



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
Upland High School	053586		

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.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

We conduct a Professional Development Needs Assessment at the beginning of the year that shows the areas of support that teachers are requesting. The survey showed needed support in the areas of technology, social/emotional, behavior, curriculum, instruction and assessment. We have based our imbedded Professional Development from this feedback from staff (monthly workshops, pre-service days, in-service days and conferences). This year, we plan to survey parents and students about school climate and culture. We will administer the California Healthy Kid's survey this fall.

Classroom Observations

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

Classroom observations are conducted on a weekly basis. Observations range from walkthroughs that last from 1 -5 minutes to full period observations. After observations, data is shared with the instructor to improve practices. A summary of the findings indicate lessons that use a variety of instructional strategies to engage students. Those instructional strategies include teacher modeling, student modeling instruction, group activities, and group and individual projects. Many of the lessons involve students reading informational text, writing, and public speaking. Other strategies include peer editing and response, think-pair-share, and chorale response. We have Chromebooks or other devices available to all students in all classes. Students use technology in a variety of ways, both individually and collaboratively. Students are also involved in physical education activities and fine arts programs. Many of these programs carry over into extra-curricular activities as students participate in CIF athletics, band competitions, and theater performances.

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)

Our Smarter Balance baseline results from spring of 2016 indicated that 71% of our 11th graders met standard in English Language Arts and 32% of our 11th graders met standard in Mathematics. In ELA, our performance indicates that we are achieving at higher levels than both the state and the county. In math, our performance indicates that we are similar to the county, but better than the state averages. The California State Standard performance areas we are targeting in English Language Arts are listening and writing and in Math they are Problem Solving & Modeling/Data and Communicating Reasoning. Our local assessments such as, Illuminate benchmark assessments and district benchmarks are administered quarterly to monitor student achievement. Classroom common formative assessments guide teachers in tracking progress and creating targeted interventions. Instruction is differentiated in classrooms for all subjects based on these measures. In collaborative groups, teachers work together to refine instruction for groups, classes, and grade levels based on these scores. To further develop this process, the Professional Learning Community Model has been implemented.

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

Student progress is monitored through multiple measures. Counselors and teachers work closely together to monitor the progress of students in danger of failure. Multiple measures are used to determine placement in intervention, instructional groups, SST academic referrals, reclassification, and AP placement. Overall school-wide progress, purchases of instructional materials, and professional development are also determined with teacher input. CELDT assessments are used to determine level placement and deployment for ELD instruction and reclassification. They are also used to determine intervention groups. Student scores are used to monitor and target ELD subgroups not making adequate language progress (AMAO). Additionally, all teachers will participate in Planning Days and collaborative afternoons with the purpose of analyzing student benchmarks, discussing best practices and making plans to meet the needs of our diverse student population through differentiated instruction. During this time, staff receive mini staff development opportunities through peer presentations that lead to thoughtful conversations.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Upland High School have credentials for the areas they teach. Upland High School has 116 General Education teachers (including P.E.) 16 SDC mild/mod teachers, 4 SDC mod/severe teachers, 1 SDC ED teacher, 8 Academic Counselors, 2 Directors of Discipline, 2 Psychologists, 2 Speech Pathologist, 26 Special Education Aides, 12 transitional aides, 5 EL instructional aide that support to students who are serviced in various programs. All students are taught by Highly Qualified teachers in core academic subjects.

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

All teachers at Upland High School are qualified to teach in their subject matter and receive professional development for their curriculum.

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

The Curriculum Committee, a sub committee of Faculty Senate, oversees staff development for preservice and in-service days. For our October in-service, the district offers a district wide Upland University, 43 sessions (mostly lead by Upland Unified staff members) in a variety of areas including technology, special populations, Common Core, AVID strategies, to name a few.

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

The district supports two part-time Teachers on Assignment in Mathematics who support teachers on implementing the State Standards, assessments, materials and teaching strategies.

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

All teachers collaborate with their colleagues in departments on the alignment of curriculum, instruction, and materials to content and performance standards. Teaching and learning are designed to support student mastery of the State Standards. All staff use multiple measures and analyze data with support from Illuminate and other testing data such as benchmarks and Smarter Balance tests in ELA and math.

