

School Year: **2020-21**

# 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
San Pasqual Valley High School	13632140000000	5-7-20	5-12-20

## 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 purpose of the San Pasqual Valley High School Single Plan for Student Achievement (SPSA) is to ensure the proper and effective use of federal funding as well as increase students' academic progress towards meeting or exceeding the California Common Core Standards. In addition, the SPSA addresses strategies which will provide a positive and safe social emotional environment for students and staff. The SPSA is aligned to The District's Local Control Accountability Plan, which is consistently revised by The District, to align with the specific needs of the student population. When assigning funding to actions/services, federal funds will be used to supplement the funds allocated through the Local Control and Accountability Plan.

# 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..... 4
- Stakeholder Involvement ..... 8
- Resource Inequities ..... 8
- School and Student Performance Data ..... 9
  - Student Enrollment..... 9
  - CAASPP Results..... 11
  - ELPAC Results ..... 15
  - Student Population..... 18
  - Overall Performance ..... 19
  - Academic Performance ..... 20
  - Academic Engagement..... 27
  - Conditions & Climate..... 30
- Goals, Strategies, & Proposed Expenditures..... 32
  - Goal 1..... 32
  - Goal 2..... 39
  - Goal 3..... 46
  - Goal 4..... 50
  - Goal 5..... 53
- Budget Summary ..... 60
  - Budget Summary ..... 60
  - Other Federal, State, and Local Funds ..... 60
- Budgeted Funds and Expenditures in this Plan ..... 61
  - Funds Budgeted to the School by Funding Source..... 61
  - Expenditures by Funding Source ..... 61
  - Expenditures by Budget Reference ..... 61
  - Expenditures by Budget Reference and Funding Source ..... 61
  - Expenditures by Goal..... 62
- School Site Council Membership ..... 63
- Recommendations and Assurances ..... 64

Instructions.....65  
    Instructions: Linked Table of Contents.....65  
    Purpose and Description.....66  
    Stakeholder Involvement.....66  
    Resource Inequities .....66  
Goals, Strategies, Expenditures, & Annual Review .....67  
    Annual Review .....68  
    Budget Summary .....69  
    Appendix A: Plan Requirements .....71  
    Appendix B:.....74  
    Appendix C: Select State and Federal Programs .....76

# 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).

Surveys were conducted by The District in the area of Parent and Family Engagement, Implementation of State Standards, and District needs in the areas of academics, attendance, and discipline. The results of the Parent and Family Engagement Survey showed that 5 parents/family members responded to the survey. The remaining respondents were staff, one student, and zero community members for a total of 38 respondents. The survey showed strength in the District building relationships with parents and families and a relative weakness in building staff capacity to effectively engage families in advisory groups and decision making. The survey on the implementation of state standards indicated that there is still a need for stronger implementation and professional development in the areas of science, English language development, and social studies. The results of the survey regarding District needs indicated a need for more alternative discipline, more support in the area of mathematics and reading, and focus on student understanding and meeting of California the A-G requirements.

## Classroom Observations

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

Formal classroom observations are conducted by site principal according to The Contract. Pre-evaluation conferences are held to address expectations and post-evaluation conferences are held to discuss evaluations and support teacher growth. Informal observations take place regularly and randomly with a focus on positive support and instructional leadership. In addition, informal "walkthroughs" take place monthly with District administrators teaming to observe classroom instruction.

## 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)

State and local assessments used to modify instruction include:

- Renaissance STAR testing in both math and language arts
- ELPAC testing
- PSAT for levels 9, 10, and 11
- Arizona Western College placement test for level 12

\*The CAASPP will not be used in this year's data analysis, as Governor Newsom suspended CASPP testing for the 2019-2020 school year due to the COVID-19 virus.

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

The adopted English Language Arts embedded Pearson Realize assessments

- Expository Reading and Writing Curriculum (ERWC)
- Formal and informal Classroom assessments in all areas
- Data from benchmarks and STAR Testing
- Report Cards
- EL progress reports and student work

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are highly qualified based on NCLB requirements.

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

All teachers are credentialed to teach their respective subject and grade levels. Professional development is provided to support all adopted programs.

