

School Year: **2019-20**

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Silver Valley High School	36-73890-3630274		December 11, 2018

## Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA program improvement into the SPSA.

For additional information on school programs and how you may become involved locally please contact the following person

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# Table of Contents

- SPSA Title Page ..... 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components ..... 4
  - Data Analysis ..... 4
  - Surveys ..... 4
  - Classroom Observations..... 4
  - Analysis of Current Instructional Program..... 5
- Stakeholder Involvement ..... 8
- School and Student Performance Data ..... 9
  - Student Enrollment..... 9
  - CAASPP Results..... 11
  - ELPAC Results ..... 15
  - Student Population ..... 17
  - Overall Performance ..... 18
  - Academic Performance ..... 19
  - Conditions & Climate..... 27
- Goals, Strategies, & Proposed Expenditures..... 29
  - Goal 1..... 29
  - Goal 2..... 35
  - Goal 3..... 40
  - Goal 4..... 43
- Budget Summary ..... 48
  - Budget Summary ..... 48
  - Other Federal, State, and Local Funds ..... 48
- Budgeted Funds and Expenditures in this Plan ..... 49
  - Funds Budgeted to the School by Funding Source..... 49
  - Expenditures by Funding Source ..... 49
  - Expenditures by Budget Reference ..... 49
  - Expenditures by Budget Reference and Funding Source ..... 49
  - Expenditures by Goal..... 49
- School Site Council Membership ..... 51
- Recommendations and Assurances ..... 52
  - Appendix A: Plan Requirements ..... 53
  - Appendix B:..... 56
  - Appendix C: Select State and Federal Programs ..... 58



# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Parent survey conducted Spring, 2019: 1. When you visit your child's school, is the staff friendly and helpful? 92% All or most of the time; 2. Are the administrators easy to talk to? 90% All or most of the time; 3. Are parents involved in planning, implementing, or evaluating school programs? 25% yes, 61% don't know; 4. School staff consider my opinion when it comes to decisions concerning my child? 90% Agree or Strongly Agree; 5. This school sets high standards for academic performance for all students? 88% Agree or Strongly Agree; The school does a good job staying in touch with me? 94% Agree or Strongly Agree; 7. The school clearly communicates to students the consequences of breaking school rules? 94% Agree or Strongly Agree; 8. The school rewards good student choices and behavior? 74% Agree or Strongly Agree; 9. I would recommend my child's school to other parents? 84% Yes.

Student survey conducted Spring, 2019: At my school, there is a teacher or some other adult who tells me when I do a good job? 56% Very much or pretty much true; 2. At my school, there is a teacher or some other adult who believes that I will be a success? 69% Very much or pretty much true; 3. I feel like I am part of this school? 71% Agree or Strongly Agree; 4. The teachers and other adults treat students fairly? 60% Agree or Strongly Agree; 5. I feel safe at my school? 73% Agree or Strongly Agree; 6. My teacher makes learning interesting? 57% All or most of the time; 7. Assemblies, field trips, and other activities at my school are important? 81% Agree or Strongly Agree; 8. I see the principal in my classroom? 22% All or most of the time, 71% Some of the time; 9. I would recommend my school to other kids? 53% Yes.

## Classroom Observations

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

Teachers receive formal observations in accordance with the collective bargaining agreement. Informal observations by administration happen on a regular basis. There are increasing observations of AVID strategies for organization, focus notes and other AVID strategies being implemented. In addition there are increasing observations of PBIS Tier 1 strategies being implemented.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

We use district assessment, STAR Reading and Math, and state assessment, Interim Block Assessments, Interim Cumulative Assessment, California Assessment of Student Performance & Progress, California Assessment Science Test data as a guide to modify instruction and set goals for student achievement.

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

Teachers also use their own assessments including those provided by the curriculum to modify instruction based on student performance and learning goals. In the math department for example they use both Team Tests and Formative Assessment Individual Tests prior to Unit tests, focusing on mastery of concepts where students may make several attempts to demonstrate mastery and improve their Unit test readiness.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of our teachers are highly qualified.

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

English and Math teachers have received significant training within the last few years in regards to current curriculum and instructional materials. Our English Teachers have received English Reading and Writing Course training. Science teachers have been given initial Next Generation Science Standards training and will be receiving more. Social Studies teachers have received training as the new Common Core Standards are being developed. We have also provided training opportunities for our elective teachers. Most of our staff have received both formal external and informal internal AVID training. Our goal is that ultimately all staff are AVID trained. All of our AP Teachers have attended AP by the Sea training. Our AP Calculus, AP Statistics, AP English Language, AP Biology, and AP Chemistry teachers have all received significant training through the National Math and Science Initiative. In addition one of our teachers has been sent to Trainer of trainers Workshop for Differentiated Instruction. We are also using our own staff to develop Google Platform use to include specifically Google Classroom. We provide other training for both certificated and classified staff.

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

Staff development opportunities are based on areas of need in relation to student performance and collaboration with staff.