Teaching and Learning

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

Curriculum, instruction, and materials are aligned to content and performance standards. Curriculum and instruction are designed with successful student outcomes in mind. Curriculum maps have been refined in accordance with our strategic plan. The curriculum maps along with formative assessment drive instruction in our classrooms.

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)

The Master Schedule includes intervention courses in the areas of Algebra A, and Special Education. We added a support class, Focus on Success, for students in the 9th and 10 grades who are struggling in multiple classes.

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

All students have access through our library to textbooks that are appropriate to each class and are standards-aligned. We are in compliance of the Williams Act. This year we have new materials in EL, Math and World Languages

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

We offer courses with appropriate materials for all EL identified students in SDAI classes, collaborative classes and regular education courses available. Students with and IEP may take SAI courses, collaborative courses or regular education courses. We offer all other students a choice of college preparatory courses, honors courses and Advanced Placement courses.

Opportunity and Equal Educational Access

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

Tutoring for all students in all areas is available in our Homework Center in the library every school day from 3-5 PM. The Homework Center is staffed with one credentialed teacher and several paid student tutors. Our math lab is offered one hour after school on M, Tu and Th. Three to four credentialed math teachers are staffed to provide students will support in all math levels. Our library is open daily from 7:00 am to 5:00 PM where students can access library materials, computers and databases. On Saturdays, many core content and World Language teachers offer support from 8:00 AM - 12:00 PM. School Loop provides parents and students with updated grades. Many teachers post resources and their calendar of assignments that can be accessed at any time.

Evidence-based educational practices to raise student achievement

Teachers meet within their departments, under the leadership of the department chair, to continually discuss research-based educational practices during department meetings, collaboration days twice a month and during in-service days. The district supports this discussion with two part-time teachers on special assignment in Mathematics. We have access to the Teaching Channel where teachers view research-based educational practices and dialogue professionally with teachers and administrators throughout or district. Upland High School sent a team of teachers, and administrators to the AVID summer institute. 47 staff members, including teachers, administrators and instructional assistants, attended a two day workshop in the summer (on their own time) for Capturing Kid's Hearts which focused on building positive relationships with students and staff.

Parental Engagement

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

Formally, parents are involved in our PTSA meetings, ELAC, School Site Council, and as part of our Strategic Plan. Our PTSA meetings are held once a month and School Site Council meetings are monthly. Parents were part of the Upland High School Strategic Planning team and are sharing in its implementation. Informally, we have many parents who attend formal informational presentations such as grade level nights, participate with student fundraisers, and attend student extra-curricular events.

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

Parents, community representatives, classroom teachers, classified personnel and students are involved in the Strategic Plan and School Site Council. Each group is involved in the planning implementation and evaluation of our three-year strategic plan. The three-year strategic plan has WASC and Single Plan for Student Achievement goals embedded in the document.

Funding

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

The budget is built to support our EL students. Special Education classes and collaborative classes are also built into our master schedule. The school district provides funding support for our instructional coaches. We also offer tutoring after school and on Saturday's to support student achievement.

Fiscal support (EPC)

Fiscal support is provided from the federal government and state government levels.

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

This Plan is monitored by the School Site Council. Input from the Council and ELAC is solicited in the development and monitoring of the goals, which happens in early Fall.

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student 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	0.5%	0.53%	0.47%	16	17	15
African American	9.8%	9.51%	8.61%	325	307	275
Asian	5.7%	5.83%	5.95%	190	188	190
Filipino	2.0%	2.26%	2.13%	67	73	68
Hispanic/Latino	55.1%	55.19%	55.74%	1,825	1781	1,781
Pacific Islander	0.5%	0.68%	0.59%	18	22	19
White	24.5%	23.77%	24.44%	811	767	781
Multiple/No Response	0.1%	0.59%	0.56%	4	19	18
Total Enrollment				3,313	3227	3,195

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 9	898	769	841
Grade 10	875	914	768
Grade 11	736	795	822
Grade 12	804	749	764
Total Enrollment	3,313	3,227	3,195