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

Staff development is focused around the following areas:

- Curricular alignment to standards
- Vertical alignment for grades 9-12
- Active engagement strategies including hands on strategies for mathematics
- Project Based Learning
- Strategies for English Language Learners (SDAIE)
- Team building
- Behavior management on campus and in classrooms

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

Imperial Valley County Office of Education provides opportunities for all teachers to attend and participate with content experts and instructional coaches throughout the school year. Teachers also have the opportunity to request approval to attend conferences related to their content/ curriculum.

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

Teacher collaboration takes place at least monthly according to contract, but takes place more frequently when needs arise.

## Teaching and Learning

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

The District curriculum standards for all core areas have been aligned to the California State Content Standards and the California English Language Development Standards. Additionally, instructional materials have been aligned to content standards and where necessary additional materials have been provided. Teachers are implementing Project Based Learning (PBL) strategies and working together to develop cross curricular projects as well as teaching the adopted curriculum. We have adopted ERWC for grades 11 and 12 and will also supplement with the adopted Pearson Curriculum. All ELA, ELD, and social studies teachers have been trained and certified in ERWC and will embed it with their subject's adopted curriculum. All teachers utilize strategies that enhance 21st Century Learning skills. The math teachers have worked with the ICOE math coordinator to develop standards aligned curriculum and we are currently in the process of exploring options for a new math curriculum adoption.

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

Master schedule developed in accordance to established requirements

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

All teachers, with the support of library assistant, academic counselor and principal, develop their annual planning outlines and course syllabi. The high school counselor, principal and leadership team work together to create the master schedule.

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

Instructional materials are provided to all students, and are in compliance with Williams Legislative regulations to comply with all instructional demands.

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

Annual reviews are conducted by teachers, staff, and administration to assure that all instructional materials are standards-aligned.

## Opportunity and Equal Educational Access

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

Intervention plans are focused primarily on achievement in English language arts and mathematics with extra time and resources allocated to increase student achievement in these areas. All new students are assessed upon entrance.

The district has adopted Pearson Realize, Project Based Learning, and ERWC. 3-D is the adopted program used in support of both students who are not mastering content area standards and as the supplemental curriculum for English Language Learners in grades 9-12 whose assessments indicate a need for the program.

Within the curriculum teachers use SDAIE strategies to assist students who are English language learners to more fully access and attain mastery of standards.

We have implemented a seventh period intervention block for the purpose of intervention in the core-subject areas. In addition, we offer a credit recovery class each semester, including summer school.

In addition, after school programs are offered to students who are in danger of not meeting standards. In the 2020-21 school year, tutoring sessions will be offered to students who are identified as "at-risk" of not reaching proficiency on the CAASPP and/or are not maintaining a 2.0 GPA.

Evidence-based educational practices to raise student achievement

All courses of instruction utilize researched, standards based instructional strategies and adopted curriculum.

## Parental Engagement

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

In addition to increased strength in teaching knowledge and practice, there are increased district and community resources to assist students in increasing academic achievement. The following resources are available to students:

- Family Resource Center
- behavioral health services
- anger management
- drug and alcohol counseling
- One Stop for job placement
- CHAT counselor for students who may need help handling school, home and family pressures
- Pupil maintenance and motivation – outreach consultant/dropout prevention specialist
- College and career classes to increase college and career awareness and readiness
- ADAPP for students struggling with drug and alcohol dependency issues

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)

- Community outreach staff
- Counselor and community college meetings
- Open House meetings
- DELAC/DIPAC
- Strategic Planning Meetings
- High school leadership team meetings
- School Site Council

## Funding

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

Available programs include reading Intervention, resource, speech and language, SDC, and migrant services through the district and Title I.

## Fiscal support (EPC)

District restricted funds

## Stakeholder Involvement

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

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

The SSC is composed of the principal and representatives of:

- High school teacher representatives are elected by their peers
- Classified high school representatives selected by their peers
- Parents/community members elected by other parents/community members
- Student representatives are invited by teacher or principal recommendation

Monthly School Site Council meetings are scheduled to consistently review and update the SPSA.

