goal 3 is revolved around the school culture and a decrease in suspensions for targeted student groups, not having students on campus greatly impacted how we went about carrying out our actions/services.

Mentoring through Mind, Body, Soul did occur but ended up being paid for by a different funding source, therefore not monitored through Title I.

The implementation of our parent engagement classes did occur during the last 9 weeks of the school year. They were well attended and provided in both English and Spanish.

Site specific training in restorative practices did not occur.

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

Ultimately, our suspension rates for our targeted student groups did go down, however, students were not on campus for most of the school year, making it difficult to measure if the decrease in suspension rates was due to students not being on campus for the behaviors to occur or because of the implementation of services.

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

A different funding source paid for Mind, Body and Soul Concepts mentoring rather than the budgeted \$45,000 Title I funds.

Parent engagement classes ended up costing only \$1,000 per session rather than the budgeted \$1,800.

Site specific restorative practices training did not occur, therefore not utilizing the budgeted \$10,500.

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 still be addressed in the 21-22 SY, as students will be back on campus. Mentoring of targeted student groups, specifically our students with disabilities and African American students will be a priority, as will implementation of restorative practices. Parent engagement classes as it relates to supporting students with positive behaviors on campus will also continue.

### Goal 4 2020-21

State and/or Local Priorities addressed by this goal:

San Jacinto High School will increase the percentage of All Students graduating College and Career Ready by at least 2.0% as measured by the CA Dashboard and increase the Graduation Rate for all students by at least 0.5%.

State and/or Local Priorities addressed by this goal:

State Priorities: 5. Student Engagement 8. Other Student Outcomes

Local Priorities: California Dashboard - Graduation Rate, CCI

### Annual Measurable Outcomes

Expected	Actual
Increase the percentage of All Students graduating College and Career Ready by at least 2.0%	Pending final cohort data
Increase the Graduation Rate for all students by at least 0.5%.	Pending final cohort data

### 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
Students will be placed appropriately according to LRE in their IEP with an emphasis on providing co-taught services in A-G courses.	Students were placed in courses according to their IEPs. Co-Taught classes in Math and ELA for 9-11 graders were implemented.	\$5,000.00 - Title I	\$0.00

## Action 4.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>English Learners will be placed appropriately in ELD courses based on Language Fluency which allows them access to A-G courses.</p>	<p>English learners were placed in ELD courses based on Language Fluency after a realignment of our courses and placement measures. The implementation of an ERWC/ELD course allowed 11th grade ELD 2 students to have an additional spot in their schedule for an A-G elective.</p> <p>Further, other ELD courses for other grade levels were rewritten so that those students can receive UC/CSU Elective Credit (“G”).</p>	<p>\$0.00</p>	<p>\$0.00</p>

## Action 4.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Strategic and Targeted enrollment in CTE courses and other Career/A-G courses</p>	<p>Students were enrolled in CTE courses based on interest. ELD Students’ and Students with Disabilities’ course requests were reviewed to ensure priority.</p>	<p>\$0.00</p>	<p>\$0.00</p>

## Action 4.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>Enrollment in specific credit recovery courses to ensure progress towards graduation status resulting in a 5% increase in graduation rates for Students with Disabilities, English Learners, and Homeless Students.</p>	<p>Targeted student groups (ELD students, homeless students, and Students with Disabilities) in need of credit recovery were given priority in credit recovery courses. Seniors in these student groups were given additional priority to ensure that they had the ability to recover credit before graduation.</p>	<p>\$10,000.00 - Title I</p>	<p>\$0.00 (Different funding source)</p>
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#### Action 4.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Additional Support will be provided through the staffing of additional classified personnel.</p>	<p>Did not occur</p>	<p>\$20,000.00 - Title I</p>	<p>\$0.00</p>