Conclusions based on this data:

1. Our overall school enrollment is declining.
2. The majority of our student population is Hispanic.
3. Over the last three years, the ethnic distribution has remained relatively consistent.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	240	223	194	7.2%	6.9%	6.1%
Fluent English Proficient (FEP)	731	713	714	22.1%	22.1%	22.3%
Reclassified Fluent English Proficient (RFEP)	46	22	30	17.2%	9.2%	13.5%

Conclusions based on this data:

1. The number of English Learners has decreased by 45 over the past 3 years.
2. Our largest population is Fluent English Proficient, but that has also decreased by about 8% compared to 2016-17.
3. Our reclassification numbers were down last year. This may be due to the fact that we changed reclassification criteria in 2016-17, which may have allowed for an increased number of students to reclassify.

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	710	731	773	696	708	757	696	707	757	98	96.9	97.9
All Grades	710	731	773	696	708	757	696	707	757	98	96.9	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2619.	2603.	2594.	30.17	25.88	25.89	35.78	35.22	29.85	19.68	21.50	22.46	14.37	17.40	21.80
All Grades	N/A	N/A	N/A	30.17	25.88	25.89	35.78	35.22	29.85	19.68	21.50	22.46	14.37	17.40	21.80

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	36.49	33.57	30.29	45.69	48.08	42.46	17.82	18.35	27.25
All Grades	36.49	33.57	30.29	45.69	48.08	42.46	17.82	18.35	27.25

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	41.52	35.19	36.77	42.39	44.44	41.27	16.09	20.37	21.96
All Grades	41.52	35.19	36.77	42.39	44.44	41.27	16.09	20.37	21.96

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	28.30	26.99	22.19	59.91	59.94	60.11	11.78	13.07	17.70
All Grades	28.30	26.99	22.19	59.91	59.94	60.11	11.78	13.07	17.70

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	39.66	35.99	31.75	46.12	47.08	47.49	14.22	16.93	20.77
All Grades	39.66	35.99	31.75	46.12	47.08	47.49	14.22	16.93	20.77

Conclusions based on this data:

1. The Listening claim had the highest number of students in the near standard band. This was true for all subgroups besides EL who had the greatest need in writing. This has been the case for the past three years
2. Research/Inquiry had the largest number of students scoring above standard with 35.99% scoring above standard; however, it has dropped each year since 15-16 when it was 47%.

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	708	730	773	682	686	747	680	686	747	96.3	94	96.6
All Grades	708	730	773	682	686	747	680	686	747	96.3	94	96.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2574.	2564.	2571.	11.62	9.77	12.32	20.88	20.99	20.21	28.38	26.97	25.70	39.12	42.27	41.77
All Grades	N/A	N/A	N/A	11.62	9.77	12.32	20.88	20.99	20.21	28.38	26.97	25.70	39.12	42.27	41.77

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	20.77	20.44	21.29	32.99	29.78	29.18	46.24	49.78	49.53
All Grades	20.77	20.44	21.29	32.99	29.78	29.18	46.24	49.78	49.53

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	11.93	11.70	13.94	47.13	46.05	47.32	40.94	42.25	38.74
All Grades	11.93	11.70	13.94	47.13	46.05	47.32	40.94	42.25	38.74

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	16.62	14.29	16.87	58.53	55.25	53.95	24.85	30.47	29.18
All Grades	16.62	14.29	16.87	58.53	55.25	53.95	24.85	30.47	29.18

Conclusions based on this data:

1. The number of students increased who are not meeting standards in mathematics. The claim of Concepts and Procedures is the lowest scoring claim with 49.87% not meeting standard which has increased from 46.24% in 16/17.
2. The claim of Communicating and Reasoning has the greatest potential for growth with 55.25% at or near standard.

3. Students who are not enrolled in Algebra II by 11th grade do not have access to the standards covered on the Smarter Balanced assessment.