## Resource Inequities

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

Updated computers are needed in the classrooms for student use with online adopted curriculum and subscription programs. Additional materials needed for the intervention programs in each classroom.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	46.11%	44.74%	43.02%	83	85	77
African American	0.56%	0.53%	0.56%	1	1	1
Asian	%	%	0%			0
Filipino	%	%	0%			0
Hispanic/Latino	44.44%	47.89%	45.25%	80	91	81
Pacific Islander	%	%	0%			0
White	3.89%	2.63%	2.79%	7	5	5
Multiple/No Response	%	%	8.38%			0
	<b>Total Enrollment</b>			180	190	179

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	51	52	40
Grade 10	49	54	48
Grade 11	42	42	49
Grade 12	37	42	42
<b>Total Enrollment</b>	180	190	179

### Conclusions based on this data:

1. Student enrollment at the high school has increased since 2016.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	53	58	46	29.4%	30.5%	25.7%
Fluent English Proficient (FEP)	16	19	19	8.9%	10.0%	10.6%
Reclassified Fluent English Proficient (RFEP)	1	4	3	1.9%	7.5%	5.2%

### Conclusions based on this data:

1. Our percentage of English learners have maintained since 2016.
2. Our classification of English learners significantly increased since 2017.

# 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	39	37	37	37	36	36	37	36	35	94.9	97.3	97.3
All	39	37	37	37	36	36	37	36	35	94.9	97.3	97.3

\* 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	2526.	2516.	2559.	16.22	11.11	8.57	21.62	19.44	37.14	18.92	27.78	31.43	43.24	41.67	22.86
All Grades	N/A	N/A	N/A	16.22	11.11	8.57	21.62	19.44	37.14	18.92	27.78	31.43	43.24	41.67	22.86

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	10.81	13.89	14.29	43.24	47.22	57.14	45.95	38.89	28.57
All Grades	10.81	13.89	14.29	43.24	47.22	57.14	45.95	38.89	28.57

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	24.32	14.29	22.86	32.43	48.57	60.00	43.24	37.14	17.14
All Grades	24.32	14.29	22.86	32.43	48.57	60.00	43.24	37.14	17.14

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	13.51	13.89	11.43	59.46	52.78	65.71	27.03	33.33	22.86
All Grades	13.51	13.89	11.43	59.46	52.78	65.71	27.03	33.33	22.86

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	21.62	8.33	11.43	27.03	50.00	65.71	51.35	41.67	22.86
All Grades	21.62	8.33	11.43	27.03	50.00	65.71	51.35	41.67	22.86

**Conclusions based on this data:**

1. High school students taking the CAASPP improved in levels 3 and 4 from 30.55 to 45.71 percent in ELA.
2. Students would benefit from instruction on the meaning and use of academic language as well as writing.
3. Students need to have more exposure to the rigor and style of questioning that they will experience on the CAASPP Summative Assessment

# 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	39	37	37	37	36	35	37	36	35	94.9	97.3	94.6
All	39	37	37	37	36	35	37	36	35	94.9	97.3	94.6

\* 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	2470.	2466.	2482.	0.00	2.78	0.00	5.41	2.78	8.57	27.03	16.67	8.57	67.57	77.78	82.86
All Grades	N/A	N/A	N/A	0.00	2.78	0.00	5.41	2.78	8.57	27.03	16.67	8.57	67.57	77.78	82.86

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	2.70	2.78	0.00	16.22	16.67	11.43	81.08	80.56	88.57
All Grades	2.70	2.78	0.00	16.22	16.67	11.43	81.08	80.56	88.57

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	0.00	8.33	2.86	35.14	25.00	31.43	64.86	66.67	65.71
All Grades	0.00	8.33	2.86	35.14	25.00	31.43	64.86	66.67	65.71

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	2.70	2.78	0.00	59.46	41.67	37.14	37.84	55.56	62.86
All Grades	2.70	2.78	0.00	59.46	41.67	37.14	37.84	55.56	62.86

### Conclusions based on this data:

1. High school students taking the CAASPP improved in levels 3 and 4 from 5.56 to 8.57 percent in math.
2. Students are not proficient with basic math fluency
3. Students need to be taught the conceptual understanding of math concepts.