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

Math and English have received instructional assistance and support from off-site content experts.

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

Many of our English, Math, Science and Social Studies teachers have common prep which allows them to collaborate with each other during the school day. We also work to provide other opportunities for departments to use some of our PLC time on Early Out Wednesdays for collaboration time.

## Teaching and Learning

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

Teachers have previously created pacing guides which are aligned to the content and performance standards for each subject, specifically the core subjects. We will be adjusting these as we adjust to analysis of our data and as a result of informal and formal assessments and implementation of Next Generation Science Standards and the new History Social Studies Standards as they evolve.

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

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

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

All students have equal access to standards-based instructional materials as evidenced by our annual Instructional Materials Survey.

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

All teachers use adopted instructional materials that are standards-aligned.

## **Opportunity and Equal Educational Access**

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

We provide opportunities for students to receive support for reading through our Read 180, get assistance in math through our Math 180 program and/or placement in Intermediate Algebra 1A. We also provide Differentiated Expectations for our potentially At-Risk students and After School Tutoring for our formally identified At Risk students. We provide proactive academic counseling services with monitoring at grading periods to identify and provide ongoing support for academically At-Risk students. For students that are credit deficient we provide online credit recovery through Apex Virtual High School.

Evidence-based educational practices to raise student achievement

We continue to implement School Wide Positive Behavior Interventions and Support, (SWPBIS) and Advancement Via Individual Determination, (AVID) School-wide, assessing our outcomes frequently and adjusting our Action Plans according to our results.

## **Parental Engagement**

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

We hold informal meetings and formal SST (Student Study Team) meetings with staff, student, and parents in order to help address areas of need and ways we can help support the student in order to be successful. Teachers implement differentiated instruction, provide Response to Intervention, (RTI) in class, we provide Targeted After School Tutoring for our identified academic At-Risk students, Guidance Office and Counseling support, APEX Credit Recovery, Collaboration Two-Way Transition Program with AEC/SVHS.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Teachers, parents, students, and community members have the opportunity to provide input during our monthly School Site Council Meetings, our annual Site Strategic Planning Meeting and semiannual District Fall and Spring Updates In addition we have parent representation on our District Advisory Committee.

### Funding

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

Read 180  
Math 180  
Apex

### Fiscal support (EPC)

## **Stakeholder Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

Representatives of our community stakeholder groups are voted into positions as a part of our School Site Council, (SSC), and review and update the SPSA annually. Our SSC also reviews our WASC Goals, and annual Site Strategic Planning Community Input in the review and updating process.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.8%	1.37%	1.83%	3	5	7
African American	16.4%	12.57%	11.26%	65	46	43
Asian	1.8%	2.19%	0.52%	7	8	2
Filipino	2.8%	2.46%	1.83%	11	9	7
Hispanic/Latino	35.3%	29.78%	30.89%	140	109	118
Pacific Islander	2.5%	4.10%	4.45%	10	15	17
White	34.3%	39.07%	40.05%	136	143	153
Multiple/No Response	%	0.55%	0.26%		2	1
<b>Total Enrollment</b>				397	366	382

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 9	124	108	117
Grade 10	104	102	98
Grade 11	91	91	83
Grade 12	78	65	84
<b>Total Enrollment</b>	397	366	382

### Conclusions based on this data:

1. Our school has a fairly diverse ethnic population; with White and Hispanic/Latino subgroups being consistently large enough to gather reliable statistical data..
2. Due to our enrollment size many of our other ethnic subgroups are so small that it makes it difficult to gather reliable statistical data.
3. Based on our enrollment size it is important that we look more closely at individual students rather than subgroups.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
<b>English Learners</b>	10	9	9	2.5%	2.5%	2.4%
<b>Fluent English Proficient (FEP)</b>	39	35	34	9.8%	9.6%	8.9%
<b>Reclassified Fluent English Proficient</b>	2	1	0	18.2%	10.0%	0.0%

### Conclusions based on this data:

1. Our school has consistently had very few English Learners.
2. Our school has consistently assessed students with the ELPAC based on Home Language Survey and identified approximately the same number of students as FEP each year.
3. We have fairly consistently had very low numbers of RFEP students enrolled and thus likely a fairly consistent number of students being transitioned from English Learner to RFEP each year.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	82	78	81	81	77	81	81	77	81	98.8	98.7	100
All	82	78	81	81	77	81	81	77	81	98.8	98.7	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2623.	2626.	2605.	32.10	29.87	22.22	33.33	41.56	40.74	25.93	15.58	24.69	8.64	12.99	12.35
All Grades	N/A	N/A	N/A	32.10	29.87	22.22	33.33	41.56	40.74	25.93	15.58	24.69	8.64	12.99	12.35

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	35.80	37.66	25.93	50.62	48.05	53.09	13.58	14.29	20.99
All Grades	35.80	37.66	25.93	50.62	48.05	53.09	13.58	14.29	20.99