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	1543.0		1538.9		1546.4		43	
Grade 10	1537.4		1531.8		1542.6		48	
Grade 11	1565.5		1560.0		1570.4		50	
Grade 12	1556.4		1547.5		1564.6		32	
All Grades							173	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*		46.51		30.23		*		43	
10	*		43.75		*		*		48	
11	38.00		30.00		*		*		50	
12	*		34.38		*		*		32	
All Grades	26.59		38.73		20.81		13.87		173	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	44.19		37.21		*		*		43	
10	54.17		22.92		*		*		48	
11	50.00		34.00		*		*		50	
12	46.88		34.38		*		*		32	
All Grades	49.13		31.79		6.94		12.14		173	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9			12	27.91	19	44.19	12	27.91	43
Grade 10	*	*	*	*	17	35.42	17	35.42	48
Grade 11	*	*	17	34.00	15	30.00	*	*	50
Grade 12	*	*	*	*	*	*	*	*	32
All Grades	16	9.25	49	28.32	60	34.68	48	27.75	173

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	39.53		53.49		*		43		
10	37.50		50.00		*		48		
11	44.00		44.00		*		50		
12	40.63		40.63		*		32		
All Grades	40.46		47.40		12.14		173		

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	58.14		32.56		*		43		
10	64.58		*		*		48		
11	60.00		32.00		*		50		
12	71.88		*		*		32		
All Grades	63.01		26.01		10.98		173		

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*		53.49		41.86		43		
10	*		33.33		50.00		48		
11	*		52.00		34.00		50		
12	*		43.75		43.75		32		
All Grades	12.14		45.66		42.20		173		

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*		79.07		*		43	
10	*		72.92		*		48	
11	36.00		52.00		*		50	
12	*		62.50		*		32	
All Grades	21.97		66.47		11.56		173	

Conclusions based on this data:

- 1.

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
3,227	56.2%	6.9%	0.6%

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	223	6.9%
Foster Youth	19	0.6%
Homeless	89	2.8%
Socioeconomically Disadvantaged	1,814	56.2%
Students with Disabilities	429	13.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	307	9.5%
American Indian	17	0.5%
Asian	188	5.8%
Filipino	73	2.3%
Hispanic	1,781	55.2%
Two or More Races	53	1.6%
Pacific Islander	22	0.7%
White	767	23.8%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We have an excellent graduation rate.
2. We have to be more focused and intentional in our work with English Learners.
3. Our suspension rate is good for all groups but 1.

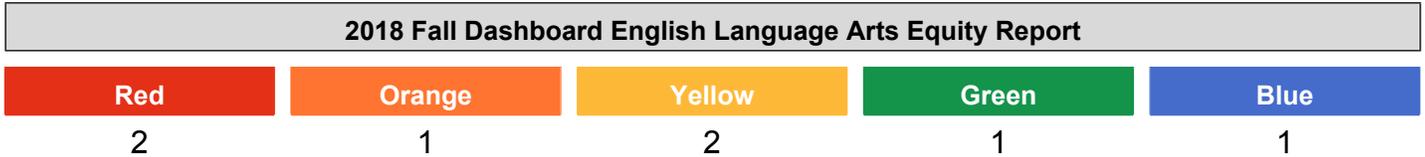
School and Student Performance Data

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>All Students</p>  Yellow 24 points above standard Declined -14.7 points 678 students	<p>English Learners</p>  Red 52.2 points below standard Declined -9 points 74 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
<p>Homeless</p>  No Performance Color 42.7 points below standard Declined -32.1 points 26 students	<p>Socioeconomically Disadvantaged</p>  Yellow 1.5 points above standard Declined -16.9 points 371 students	<p>Students with Disabilities</p>  Red 108.7 points below standard Declined -33 points 84 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 11.7 points below standard Declined -37.3 points 71 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Blue 88.8 points above standard Increased 7.2 points 33 students	 No Performance Color 73.4 points above standard Increased 4.6 points 18 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 3.2 points above standard Declined -17.9 points 368 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 7 students	 Green 63.2 points above standard Declined -10.6 points 170 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
106.3 points below standard Declined -9.8 points 42 students	18.8 points above standard Increased 18.8 points 32 students	25.5 points above standard Declined -15.4 points 465 students

Conclusions based on this data:

1.