# 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
<b>Grade 9</b>	1498.8	1542.5	1467.5	1532.1	1529.5	1552.2	11	17
<b>Grade 10</b>	1565.6	1500.2	1555.7	1479.9	1575.1	1520.1	15	12
<b>Grade 11</b>	1537.4	1586.5	1513.4	1574.4	1561.0	1598.2	16	12
<b>Grade 12</b>	*	1511.4	*	1496.5	*	1525.7	*	15
<b>All Grades</b>							49	56

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
<b>9</b>	*	5.88	*	35.29	*	35.29	*	23.53	11	17
<b>10</b>	*	8.33	*	16.67	*	25.00	*	50.00	15	12
<b>11</b>	*	25.00	*	50.00	*	16.67	*	8.33	16	12
<b>12</b>		0.00	*	13.33	*	60.00	*	26.67	*	15
<b>All Grades</b>	*	8.93	42.86	28.57	*	35.71	24.49	26.79	49	56

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
<b>9</b>	*	35.29	*	23.53	*	17.65	*	23.53	11	17
<b>10</b>	*	16.67	*	16.67	*	16.67	*	50.00	15	12
<b>11</b>	*	33.33	*	41.67	*	16.67	*	8.33	16	12
<b>12</b>	*	6.67	*	33.33		40.00	*	20.00	*	15
<b>All Grades</b>	40.82	23.21	24.49	28.57	*	23.21	*	25.00	49	56

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	*	23.53	*	52.94	*	23.53	11	17
10	*	8.33	*	16.67	*	16.67	*	58.33	15	12
11	*	8.33	*	58.33	*	25.00	*	8.33	16	12
12		0.00	*	0.00	*	40.00	*	60.00	*	15
All Grades	*	3.57	36.73	23.21	22.45	35.71	32.65	37.50	49	56

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	*	5.88	*	70.59	*	23.53	11	17	
10	*	8.33	*	58.33	*	33.33	15	12	
11	*	16.67	*	50.00	*	33.33	16	12	
12	*	0.00	*	53.33	*	46.67	*	15	
All Grades	40.82	7.14	36.73	58.93	22.45	33.93	49	56	

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	*	58.82	*	11.76	*	29.41	11	17	
10	*	33.33	*	8.33	*	58.33	15	12	
11	*	66.67	*	25.00	*	8.33	16	12	
12	*	53.33	*	26.67	*	20.00	*	15	
All Grades	38.78	53.57	38.78	17.86	22.45	28.57	49	56	

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	*	5.88	*	58.82	*	35.29	11	17	
10	*	8.33	*	33.33	*	58.33	15	12	
11	*	8.33	*	75.00	*	16.67	16	12	
12		0.00	*	26.67	*	73.33	*	15	
All Grades	*	5.36	51.02	48.21	38.78	46.43	49	56	



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
<b>9</b>	*	0.00	*	88.24	*	11.76	11	17
<b>10</b>	*	16.67	73.33	41.67		41.67	15	12
<b>11</b>	*	8.33	*	91.67	*	0.00	16	12
<b>12</b>		0.00	*	80.00	*	20.00	*	15
<b>All Grades</b>	*	5.36	65.31	76.79	*	17.86	49	56

**Conclusions based on this data:**

1. The largest percent of students score in level 2 (28.57%) and level 3 (35.71%) in overall language.
2. Students would benefit from an increase in opportunities to engage with peers and their teachers using academic discourse

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>190</b>	<b>95.3</b>	<b>30.5</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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	58	30.5
Homeless	21	11.1
Socioeconomically Disadvantaged	181	95.3
Students with Disabilities	31	16.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.5
American Indian	85	44.7
Hispanic	91	47.9
Two or More Races	8	4.2
White	5	2.6






### Conclusions based on this data:

1. 95.3% of high school students are socioeconomically disadvantaged, 44.7% of the high school students are American Indian, and 47.9% of the high school students are Hispanic.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Graduation Rate</b>  Green	<b>Suspension Rate</b>  Red
<b>Mathematics</b>  Orange		
<b>College/Career</b>  Red		

#### Conclusions based on this data:

1. Our focus this year is on improving math scores as well as continuing to improve ELA scores.
2. We are investigating why we scored red on the College and Career indicator. We have implemented a College and Career class as well as two dual credit college courses, which should help us improve in this category.
3. Suspension rate had a reporting error. We should see significant improvement in this category next year.