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	40.74	49.35	35.80	46.91	32.47	45.68	12.35	18.18	18.52
All Grades	40.74	49.35	35.80	46.91	32.47	45.68	12.35	18.18	18.52

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	25.93	23.38	18.52	67.90	63.64	69.14	6.17	12.99	12.35
All Grades	25.93	23.38	18.52	67.90	63.64	69.14	6.17	12.99	12.35

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	38.27	38.96	32.10	44.44	46.75	54.32	17.28	14.29	13.58
All Grades	38.27	38.96	32.10	44.44	46.75	54.32	17.28	14.29	13.58

**Conclusions based on this data:**

1. Our variable English Language Arts CAASPP results are most likely associated with our highly variable population. Even though we have a significant number of juniors assessed who have not been attending SVUSD schools and SVHS for very long; our students still outperform most other area schools, and typically produce better than the county and state results.
2. The number of students who scored in the Below Standard for our subgroup categories continues to be concerning and we have already made scheduling adjustments based on better evidence for placing our incoming freshmen. We have also developed a structured RTI process, with grade level teams monitoring At Risk students and assisting classroom teachers, parents, and students with school to home communication and determining best supports for academic improvement.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	82	78	81	81	77	81	81	77	81	98.8	98.7	100
All	82	78	81	81	77	81	81	77	81	98.8	98.7	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2580.	2580.	2561.	7.41	15.58	3.70	25.93	20.78	22.22	34.57	22.08	33.33	32.10	41.56	40.74
All Grades	N/A	N/A	N/A	7.41	15.58	3.70	25.93	20.78	22.22	34.57	22.08	33.33	32.10	41.56	40.74

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	14.81	27.27	8.64	45.68	20.78	33.33	39.51	51.95	58.02
All Grades	14.81	27.27	8.64	45.68	20.78	33.33	39.51	51.95	58.02

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	11.11	16.88	11.11	55.56	49.35	58.02	33.33	33.77	30.86
All Grades	11.11	16.88	11.11	55.56	49.35	58.02	33.33	33.77	30.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	19.75	18.18	8.64	56.79	50.65	61.73	23.46	31.17	29.63
All Grades	19.75	18.18	8.64	56.79	50.65	61.73	23.46	31.17	29.63

### Conclusions based on this data:

1. Our variable Mathematics CAASPP results are most likely associated with our highly variable population. Even though we have a significant number of juniors assessed who have not been attending SVUSD schools and SVHS for very long; our students still outperform most other area schools, and typically produce better than the county and state results.

2. The number of students who scored in the Below Standard for our subgroup categories is concerning and we have already made scheduling adjustments based on better evidence for placing our incoming freshmen. In addition the math department has built RTI in to normal weekly schedule in addition to continued development of concept mastery formative assessments. Our timely identification of At-Risk students allows for improved within the school and school to and from home communication, and progressive support structures being implemented.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	*		*		*		*	
Grade 10	*		*		*		*	
Grade 11	*		*		*		*	
Grade 12	*		*		*		*	
All Grades	1495.8		1457.3		1533.4		*	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades			*		*		*		*	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		*		*		*		*	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		*		*		*		*	

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	*		*		*		*		

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	*		*		*		*		

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		*		*		*	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		*		*		*	

**Conclusions based on this data:**

1. We have such a small population of EL students that the summary data is not represented here, but we do have individual results with which to evaluate growth of language acquisition over the year.



# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>366</b>	<b>57.1%</b>	<b>2.5%</b>	<b>0.3%</b>

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

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

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	9	2.5%
Foster Youth	1	0.3%
Homeless	12	3.3%
Socioeconomically Disadvantaged	209	57.1%
Students with Disabilities	41	11.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	46	12.6%
American Indian	5	1.4%
Asian	8	2.2%
Filipino	9	2.5%
Hispanic	109	29.8%
Two or More Races	29	7.9%
Pacific Islander	15	4.1%
White	143	39.1%







### Conclusions based on this data:

1. We have a significant number of students who are socioeconomically disadvantaged as measured by those students qualifying for free or reduced lunch.
2. We have a large number of students with IEPs requiring that we maintain the proper number of qualified certificated and classified staff to provide proper services and support. In addition this large number significantly influences the development and construct of our Master Schedule.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Graduation Rate</b>  Blue	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Green		
<b>English Learner Progress</b>  No Performance Color		
<b>College/Career</b>  Orange		

#### Conclusions based on this data:

1. Our graduation rate has consistently been one of the highest in the county and state. Our Assessment Data for English Language Arts and Mathematics is positive, and an continual focus for improvement.
2. Our annual suspension data is in the need for growth area primarily as a result of two factors, increased number of events leading to suspension, fighting and vaping. We are addressing these by ensuring that students have been advised that they have the opportunity to resolve potential conflicts by meeting with an adult to assist in mediating the concern, and ensuring that our staff and campus assistant are closely monitoring student movement on campus, especially during class time.
3. Our College Career is and has been in the need for growth area for some time. We are addressing this in several ways: proper placement of initial Mathematics courses upon entry to SVHS, the pilot of Success 101, the recruitment and expansion of students enrolling in AP STEM classes with the support of NMSI, our students having the opportunity to enroll in BCC's Transitional College classes, the purchase of interactive display units in Math and Science Classes along with 50 student laptops for science department through the DoDEA Grant and the purchase of of a Virtual Welder to enhance our current Auto CTE classes with the vision of our students enrolling in BCC Transitional College CTE classes in the near future. In addition we continue to support our students with two sections of AVID Elective courses and significant professional development for staff as we move AVID school wide.