#### 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.

<p>The implementation of co-taught classes in ELA and Math continued to be a priority this year and courses for 9-11th grades in these courses occurred to the highest ability according to students' IEPs.</p> <p>The realignment of our ELD courses was a priority coming into the 20-21 SY and we saw renewed focus within our courses by doing so. In addition, the ELD courses were rewritten so that our ELD students would have access to A-G Elective Credit.</p> <p>The targeted placement of our targeted student groups in CTE and Credit Recovery courses was a priority.</p> <p>The implementation of additional support staff in rigorous elective courses did not occur.</p>
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Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

While some data is still pending, we anticipate that the targeted placement of ELD students and Students with Disabilities into our CTE pathways will see increased pathway completion, therefore an increase in College & Career Readiness for those student groups on the CA Dashboard.

Prioritizing the enrollment of our ELD students and Students with Disabilities into credit recovery classes, especially our 2021 seniors, helped to increase the graduation rate of our students within those groups.

The realignment of our ELD pathways saw great success in supporting our ELD students in achieving A-G Elective credit, therefore increasing the likelihood that they will graduate meeting a CCR indicator.

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

These actions ended up being cost neutral services.

The implementation of additional staffing did not occur.

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.

Prioritizing enrollment of our ELD Students and Students with Disabilities in courses that will support them in meeting CCR indicators will continue in the 21-22 SY. By increasing CTE pathway completion and enrollment in A-G courses, these student groups will increase the likelihood that they will meet indicators. Implementation of a parent component in order to increase knowledge and awareness of College/Career Readiness, its purpose and importance needs to occur. Additionally, there should be increased support staff in courses not traditionally supported (CTE, Electives), as these are rigorous courses that our students' language development and/or disabilities impact success in.

## Goal 5 2020-21

State and/or Local Priorities addressed by this goal:

By the end of 2020-2021, San Jacinto High School will increase the number of English Learners eligible for Reclassification by reclassifying a minimum of 10% of our 419 English Learners.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic Services 2. Implementation of State Standards 4. Student Achievement 7. Access to Courses

Local Priorities: California Dashboard Indicators - English Learner Progress

## Annual Measurable Outcomes

Expected

Actual

Number of English Learners eligible for Reclassification by reclassifying a minimum of 10% of our 419 English Learners	Pending

**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 5.1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Streamline ELD Designated Courses to be appropriate for student need and relevant to language acquisition and development as well as ELPAC focused.	English learners were placed in ELD courses based on Language Fluency after a realignment of our courses and placement measures. This included the implementation of ELD 2 courses by grade level and an ERWC/ELD course for 11th grade that focuses on language acquisition and development for students that have that need. In addition, an ELD 3 course with a focus on ELPAC success was implemented.	\$0.00	\$0.00

**Action 5.2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development for teachers across content areas to implement English Language Development standards within their course content.	Did not occur	\$5,500.00 - Title I	\$0.00

### Action 5.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Progress Monitoring of English Learner students in the areas of ELA and Reading on ExactPath Diagnostics.	Two SELRTS supported the ELD team with progress monitoring of the ELA and Reading Diagnostics.	\$1,000.00 - Title I	\$0.00

### Action 5.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ELPAC Talks with Counseling prior to taking ELPAC	ELPAC Video lessons and parent resources were provided to all ELD students. In addition, 80 Individual ELPAC Talks occurred with students that had received a 3 or 4 on ELPAC in previous assessments but had not reclassified.	\$1,000.00 - Title I	\$0.00

### Action 5.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional development in progress monitoring, servicing, and instruction elements through RCOE	Occurred with ELD Leads (SELRTS)	\$5,500.00 - Title I	\$0.00 (Funded by other source)

### Evaluation (Goal 5)

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.

The realignment of our ELD Designated courses and collaboration on placement measures occurred, with some corrections having to be made mid-year based on student performance.

Professional development in ELD strategies for core content teachers did not occur.

Progress monitoring of students' performance on diagnostics occurred, but was limited due to low participation.