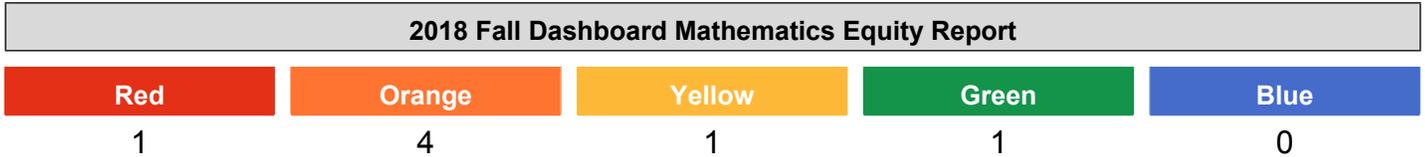
School and Student Performance Data

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>All Students</p>  Yellow 59.9 points below standard Declined -7.3 points 658 students	<p>English Learners</p>  Orange 117.7 points below standard Increased 4.2 points 69 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
<p>Homeless</p>  No Performance Color 105.8 points below standard Declined -6.4 points 23 students	<p>Socioeconomically Disadvantaged</p>  Orange 82.7 points below standard Declined -10.2 points 359 students	<p>Students with Disabilities</p>  Red 192.5 points below standard Declined -26.8 points 83 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 106.4 points below standard Declined -38.6 points 70 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green 23.9 points above standard Maintained -2.7 points 33 students	 No Performance Color 10.4 points above standard Declined -6.6 points 18 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 81.1 points below standard Declined -5.7 points 355 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 6 students	 Yellow 21.6 points below standard Maintained -2.7 points 165 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
159.6 points below standard Increased 18 points 38 students	66.5 points below standard Increased 9.1 points 31 students	62.3 points below standard Declined -8.8 points 453 students

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
173	26.6%	38.7%	20.8%	13.9%

Conclusions based on this data:

1. We have a very high graduation rate for EL's.
2. Although there was as small decline, our EL progress is very strong at 76%.
3. Our EL suspension rate dropped significantly.

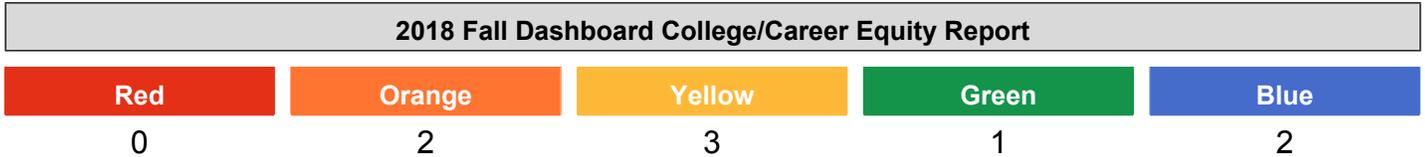
School and Student Performance Data

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>All Students</p>  Yellow 48.8% prepared Maintained 1.7% 744 students	<p>English Learners</p>  Yellow 19.7% prepared Increased 4.9% 71 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
<p>Homeless</p>  Orange 26.5% prepared Declined -4.5% 68 students	<p>Socioeconomically Disadvantaged</p>  Yellow 41% prepared Maintained 0.9% 497 students	<p>Students with Disabilities</p>  Orange 8.5% prepared Increased 3.2% 94 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 40.3% prepared Increased 8.3% 72 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 Blue 72.9% prepared Maintained 0.4% 48 students	 No Performance Color 62.5% prepared Declined -12.5% 16 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 42.9% prepared Maintained -0.8% 408 students	 No Performance Color 52.9% prepared Maintained -0.4% 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 Blue 62.7% prepared Increased 10.5% 166 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
36% Prepared	47.1 Prepared	48.8 Prepared
24.2% Approaching Prepared	22.4 Approaching Prepared	19.8 Approaching Prepared
39.7% Not Prepared	30.5 Not Prepared	31.5 Not Prepared

Conclusions based on this data:

1. We need to increase our efforts to have students meet the College and Career Readiness Standards
2. Our lowest subgroup is students with disabilities
3. We had a slight decline in our CAASPP scores.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