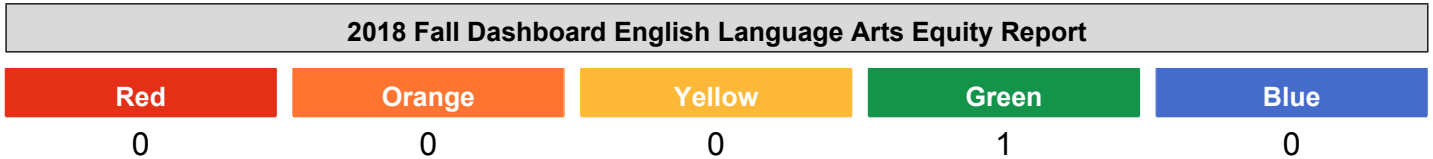
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>49.2 points above standard</p> <p>Increased 10 points</p> <p>70 students</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>22.1 points above standard</p> <p>Increased 14.6 points</p> <p>40 students</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>122.3 points below standard</p> <p>11 students</p>

**2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 42.1 points above standard Increased 32.3 points 12 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 34.1 points above standard Maintained -0.4 points 18 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 51.8 points above standard Increased 26.9 points 28 students

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

**2018 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 3 students	Less than 11 Students - Data Not Displayed for Privacy 2 students	60.6 points above standard Increased 24.2 points 63 students

**Conclusions based on this data:**

- The data shows that we increased or maintained our English Language Arts academic performance in our three significant ethnic groups.
- The data shows we increased our English Language Arts academic performance for our Socioeconomically Disadvantaged subgroup.
- The data shows that our Students with Disabilities subgroup scores significantly below standard on the English Language Arts academic performance. It suggests that we need to ensure that our students are actually using their Embedded and Non-embedded supports during the assessment, and that we need to better prepare them for the assessment.

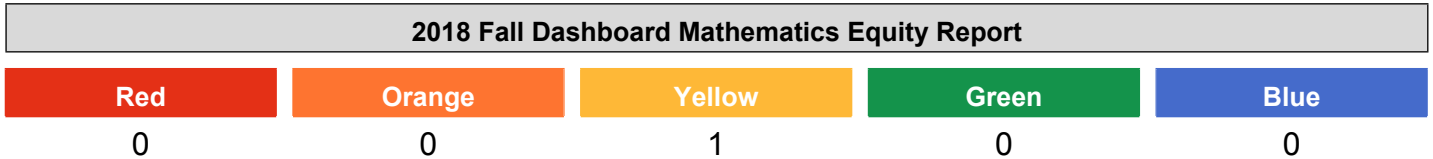
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>39.4 points below standard</p> <p>Increased 7.7 points</p> <p>70 students</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>74.9 points below standard</p> <p>Increased</p> <p>19 points</p> <p>40 students</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>204.8 points below standard</p> <p>11 students</p>

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 94.8 points below standard Declined -33.1 points 12 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 52.2 points below standard Increased 7.3 points 18 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 27.3 points below standard Increased 12.9 points 28 students

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

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 3 students	Less than 11 Students - Data Not Displayed for Privacy 2 students	29 points below standard Increased 24 points 63 students

#### Conclusions based on this data:

1. The data shows that we increased in two of our three significant ethnic subgroups for Mathematics academic performance, but simultaneously all three were still below standard.
2. The data shows we increased our Mathematics academic performance for our Socioeconomically Disadvantaged subgroup, but once again still below standard.
3. The data shows that our Students with Disabilities subgroup scores are very significantly below standard on the Mathematics academic performance. It suggests that we need to ensure that our students are actually using their Embedded and Non-embedded supports during the assessment, and that we need to better prepare them for the assessment.