ELPAC talks occurred with 80 ELD students that had demonstrated a 3 or 4 on ELPAC but had not yet been reclassified.

Professional development on ELD Instruction, Progress Monitoring and services occurred with ELD leads only.

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

Participation in the ELPAC was not as high as we would like, but we found that the students that did not participate and/or finish assessment also had poor attendance through the year, despite numerous interventions. Students that attended were able to finish assessment.

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

The main different in budgeted expenses is that training did not occur for core teachers, was funded by another source, or ended up being cost neutral services.

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.

There will be continued focus on supporting our ELD students in reclassification. There needs to be an increase in progress monitoring and overall participation in diagnostic participation in order to be able to progress monitor effectively and have meaningful results. There should also be a parent involvement component in order to support parents' knowledge and understanding of ELD services, reclassification, and the impact that these have on students' access to core instruction and college/career readiness. Increased support in ELPAC focused services should also occur.

# 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 decrease our overall distance from standard for our Students with Disabilities, English Learners, Hispanic, and Socioeconomically Disadvantaged Students by at least 15 points as measured by the ELA CAASPP.**

### State and/or Local Priorities addressed by this goal:

**Basic Services  
Implementation of State Standards  
Student Achievement  
Academic Performance**

### Identified Need:

**Based on our Needs Assessment, 125 of our 281 current 9th and 10th SWD and 106 of the 210 current 9th and 10th ELs scored Level 1 as measured by their 8th grade CAASPP. 373 of the 1,528 current 9th and 10th grade students scored Level 1 (red) on their most recent ELA CAASPP assessment (8th Grade). 334 of those 1,528 students scored Level 2 (orange).**

**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	2018-19	2019-20	2020-21
CA Dashboard ELA CAASPP English Learners	-124.2 points from standard	-124.2 points from standard	Data Unavailable	<i>Data Pending release in Fall 2021</i>
CA Dashboard ELA CAASPP Socioeconomically	-52.5 points from standard	-52.5 points from standard	Data Unavailable	<i>Data Pending release in Fall 2021</i>

Disadvantaged				
CA Dashboard ELA CAASPP Students with Disabilities	-134 points from standard	-134 points from standard	Data Unavailable	<i>Data Pending release in Fall 2021</i>
CA Dashboard ELA CAASPP Hispanic Students	-57.3 points from standard	-57.3 points from standard	Data Unavailable	<i>Data Pending release in Fall 2021</i>
CA Dashboard ELA CAASPP White Students	-18.4 points from standard	-18.4 points from standard	Data Unavailable	<i>Data Pending release in Fall 2021</i>
CA Dashboard ELA CAASPP African American Students	-67.2 points from standard	-67.2 points from standard	Data Unavailable	<i>Data Pending release in Fall 2021</i>
CA Dashboard ELA CAASPP Two or More Races Students	-69.6 points from standard	-69.6 points from standard	Data Unavailable	<i>Data Pending release in Fall 2021</i>
CA Dashboard ELA CAASPP All Students	-51.9 points from standard	-51.9 points from standard	Data Unavailable	<i>Data Pending release in Fall 2021</i>

## 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	Provide incoming 9th grade SWD and ELs a focused literacy intervention during Tiger Time (4 days a week @ 40 minutes each) with a certified reading specialist. The literacy program purchased during the 2020-2021 school year, Achieve 3000, will be used and student groups would rotate on a quarterly basis (30 students at a time).
Person(s) Responsible	Administration, Reading Specialist
Task(s) Timelines	April 2021 - Finalize purchase of Achieve 3000 May 2021 - Plan 2021/2022 Schedule of Reading Specialist June 2021 - Identify students for Tiger Time group August 2021 - Schedule identified students into Tiger Time group
Budget and Source	\$8,640.00 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.