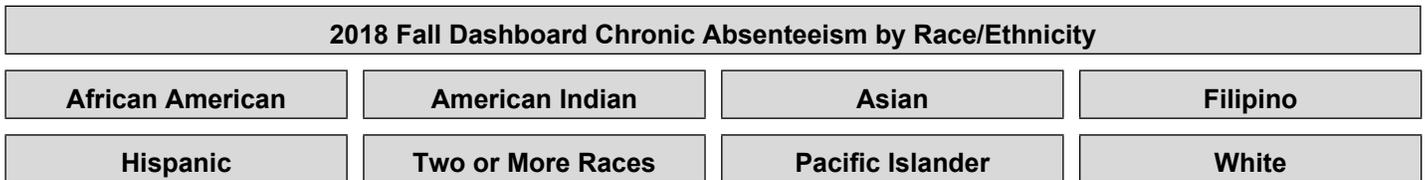
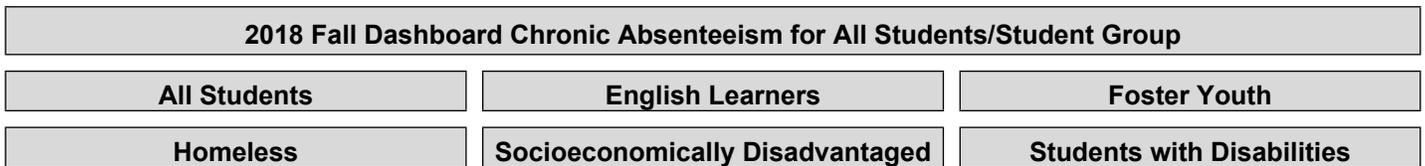
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



Conclusions based on this data:

- 1.

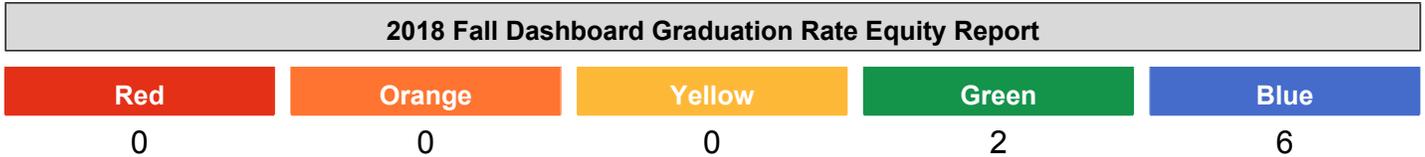
School and Student Performance Data

Academic Engagement Graduation Rate

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



This section provides number of student groups in each color.



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

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  Blue 97% graduated Increased +2.2% 744 students	<p>English Learners</p>  Green 93% graduated Increased +2.8% 71 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
<p>Homeless</p>  Blue 95.6% graduated Increased +5.1% 68 students	<p>Socioeconomically Disadvantaged</p>  Blue 96.6% graduated Increased +2.1% 497 students	<p>Students with Disabilities</p>  Green 91.5% graduated Increased +9.4% 94 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 97.2% graduated Increased +3.9% 72 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 Blue 95.8% graduated Declined -2.2% 48 students	 No Performance Color 100% graduated Increased +8.3% 16 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 96.6% graduated Increased +1.1% 408 students	 No Performance Color 94.1% graduated Increased +7.5% 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 Blue 99.4% graduated Increased +5.6% 166 students

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

2018 Fall Dashboard Graduation Rate by Year

2017	2018
94.8% graduated	97% graduated

Conclusions based on this data:

1. Our graduation rate overall is very high.
2. Our lowest subgroup is students with disabilities.
3. We had a significant increase in the graduation rate for our homeless subgroup.