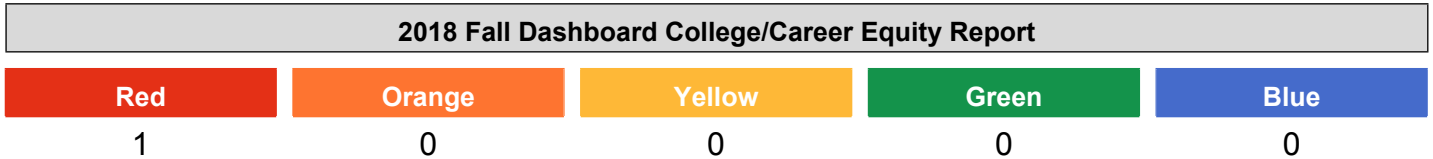
# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>29.2% prepared</p> <p>Declined -8.7%</p> <p>72 students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6 students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>23.3% prepared</p> <p>Declined -25.3%</p> <p>43 students</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8 students</p>

**2018 Fall Dashboard College/Career by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 20.7% prepared Declined -27.5% 29 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 22.2% prepared Declined -17.1% 18 students

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

**2018 Fall Dashboard College/Career 3-Year Performance**

Class of 2016	Class of 2017	Class of 2018
34.4% <b>Prepared</b>	37.8 <b>Prepared</b>	29.2 <b>Prepared</b>
15.6% <b>Approaching Prepared</b>	28.4 <b>Approaching Prepared</b>	31.9 <b>Approaching Prepared</b>
50% <b>Not Prepared</b>	33.8 <b>Not Prepared</b>	38.9 <b>Not Prepared</b>

**Conclusions based on this data:**

- The data for all significant ethnic subgroups and socioeconomically disadvantaged subgroups declined and are in the significant growth required area thus supporting our identification of the need to improve, and our initial responses: proper placement of initial Mathematics courses upon entry to SVHS, the pilot of Success 101, the recruitment and expansion of students enrolling in AP STEM classes with the support of NMSI, our students having the opportunity to enroll in BCC's Transitional College classes, the purchase of interactive display units in Math and Science Classes along with 50 student laptops for science department through the DoDEA Grant and the purchase of of a Virtual Welder to enhance our current Auto CTE classes with the vision of our students enrolling in BCC Transitional College CTE classes in the near future.



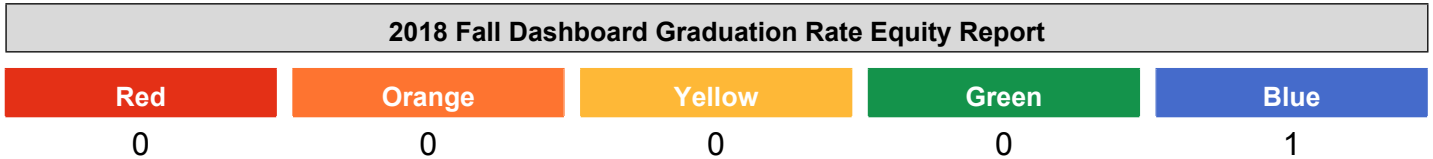
# School and Student Performance Data

## Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p>  Blue 95.8% graduated Declined -2.8% 72 students	<p><b>English Learners</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	<p><b>Socioeconomically Disadvantaged</b></p>  Blue 95.3% graduated Declined -4.7% 43 students	<p><b>Students with Disabilities</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students

**2018 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 100% graduated Maintained 0% 29 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 83.3% graduated Declined -16.7% 18 students

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

**2018 Fall Dashboard Graduation Rate by Year**

2017	2018
98.6% graduated	95.8% graduated

**Conclusions based on this data:**

1. We continue to have the majority of our students graduate and the data presented is somewhat misleading as it includes students who have left SVHS but did not graduate from their receiving school and students with disabilities who based on their IEPs need a 5th year of high school.

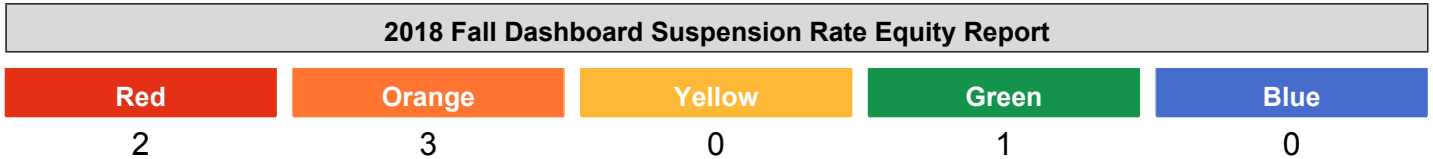
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Orange 6.9% suspended at least once Increased 2.5% 420 students	<p><b>English Learners</b></p>  No Performance Color 9.1% suspended at least once Increased 0.8% 11 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 4 students
<p><b>Homeless</b></p>  No Performance Color 0% suspended at least once Maintained 0% 14 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 7.7% suspended at least once Increased 2.3% 235 students	<p><b>Students with Disabilities</b></p>  Red 12% suspended at least once Increased 5.6% 50 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Orange</p> <p>5.6% suspended at least once</p> <p>Increased 2.8%</p> <p>54 students</p>	<p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>7 students</p>	<p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>9 students</p>	<p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>10 students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p>Red</p> <p>11.7% suspended at least once</p> <p>Increased 6.6%</p> <p>128 students</p>	<p>Green</p> <p>2.7% suspended at least once</p> <p>Declined -3%</p> <p>37 students</p>	<p>No Performance Color</p> <p>0% suspended at least once</p> <p>Declined -9.1%</p> <p>16 students</p>	<p>Orange</p> <p>6.3% suspended at least once</p> <p>Increased 1.7%</p> <p>159 students</p>