Students with Disabilities  
English Learners

Limited to Indicated Student Groups

### Action 1.2

Action/Service	Provide an additional 6 hours of training and support for all teachers in the area of Close Reading through the district ELA TOSA
Person(s) Responsible	Administration, ELA TOSA
Task(s) Timelines	May 2021 - Schedule 2021/2022 PD Days with ELA TOSA
Budget and Source	\$44,640.00 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.

Students with Disabilities  
English Learners  
Hispanic  
Socioeconomically Disadvantaged

Schoolwide

### Action 1.3

Action/Service	Provide weekly targeted tutoring for students demonstrating gaps in their ELA skills as demonstrated by grade level Common Formative Assessments
Person(s) Responsible	Administration, Assigned Teaching Staff
Task(s) Timelines	May 2021 - Schedule 2021/2022 ELA Tutoring Days August 2021 - Assign Staff to ELA Tutoring Days
Budget and Source	\$8,640.00 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.

Students with Disabilities  
English Learners  
Hispanic

Schoolwide

Socioeconomically Disadvantaged

## Goal 2 2021-22

**We will decrease our overall distance from standard for our Students with Disabilities, English Learners, Hispanic, White and Socioeconomically Disadvantaged Students by at least 15 points as measured by the Math CAASPP.**

### State and/or Local Priorities addressed by this goal:

**Basic Services  
Implementation of State Standards  
Student Achievement  
Academic Performance**

### Identified Need:

**Based on our Needs Assessment, 154 of our 281 current 9th and 10th SWD and 133 of the 210 current 9th and 10th ELs scored Level 1 as measured by their 8th grade Math CAASPP. 618 of the 1,528 current 9th and 10th grade students scored Level 1 (red) on their most recent Math CAASPP assessment (8th Grade). 310 of those 1,528 students scored Level 2 (orange).**

**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	2018-17	2019-20	2020-21

## 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 incoming 9th grade SWD and ELs a focused literacy intervention during Tiger Time (4 days a week @ 40 minutes each) with a certified reading specialist. The literacy program purchased during the 2020-2021 school year, Achieve 3000 will be used and student groups would rotate on a quarterly basis (30 students at a time).
Person(s) Responsible	Administration, Reading Specialist
Task(s) Timelines	April 2021 - Finalize purchase of Achieve 3000 May 2021 - Plan 2021/2022 Schedule of Reading Specialist June 2021 - Identify students for Tiger Time group August 2021 - Schedule identified students into Tiger Time group
Budget and Source	<i>*See Goal 1 Action 1.1</i>

**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.

Students with Disabilities English Learners	Limited to Indicated Student Groups
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**Action 2.2**

Action/Service	Provide an additional 6 hours of training and support for all teachers in the area of Close Reading through the district ELA TOSA
Person(s) Responsible	Administration, ELA TOSA
Task(s) Timelines	May 2021 - Schedule 2021/2022 PD Days with ELA TOSA
Budget and Source	<i>*See Goal 1 Action 1.2</i>

**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.

Students with Disabilities English Learners Hispanic Socioeconomically Disadvantaged	Schoolwide
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**Action 2.3**

Action/Service	Provide weekly targeted tutoring for students demonstrating gaps in their Math
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	skills as demonstrated by grade level Common Formative Assessments
Person(s) Responsible	Administration, Assigned Teaching Staff
Task(s) Timelines	May 2021 - Schedule 2021/2022 Math Tutoring Days August 2021 - Assign Staff to Math Tutoring Days
Budget and Source	\$8,640.00 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.