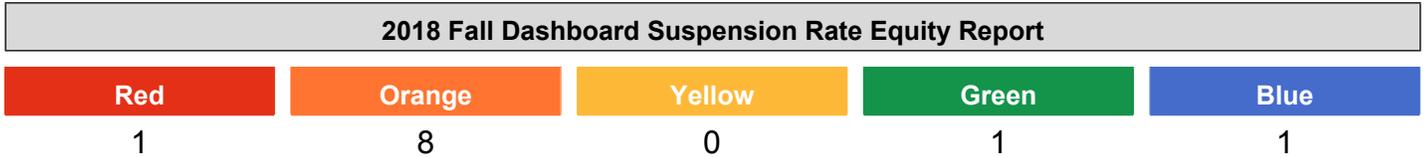
School and Student Performance Data

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>All Students</p>  Orange 3.7% suspended at least once Increased 1.2% 3401 students	<p>English Learners</p>  Orange 5.4% suspended at least once Increased 3.5% 241 students	<p>Foster Youth</p>  Red 27.8% suspended at least once Increased 12.2% 36 students
<p>Homeless</p>  Green 4.9% suspended at least once Declined -3.1% 122 students	<p>Socioeconomically Disadvantaged</p>  Orange 4.8% suspended at least once Increased 1.1% 1956 students	<p>Students with Disabilities</p>  Orange 5.4% suspended at least once Increased 1% 465 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 7.6% suspended at least once Increased 1.2% 341 students	 No Performance Color 5.3% suspended at least once Increased 5.3% 19 students	 Orange 1.6% suspended at least once Increased 1% 193 students	 Blue 0% suspended at least once Declined -1.5% 74 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.4% suspended at least once Increased 1% 1891 students	 Orange 5.6% suspended at least once Increased 4% 72 students	 No Performance Color 0% suspended at least once Declined -9.1% 25 students	 Orange 3.4% suspended at least once Increased 2% 786 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
5.2% suspended at least once	2.5% suspended at least once	3.7% suspended at least once

Conclusions based on this data:

1. Our overall suspension rates are declining.
2. Only three groups had an increase in suspensions. Two of those groups had very small populations.
3. Many of these students will belong to more than one category.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal #1 Implement a Multi-Tiered System of Supports (MTSS) that aligns programs and services to meet the academic, social, emotional and physical needs of students

Goal 1

Strategic goal #1 Increase campus safety and security
 Strategic goal #2 Enhance communication between and among students, staff and parents.
 Strategic goal #4 Enhance the capacity of staff to support a diverse group of learners.
 WASC Critical Area #5 Develop a formal, well-articulated tiered system of support for all students in achieving college or career readiness, social-emotional needs and personal goals

Identified Need

We need to be able to increase our offerings of Tier II and Tier III supports, while maintaining the professional development necessary to continue supporting our Tier I interventions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Results from WASC, CHKS, decreased suspension rates, other survey results and utilization of support services	Recommendation in WASC reports, lack of school connectedness and increased need for student social-emotional support. Also, analysis of suspension data.	Favorable WASC report which indicates improvement, an increase of at least 10% positive responses on CKHS and other survey results and utilization data on the Wellness Center. We also expect an decrease of at least 10% in the student suspension rate.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We were able to create a Wellness Center that will be fully up and running for the next school year. We also trained a new cohort of staff in CKS and were able to order PBIS banners, matrices and other materials.

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

We were able to spend a little more money on the Wellness Center, because the district picked up much of the PBIS training that our staff attended.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The only changes that we made to this goal was to add the support of an intervention teacher for an Alternative Learning Center. We would anticipate that this will result in a lower suspension rate and an improvement in academic performance for our lowest performing 9th and 10th graders.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP goal #2 Ensure equitable access and use of innovative technology

Goal 2

Strategic plan goal #3 Increase awareness of and preparation for post-secondary opportunities and careers
 Strategic plan goal #4 Enhance the capacity of staff to support a diverse group of learners
 WASC Critical Area #1 Increase the number of students who graduate ready to attend a four year university
 WASC Critical Area #2 Revise lesson design and use data to drive instruction
 WASC Critical Area #3 Increase opportunities for student success in math
 WASC Critical Area #4 Support student learning through implementation of standards with rigor across the curriculum
 WASC Critical Area #5 Develop a formal, well-articulated tiered system of support for all students in achieving college or career readiness, social-emotional needs and personal goals

Identified Need

We have a need for professional development for some staff to learn how to embed technology into their lesson design. We also have a need for technology to be available to students on campus after school is out because they do not have access at home. We will also staff the library with adult and student tutors to support students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development Survey, graduation rate and Library Utilization	Professional Development Survey indicated this is a self identified area of growth for teachers. Data indicates we can improve graduation rates for specific sub groups including Foster EL and Students with Disabilities	Students will regularly utilize technology to improve learning outcomes. We will have increased graduation rate of at least 10% for our targeted subgroups.