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

### 2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2% suspended at least once	4.4% suspended at least once	6.9% suspended at least once

#### Conclusions based on this data:

- The data shows that there was an increase in the number of suspensions over the course of the last three years and that the suspensions with the increases suspensions being fairly distributed through our major ethnic subgroups, but with a most significant increase being associated to our students with disabilities. This suggest the need to better mediate issues before they progress to violations of education code such as fighting. To address this we have already established additional on site counseling services for both groups and individuals, In addition, we have acquired Social Emotional Learning, (SEL) curriculum and are determining how best to implement its' use.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Schoolwide Learner Outcomes (SLOs)

## LEA/LCAP Goal

Build individual leadership skills of teachers, administrators, and parents fostering positive relationships, effective communication, and creating a culture of recognition and excellence.  
 Increase the quantity and quality of technology usage to support student learning, instructional effectiveness, monitoring of student progress, and communicating with stakeholders.

## Goal 1

The newly adopted SLOs need to be incorporated into all learning environments.

## Identified Need

Due to the newly adopted SLOs, the expectations of how to incorporate these goals into classrooms needs to be discussed and evaluated. Successful incorporation of the SLOs into all classrooms to maximize graduates' post high-school choices.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP, ICAs, STAR Reading, STAR Math, WASC Report Analysis, Senior Exit Portfolio/Interview	SLOs are newly adopted	<p>Senior students will be monitored every quarter by the Senior Portfolio/Exit Interview coordinator to check on their progress and provide feedback on the students' progress towards meeting the portfolio/exit interview requirements for graduation.</p> <p>All students will be monitored every quarter through an assigned staff member to ensure all students are collecting evidence for each of the SLOs in every class, giving staff an opportunity to review and comment on the student's progress.</p> <p>Students and their families will have a better understanding of the SLOs and how the SLOs will help the students be better</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		prepared for their post-high school choices.

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

### Strategy/Activity 1

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

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

All Students

#### Strategy/Activity

All teachers will incorporate lessons, projects, or assignments that allow students to create and collect evidence for each of the SLOs.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

#### Source(s)

None Specified  
None Specified

### Strategy/Activity 2

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

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

All Students

#### Strategy/Activity

Students have the responsibility of gathering evidence to show their progress towards meeting the SLOs via his or her student Google Drive portfolio. Teachers, guidance office, parents/guardians and Senior Portfolio/Exit Interview coordinator will have shared access to these portfolios as well, to allow them to monitor and comment on student's progress towards meeting the SLOs in order to prepare for the Senior Exit Interview process and graduation.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

#### Source(s)

1,500.00

District Funded  
1000-1999: Certificated Personnel Salaries

### Strategy/Activity 3

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

None Specified  
None Specified

### Strategy/Activity 4

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

None Specified  
None Specified

### Strategy/Activity 5

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

None Specified  
None Specified

### Strategy/Activity 6

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

None Specified  
None Specified

**Strategy/Activity 7**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

None Specified  
None Specified

**Strategy/Activity 8**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

None Specified  
None Specified

**Strategy/Activity 9**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**



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

None Specified  
None Specified

### **Strategy/Activity 10**

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

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

Strategy/Activity

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

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

None Specified  
None Specified

### **Strategy/Activity 11**

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

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

Strategy/Activity

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

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

None Specified  
None Specified

### **Strategy/Activity 12**

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

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

Strategy/Activity

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

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

None Specified

[Empty box]

None Specified

**Strategy/Activity 13**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

[Empty box]

None Specified  
None Specified

**Strategy/Activity 14**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

[Empty box]

None Specified  
None Specified

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Improving a-g Completion Rates

## LEA/LCAP Goal

All student will achieve proficiency or better in ELA and Mathematics while receiving appropriate academic supports and a well-balanced course of study, including Career Technical Education.  
 Increase the quantity and quality of technology usage to support student learning, instructional effectiveness, monitoring of student progress, and communicating with stakeholders.

## Goal 2

The historic pattern of high numbers of D/F grades needs to be decreased, promoting higher a-g completion rates. The existing informal academic Response to Intervention (RTI) system, needs to evolve into a structured, tiered RTI model school wide, using classroom and school wide assessments.