Students with Disabilities English Learners Hispanic Socioeconomically Disadvantaged	Schoolwide
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**Goal 3 2021-22**

**We will decrease our overall suspension percentage for our Students with Disabilities, Pacific Islander and African American students by 2.0% as measured by the California Dashboard.**

**State and/or Local Priorities addressed by this goal:**

**Basic Services  
Parent Involvement  
Student Engagement  
School Climate  
Access to Courses  
Other Student Outcomes  
Suspension Rate**

**Identified Need:**

**Based on our Needs Assessment, 19 of 301 Students with Disabilities, 2 of 22 Pacific Islander Students, and 19 of 238 African American students were suspended at least one time during the 2019-2020 school year. 34 of 836 9th Graders were suspended at least one time as measured by EOY 2019-020 local data (AERIES).**

**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	2018-17	2019-20	2020-21

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## 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 3.1

Action/Service	Provide mentoring and support for targeted students (40 at any given time) through Mind, Body, and Soul Concepts. Students whose data suggest they are having difficulty connecting to campus and establishing positive relationships with school staff and peers will be referred for mentoring through our site problem solving team.
Person(s) Responsible	Administration, Contracted Vendor
Task(s) Timelines	May 2021 - Meet with Vendor May 2021 - Identify students for services July 2021 - Draft Contract for August 2021 Board Approval August 2021 - Begin implementation
Budget and Source	\$45,000 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.

Students with Disabilities Pacific Islander African American	Schoolwide
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#### Action 3.2

Action/Service	Provide frequent and timely communication with families via SSICA for positive student actions, staff concerns, requests for meetings/phone calls, reminders for workshops, etc. to reinforce positive student behaviors and connections on campus.
Person(s) Responsible	Administration, Contracted Vendor
Task(s) Timelines	May 2021 - Meet with Vendor July 2021 - Finalize Contract for August 2021 Board Approval

	August 2021 - Begin Implementation
Budget and Source	\$25,839.69 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.

Students with Disabilities Pacific Islander African American	Schoolwide
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**Action 3.3**

Action/Service	Provide a “cohort” experience with a team of teachers, counselors, BARR Coordinator and peers that focuses on group connection and weekly social-emotional lessons for freshman through Building Assets Reducing Risks (BARR)
Person(s) Responsible	Administration, BARR Coordinator, BARR Teachers, BARR Counselor
Task(s) Timelines	May 2021 - Finalize Contract for 2021/2022 Implementation May 2021 - PAR for Math teacher to backfill BARR Coordinator position
Budget and Source	BARR Core Services (\$7,500) + BARR Premium Services (\$7,500) + Service Delivery Fee (\$1,500) for July 2021 - June 2022 = <b>\$16,500</b> BARR Counselor = <b>\$104,764.22</b> BARR Coordinator = <b>\$120,057.33</b>  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.

9th Grade Students	9th Grade Students
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**Action 3.4**

Action/Service	Provide additional and targeted resources and accommodations for students through Tiger University, to include additional connection strategies & tools (field trips to colleges, motivational guest speakers, etc.) and smaller, focused groups with a smaller staff:student ratio that is consistently available through the day.
Person(s) Responsible	Administration, Tiger University Staff

Task(s) Timelines	May 2021 - Plan & Calendar 2021/2022 Connection Events
Budget and Source	\$9,000 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.

Students with Disabilities Pacific Islander African American 9th Grade	Schoolwide
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**Goal 4 2021-22**

**We will increase our Graduation Rate for our Students with Disabilities, English Learners, Foster Youth, Homeless, and African American Students by at least 5% within each student group as measured by the California Dashboard.**

**State and/or Local Priorities addressed by this goal:**

**Basic Services  
Implementation of State Standards  
Parent Involvement  
Student Engagement  
Access to Courses  
Graduation Rate**

**Identified Need:**

**Based on our Needs Assessment, 17 of our students with our identified student groups are not currently on track for 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	2018-17	2019-20	2020-21

## 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 4.1

Action/Service	Provide additional and targeted resources and accommodations for students through Tiger University, to include early credit recovery and alternative placement options for students struggling to achieve success in the traditional learning model.
Person(s) Responsible	Administration
Task(s) Timelines	May 2021 - Confirm 1/6 assignments for two Tiger University staff members for 2021/2022 SY
Budget and Source	\$ 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.