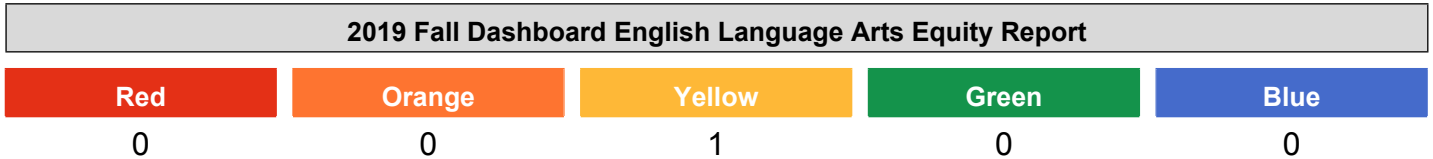
# School and Student Performance Data

## 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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>28 points below standard</p> <p>Increased Significantly ++31 points 35</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>30.7 points below standard</p> <p>Increased Significantly ++87 points 14</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>1</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>28.2 points below standard</p> <p>Increased Significantly ++31 points 34</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>5</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 21.6 points below standard Declined -9.2 points 14	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 19.7 points below standard Increased Significantly ++21.2 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 0 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.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
40.9 points below standard Increased Significantly ++76.8 points 12	Less than 11 Students - Data Not Displayed for Privacy 2	37.2 points below standard Declined Significantly -16.6 points 19

**Conclusions based on this data:**

1. The ALL STUDENT group increased significantly.
2. The Hispanic student group increased significantly.
3. The American Indian group declined.

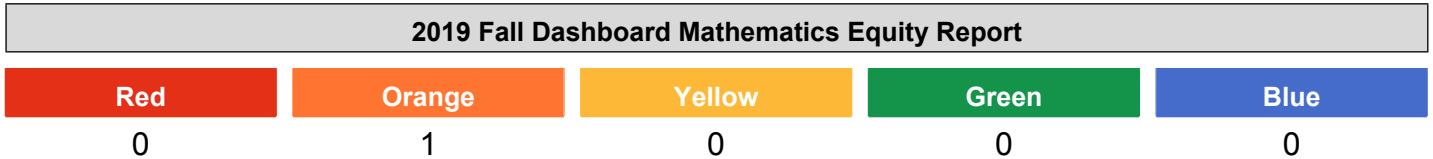
# School and Student Performance Data

## 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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 143.4 points below standard Increased ++13.4 points 34	<p><b>English Learners</b></p>  No Performance Color 135.4 points below standard Increased Significantly ++72.8 points 14	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 143.1 points below standard Increased ++13.7 points 33	<p><b>Students with Disabilities</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

**2019 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 154.2 points below standard Declined Significantly -17.3 points 14		
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 124.1 points below standard Increased Significantly ++18 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		

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.

**2019 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
137.1 points below standard Increased Significantly ++71.1 points 12	Less than 11 Students - Data Not Displayed for Privacy 2	164.8 points below standard Declined Significantly -24.1 points 18

**Conclusions based on this data:**

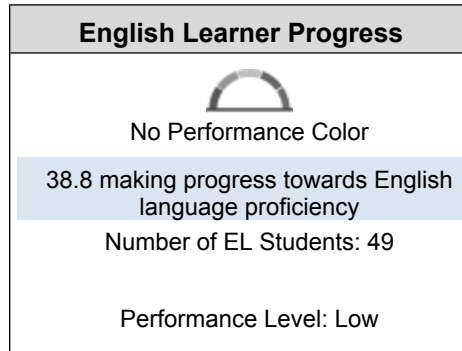
1. The ALL STUDENT group increased.
2. The American Indian Group declined significantly.
3. The Socioeconomically disadvantaged student group increased.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11	19	3	16

#### Conclusions based on this data:

1. The data shows that approximately 38.8% of our English Learner population is making progress towards English language proficiency.



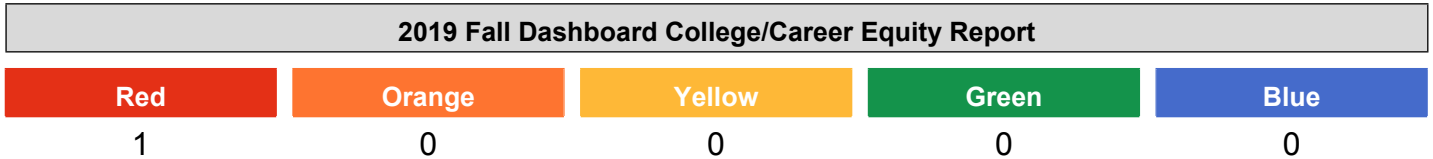
# School and Student Performance Data

## 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.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p><b>All Students</b></p>  <p>Red</p> <p>9.3</p> <p>Declined -8.6</p> <p>43</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>0</p> <p>16</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>10</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Red</p> <p>9.5</p> <p>Declined -8.9</p> <p>42</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</p>