## Identified Need

In order to increase the amount of college ready students, student academic progress needs to be continuously monitored and communicated in a timely manner to parents/guardians of at risk students. Students needing academic support will receive appropriate tiered interventions to ensure that they have an understanding of the course work in order to successfully show mastery in the the course. The incorporation of College and Career readiness Standards into all courses will allow students to be more prepared for their chosen post-secondary path. Additional professional development (internal and/or external) is needed to ensure that useful differentiation strategies are needed within the curriculum areas, incorporating different learning styles to ensure that all students are being successful.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
a-g and D/F tracking student schedules for first/best placement, RTI interventions TFI process Analysis/examples of student work, professional development	See WASC Self Study from 2018-2019 for D/F rates	The total number of D/F grades will be monitored each formal grading period by the Academic Intervention Coach, Guidance counselor, and administrator.  Tiered interventions for identified at risk students will be documented by the relevant teachers and communicated to the Academic Intervention Coach, guidance counselor and administrator as necessary.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

List of students attending after-school targeted tutoring will be monitored and measured for effect by changes in their course grades at each formal grading period.

Students who receive failing grades at the semester, after the appropriate tiered interventions have been attempted, will be placed in credit recovery courses to aid students in maintaining a-g compliance.

More evidence of college career readiness need to be examined and collected to ensure the use of Project based Learning (PBL) in all curricula.

More professional development in PBL, differentiation, and rigor will assist the teachers in the incorporation of college and career readiness in their classes.

With improved monitoring and communication internally at the school, as well as with the parents/guardians, students' progress toward completing their coursework and meeting their goals will be improved. D/F grades should decrease following the increase in appropriate interventions and communication with parents/guardians. a-g completion rates should rise, allowing for an increase in students being able to successfully meet their post-high school choices. Incorporation of more PBL strategies will increase student

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		involvement in classes which should decrease apathy, increasing success in all courses.

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

### Strategy/Activity 1

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

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

All Students

#### Strategy/Activity

All incoming freshmen from feeder schools will be placed in their most appropriate classes based on their previous teachers' recommendations and their formal assessment results.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified None Specified

### Strategy/Activity 2

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

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

All Students

#### Strategy/Activity

Newly enrolled transfer students will be placed in the appropriate classes based on their current/prior courses in which they were enrolled and considering their post-high school goals.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified

None Specified

### Strategy/Activity 3

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

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

All Students

#### Strategy/Activity

Any time it becomes evident that a student is in danger of failing, teachers must contact parent/guardians, Academic Intervention Coach, and Guidance Counselor. The teacher and Academic Intervention Coach must then continue to monitor the student's progress and provide appropriate tiered academic supports.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7,500.00

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Grade Level Academic Coaches/Team Leaders:  
9th, 9th, 10th, 11th, 12th

### Strategy/Activity 4

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

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

All Students

#### Strategy/Activity

Students requiring more significant academic support will be expected to attend targeted intervention after-school tutoring.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

16,000.00

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries  
Targeted After School Interventions and  
Tutoring

### Strategy/Activity 5

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

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

All Students

Strategy/Activity

Club activities create additional possibilities for project based learning based on student choices.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Increasing Rigor Schoolwide

## LEA/LCAP Goal

All students will achieve proficiency or better in ELA and Mathematics while receiving appropriate academic supports and a well-balanced course of study, including Career Technical Education.  
 Increase staff and family's ability to support student academic, social/emotional and physical needs

## Goal 3

The further training of staff and implementation of AVID WICOR strategies focusing on improving our students' writing and listening skills must be expanded to all classrooms, supporting increased rigor throughout the school.

## Identified Need

In order to increase the number of our college and career ready students, we need to expand the ability of all staff to implement WICOR strategies within all school settings, with the vision of improving student performance on CAASPP tests in the specific areas of writing and listening.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP data, AVID professional development, AVID WICOR class walk-throughs, school PLCs dedicated to building and sharing WICOR strategy implementation in different settings		AVID Summer Institute trainings will be made available to willing staff and teacher participants.  Wednesday PLC time will be utilized for WICOR strategy discussion and implementation.  By increasing the number of AVID trained staff and teachers, WICOR strategies will be used schoolwide. With the increased usage of WICOR strategies, students will receive more specific instruction on writing and listening skills in all content areas. This increase in exposure to WICOR strategies should allow for an increase in CAASPP achievement levels in the ELA literacy areas for writing and listening.



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

### Strategy/Activity 1

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

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

All Students

#### Strategy/Activity

There will be an increase in achievement levels in CAASPP scores in ELA literacy areas, specifically the writing and listening strands.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified  
None Specified

### Strategy/Activity 2

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

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

All Students

#### Strategy/Activity

We will continue to increase the number of teachers and staff who are AVID trained.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

14,000.00

District Funded  
5000-5999: Services And Other Operating Expenditures  
RIMS AVID and AVID Center Training

### Strategy/Activity 3

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

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

#### Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

[Empty box for amount and funding source]

None Specified  
None Specified

**Strategy/Activity 4**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

[Empty box for amount and funding source]

None Specified  
None Specified

**Strategy/Activity 5**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

[Empty box for amount and funding source]

None Specified  
None Specified

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Improve Culture

## LEA/LCAP Goal

Build individual leadership skill of teachers, administrators, and parents for fostering positive relationships, effective communication, and creating a culture of recognition and excellence.  
Increase staff and family's ability to support student academic, social/emotional and physical needs.