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

Provide access to technology and tutoring in the library 5 days a week, as well as math after school tutoring.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
50,000.00	ELLI
6,000.00	ELLI
4,000.00	ELLI

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	ELLI

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This is a very effective goal in that we have utilization of the library tutoring after school. We have identified areas that teachers need additional technology training and will continue to offer those supports next year.

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

There are no major differences with the intended implementation of this goal and what we actually did.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There will be no changes made to this goal.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal #3 Improve consistency and equity in teaching and rigorous learning experiences for all students, including EL and SPED.

Goal 3

Strategic Plan Goal #3 Increase awareness of and preparation for post-secondary opportunities and careers

Strategic Plan Goal #4 Enhance the capacity of staff to support a diverse group of learners.

WASC Critical Area #1 Increase the number of students who graduate ready to attend a four year university

WASC Critical Area #2 Revise lesson design and use data to drive instruction

WASC Critical Area #3 Increase opportunities for student success in math

WASC Critical Area #4 Support student learning through implementation of standards with rigor across the curriculum

WASC Critical Area #5 Develop a formal, well-articulated tiered system of support for all students in achieving college or career readiness, social-emotional needs and personal goals

Identified Need

We have identified staff that we need to support the education of our EL learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL and SPED performance on CAASPP and A-G completion rates. Increase in inclusion classes on campus and a decrease in remedial course offerings.	For last year, EL A-G completion rate was 0. CAASPP data for EL's on ELA was 6% met or exceeded standards and 2% met or exceeded standards in math. For SPED, CAASPP ELA 9% met or exceeded standards and Math 5% met or exceeded standards. We have full inclusion for 9th grade and eliminated almost all remedial coursework so all students have access to grade level content.	Increase of at least 10% for both Sub-Groups in performance indicators and increased access to grade level content.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Provide a teacher that will serve as EL Coordinator and teach specially designed English classes to help identified students access a rigorous curriculum

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
40,000.00	ELLI
7,900.00	ELLI

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Provide instructional Aides that will not only serve students in EL, classes, but will push out to ensure support for students in rigorous courses

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
84,459.00	ELLI
6,500.00	ELLI

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.

Amount(s)	Source(s)
	ELLI

ELLI

ELLI

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

We were able to offer many field trips to students which had not been offered before. The use of the EL Coordinator and EL aides has also supported access to content for our EL population.

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

There were no major differences between the intended implementation and the implementation.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will not make any changes to this goal.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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	\$198,859.00

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 (\$)
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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 (\$)
ELLI	\$198,859.00

Subtotal of state or local funds included for this school: \$198,859.00

Total of federal, state, and/or local funds for this school: \$198,859.00

School Site Council Membership

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

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

Name of Members	Role
Pamela Sagado	Principal
Jerry McCanne	Other School Staff
Trevor Fogelsong	Classroom Teacher
Eva Morales	Classroom Teacher
Janique Wood	Classroom Teacher
Joe Darrow	Classroom Teacher
Brooklyn Veldman	Secondary Student
Marissa Raygaza	Secondary Student
Darlene Connor	Other School Staff
Diane Hester	Parent or Community Member
Lisa Nassar	Parent or Community Member
Nancy Sherod	Parent or Community Member
Tim Brown	Parent or Community Member
Mary Matheson	Parent or Community Member

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 5/1/2019.

Attested:

Principal, Pamela Salgado on 6/20/19

SSC Chairperson, Trevor Foglesong on 6/20/19

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on 5/1/2019.

Attested:



Principal, Pamela Salgado on 6/20/19

SSC Chairperson, Trevor Foglesong on 6/20/19