**2019 Fall Dashboard College/Career by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 6.7 Declined Significantly -14.8 15	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 12 Declined -6.2 25	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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

**2019 Fall Dashboard College/Career 3-Year Performance**

Class of 2017	Class of 2018	Class of 2019
<b>Prepared</b>	17.9 <b>Prepared</b>	9.3 <b>Prepared</b>
<b>Approaching Prepared</b>	12.8 <b>Approaching Prepared</b>	23.3 <b>Approaching Prepared</b>
<b>Not Prepared</b>	69.2 <b>Not Prepared</b>	67.4 <b>Not Prepared</b>

**Conclusions based on this data:**

- Our percentage of students who are prepared for college and career declined.
- Our approaching prepared college and career students increased by 10.5%.

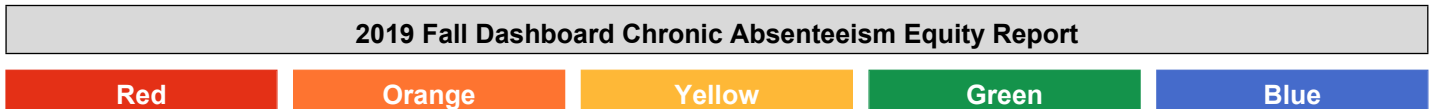
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

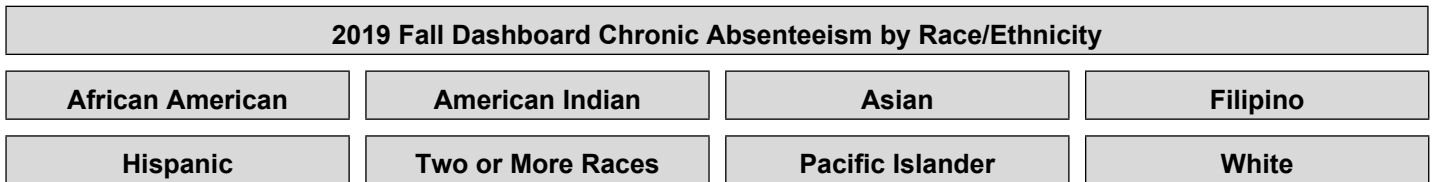
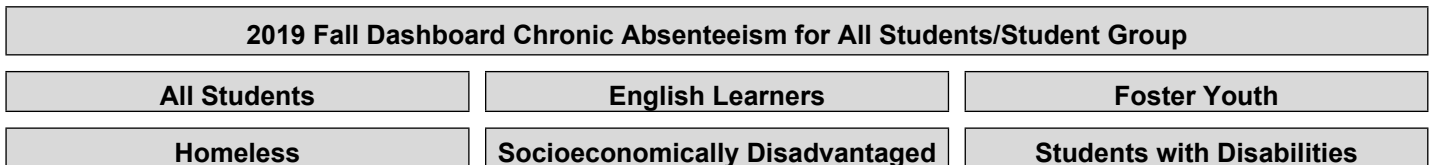
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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. No data.

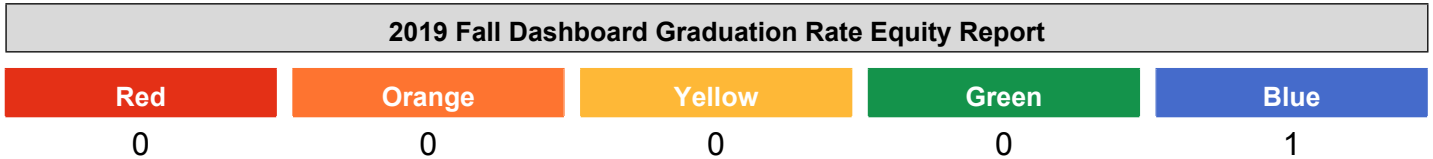
# School and Student Performance Data

## 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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>93</p> <p>Increased +5.5</p> <p>43</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>100</p> <p>16</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>10</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Blue</p> <p>95.2</p> <p>Increased +8.1</p> <p>42</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</p>

**2019 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color <b>93.3</b> Declined -6.7 15	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color <b>92</b> Increased +10.2 25	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

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.