## Goal 4

Current school culture needs to continue to improve through better communication and collaboration of all stakeholders, and with improved training and utilization of Schoolwide PBIS strategies.

## Identified Need

In order to improve our school culture, we need to increase student engagement and improve communication within the school and with the families of students. We must first provide proper training to increase the knowledge and ability of all staff to implement PBIS strategies within all school settings.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBIS data, Golden Ticket Bank, PBIS professional development, evidence of SLOs in Student Google Drive folders, data on Parent/Student Portal Access, parent survey data		<p>PBIS trainings will be made available to willing staff and teacher participants.</p> <p>Wednesday PLC time will be utilized for PBIS strategies discussion and implementation.</p> <p>Quarterly Golden Ticket Bank data will be reviewed to verify student engagement.</p> <p>All students will be monitored every quarter through an assigned staff member to ensure the students are collecting evidence for each of the SLOs in every class, giving the staff an opportunity to review and comment on the student's progress.</p> <p>Annual Tiered Fidelity Inventory (TFI) results will</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>allow us to monitor and continue to advance our PBIS implementation schoolwide.</p> <p>Annual School Climate Survey will show increased numbers of parents, guardians, and community members who know and understand our school wide expectations</p> <p>Possibility- track usage rates for Google Classroom (We are waiting for IT confirmation on this possibility.)</p> <p>Staff will report out their usage of posting in Google Classroom to increase communication every month.</p> <p>By increasing the number of PBIS trained staff and teachers, PBIS strategies will be used schoolwide. With the increased usage of PBIS strategies and communication, students will receive more positive recognition, as determined quarterly by eligibility for Golden Tickets. Students' increased exposure to the SLOs will allow them to be better prepared for their post-high school choices. By increasing the usage of Google Classroom, students and parents will have a clearer understanding of the work in classrooms as well as school events.</p>

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

**Strategy/Activity 1**  
**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

All staff and teachers will receive formalized training in PBIS strategies.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 2**

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

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

All Students

Strategy/Activity

We will continue to increase the number of teachers and staff who are PBIS trained.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 3**

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

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

All Students

Strategy/Activity

There will be an increase in the number of students meeting the criterion to be eligible to receive Golden Ticket Recognition.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

12,000.00

District Funded  
5800: Professional/Consulting Services And  
Operating Expenditures  
Schoolwide Incentives

**Strategy/Activity 4**

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

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

All Students

**Strategy/Activity**

Student Google Drive usage will be increased to evidence to SLOs being utilized in all class settings.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 5**

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

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

All Students

**Strategy/Activity**

We will see improved results on our PBIS Tiered Fidelity Inventory.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 6**

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

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

All Students

**Strategy/Activity**

The number of parent/guardians/communities who know and understand our school wide expectations will increase.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 7**

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

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

All Students

Strategy/Activity

We are looking to increase communication with students to access Google Classroom on a more regular basis, allowing for successful communication with students. We would like parents to connect with their child's Google Classroom to ensure increased communication regarding class information, responsibilities, and requirements. Clubs, Schoolwide/ASB, and athletics will create Google Classrooms to communicate more effectively with the students involved in those activities.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 8**

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

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

All Students

Strategy/Activity

Staff will be expected to update grades no later than every two weeks to ensure that students have the most up to date information regarding their success and struggles in a given class.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$51,000.00

## Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
District Funded	\$51,000.00

Subtotal of state or local funds included for this school: \$51,000.00

Total of federal, state, and/or local funds for this school: \$51,000.00



# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

## Expenditures by Funding Source

Funding Source	Amount
District Funded	51,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	25,000.00
5000-5999: Services And Other Operating Expenditures	14,000.00
5800: Professional/Consulting Services And Operating Expenditures	12,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	25,000.00
5000-5999: Services And Other Operating Expenditures	District Funded	14,000.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	12,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,500.00
Goal 2	23,500.00
Goal 3	14,000.00

Goal 4

12,000.00

# School Site Council Membership

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

- 1 School Principal
- 5 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Michael Sullivan	Principal
Tracie Dazzi	Classroom Teacher
Juan Delgado	Classroom Teacher
Starla Negin	Classroom Teacher
Crystal Nielsen	Classroom Teacher
Marisa Tran	Classroom Teacher
Deborah Shields	Other School Staff
Mercy Vallejos	Other School Staff
Heather Guillen	Parent or Community Member
Mark Moore	Parent or Community Member
Kileen Nelson	Parent or Community Member
Sally Vintus	Parent or Community Member
Breanna Dubois	Secondary Student
Ryan Flores	Secondary Student
Letha Jarman	Secondary Student
Lawrence Vintus	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on November 4, 2019.

Attested:

Principal, Michael Sullivan on

SSC Chairperson, Sally Vintus on

# 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:

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on November 4, 2019.

Attested:



Principal, Michael Sullivan on 12/4/19



SSC Chairperson, Sally Vintus on 12/4/19

# 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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019