Students with Disabilities English Learners Foster Youth Homeless African American 9th Graders	Schoolwide
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#### Action 4.2

Action/Service	Provide flexible scheduling options for credit recovery through an evening Restart, Saturday Academy Credit Recovery and Credit Recovery during the Tiger Time intervention block.
Person(s) Responsible	Administration, Assigned Teaching Staff
Task(s) Timelines	August 2021 - Identify Students in need of Credit Recovery August 2021 - Schedule Students August 2021 - Schedule Assigned Staff (2)
Budget and Source	\$8,640.00 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.

Students with Disabilities English Learners Foster Youth Homeless African American	Schoolwide
--	------------

**Action 4.3**

Action/Service	Provide tutoring to support students in getting caught up on assignments, retaking tests, etc. to pass their current classes, eliminating the need for credit recovery
Person(s) Responsible	Administration, Assigned Teaching Staff
Task(s) Timelines	May 2021 - Schedule Tutoring August 2021 - Schedule Assigned Staff (2)
Budget and Source	\$8,640.00 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.

Students with Disabilities English Learners Foster Youth Homeless African American	9th Grade Students
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**Action 4.4**

Action/Service	Provide a "cohort" experience with a team of teachers, counselors, BARR Coordinator and peers that focuses on timely academic intervention and decreasing the number of freshmen failing their classes.
Person(s) Responsible	Administration, BARR Coordinator, BARR Teachers, BARR Counselor
Task(s) Timelines	May 2021 - Finalize Contract for 2021/2022 Implementation May 2021 - PAR for Math teacher to backfill BARR Coordinator position
Budget and Source	Title I - 3010 *See Goal 3 Action 3.3

**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.

9th Grade

Schoolwide

**Goal 5 2021-22**

**We will increase our College and Career Readiness for our Students with Disabilities, English Learners, Homeless, and African American Students by at least 2% within each student group as measured by the California Dashboard.**

**State and/or Local Priorities addressed by this goal:**

**Basic Services  
Parent Involvement  
Student Engagement  
Access to Courses  
Other Student Outcomes  
College Career Readiness**

**Identified Need:**

**Class of 2020 CCR percentage of students prepared: African American: 26.9%, Students with Disabilities: 2.3%, English Learners: 8.5%, Homeless: 15.2%, 2 or More: 18.%**

**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	2018-17	2019-20	2020-21

**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 5.1

Action/Service	Provide flexible scheduling options for credit recovery through an evening Restart, Saturday Academy Credit Recovery and Credit Recovery during the Tiger Time intervention block so that students that did not earn a C or higher can recover A-G credit for A-G eligible classes.
Person(s) Responsible	Administration, Assigned Teaching Staff
Task(s) Timelines	August 2021 - Identify Students in need of Credit Recovery August 2021 - Schedule Students August 2021 - Schedule Assigned Staff (2)
Budget and Source	Title I - 3010 *See Goal 4 Action 4.2

**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.

Students with Disabilities English Learners Homeless African American	Schoolwide
--	------------

**Action 5.2**

Action/Service	Provide tutoring to support students in getting caught up on assignments, retaking tests, etc. to pass their current classes, eliminating the need for credit recovery
Person(s) Responsible	Administration, Assigned Teaching Staff
Task(s) Timelines	May 2021 - Schedule Tutoring August 2021 - Schedule Assigned Staff (2)
Budget and Source	Title I - 3010 *See Goal 4 Action 4.3

**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.

Students with Disabilities English Learners Homeless African American	Schoolwide
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## Goal 6 2021-22

We will increase the percentage of our English Learners that are Reclassified by 10%.

### State and/or Local Priorities addressed by this goal:

**Basic Services**  
**Implementation of State Standards**  
**Parent Involvement**  
**Student Achievement**  
**English Learner Progress**

### Identified Need:

From the 2019-2020 reclassification data, 34 of the 336 English Learners were able to reclassify, which is 10.1% of our students, which was below the state, county and district data of 13.8%, 15%, 12%.

**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	2018-17	2019-20	2020-21

## 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 5.1

Action/Service	Providing academic tutoring support in ELD and ELA standards that will help students meet reclassification criteria based on academic success based on grades and ELA assessments.
Person(s) Responsible	Administration, Assigned Teaching Staff
Task(s) Timelines	May 2021 - Schedule Tutoring August 2021 - Schedule Assigned Staff (2)
Budget and Source	\$6,400 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.

English Learners	Limited to Indicated Student Group
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**Action 5.2**

Action/Service	Hold focused Saturday academies, focusing on ELD domains that will directly affect students ability to improve in the reclassification criteria aligned to students' overall score on the ELPAC assessment.
Person(s) Responsible	Administration, Assigned Teaching Staff
Task(s) Timelines	August 2021 - Identify Students in need of ELD ELPAC Support (ELD 3) August 2021 - Schedule Students August 2021 - Schedule Assigned Staff (2)
Budget and Source	\$6,400.00 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.

English Learners	Limited to Indicated Student Group
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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 and School Goal #2:				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and	Start Date <sup>1</sup>  Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)

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

Professional Development)				
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 #3:				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>2</sup>	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
	Completion Date			
PBIS TOSAS	August - June	\$236,758.28		Title I - 3010
Cares Solace	August - June	\$23,136		Title I - 3010

School Goal #6:				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>3</sup>	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
	Completion Date			
English 3D	August - June	\$33,000		Title I - 3010

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

<sup>3</sup> List the date an action will be taken or will begin, and the date it will be completed.

Consultant				
MTSS Consultant	August - June	\$60,000		Title III - 4203
Rosetta Stone	August - June	\$16,250		Title III - 4203

*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

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

**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	\$419,397	Yes
Title I, Part A: Parental Involvement	\$7,506	Yes

<sup>4</sup> 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.

Subtotal amount of federal categorical funds allocated to this school.	\$426,903	

**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.

<b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], etc.).		
<b>Program (from above)</b>	<b>Allocation</b>	<b>Is it consolidated in the SWP?</b>
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.	\$0	

Total of federal, state, and/or local funds for this school:	\$426,903
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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)	
English Learner Advisory Committee	<i>Carmina Camacho</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: April 26, 2021.

Attested:

Courtney Hall

Typed name of School Principal

*Courtney Hall*

Signature of School Principal

4/26/2021

Date

Niki Gray

Typed name of SSC Chairperson

*Niki Gray*

Signature of SSC Chairperson

4/26/2021

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.<sup>5</sup> The current make-up of the SSC is as follows:

Name of Member	Principal	Classroom Teacher	Other School Staff	Parent Community Member	Secondary Student
Courtney Hall	X				
Gloria Solorio		X			
Sgt. Richard DeMarti		X			
Niki Gray		X			
Laura Birch			X		
Pedro Montero			X		
Julie Wedel				X	
Florina Barcnas				X	
Rebecca Warren				X	
Alyssa Nguyen					X
Andrea Cisneros					X
Brianna Dominguez					X
Number of members in each category	1	3	2	3	3

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<sup>5</sup> 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.<sup>6</sup> 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

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<sup>6</sup> See “Programs Included in this Plan.” For information on programs in which your school participates, consult your district office.

Student Achievement” presentation<sup>7</sup>, 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:*

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<sup>7</sup> <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](mailto:LCFF@cde.ca.gov).

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

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

### **Purpose and Description**

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

#### **Purpose**

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

#### **Description**

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

### **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](mailto:SISO@cde.ca.gov).

#### **Comprehensive Support and Improvement**

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

The CSI plan shall:

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

*Department of Education, February, 2019. Adapted by E. Williams SJUSD, March 2020.*