**2019 Fall Dashboard Graduation Rate by Year**

2018	2019
87.5	93

**Conclusions based on this data:**

- The all student graduation rate improved to 93%.

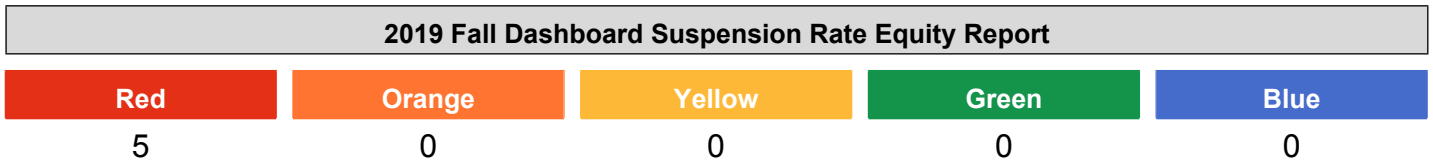
# School and Student Performance Data

## 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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Red</p> <p>25.5</p> <p>Increased Significantly +20.4</p> <p>212</p>	<p><b>English Learners</b></p>  <p>Red</p> <p>23.9</p> <p>Increased +23.9</p> <p>67</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>16.7</p> <p>Increased +9.5</p> <p>24</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Red</p> <p>26.5</p> <p>Increased Significantly +21.3</p> <p>200</p>	<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>34.2</p> <p>Increased +20.3</p> <p>38</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 1	 Red 26.1 Increased +19.3 92		
Hispanic	Two or More Races	Pacific Islander	White
 Red 21.6 Increased +18.3 102	 No Performance Color 63.6 11		 No Performance Color Less than 11 Students - Data 6

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5	25.5

**Conclusions based on this data:**

1. Alternative methods will be used to reteach behavior. Online lessons that target specific behaviors will be utilized.
2. The suspension data for the 2018-2019 school year has been configured incorrectly. Based on an error in the District's student information system, in-school restriction in the Responsible Student Center has been coded incorrectly as an in-school suspension. Internal data shows 75 students suspended district-wide at least 1 time. This would indicate a suspension rate of 9.45% rather than the Dashboard rate of 25.8% suspended at least once. This will be corrected for 2020-2021.

# 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

ELA

## LEA/LCAP Goal

By 2020-21 school year, the ALL STUDENT group of the San Pasqual Valley Unified School District will progress one color band per year on the California School Dashboard by increasing the average district scale score and decreasing the District distance from 3. This will be evidenced on the Dashboard for Academics – English Language Arts and Math, and English Learning Progress. Our number of English Learners making one year's progress will increase by 3% per year and our RFEP rate will increase at an equal rate. The Students with Disabilities subgroup will progress one color band per year. All students will be instructed by credentialed, highly qualified teachers utilizing standards aligned textbooks. A narrative based on locally created tool to measure implementation of California State State Standards will be conducted and analyzed.. (State Priorities 4 – Pupil Achievement, 8 – Other Outcomes, 2 - Implementation of State Standards, 1 – Basic Conditions, and 7 – Course Access)

## Goal 1

Increase the percent of students scoring at Level 3 and Level 4 on the CAASPP English Language Arts Assessment by 10% when compared to the previous year.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020 CASSPP Summative Assessment	45.71% students scored at a level 3 or 4 (level 3 – 37.14%; level 4 – 8.57%)	Governor Gavin Newsom issued an executive order to waive this year's statewide testing due to the COVID 19 virus. School facilities closed on March 16, 2020. When state testing resumes, the goal will be that 50.28% of all students will score at a level 3 or level 4 on the next scheduled CAASPP Summative Assessment.

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

STRATEGY: In 2020 the school will continue work to align ELA curriculum to support mastery of CCSS ELA standards and promote student achievement. In 2019 training was provided for ERWC and PBL, and these strategies will be implemented in the 2021 school year. Continued training on the curriculum will take place as needed.

### 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)

2,500

Title II Part A: Improving Teacher Quality  
5000-5999: Services And Other Operating  
Expenditures  
ERWC Training

500

Title II Part A: Improving Teacher Quality  
5000-5999: Services And Other Operating  
Expenditures  
PBL Training

### 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

Since there was no CAASPP this year, during the fall of 2020 - 2021, Leadership team and ELA teachers will meet to review available data from last year (PSAT, AWC placement exam, IABs, etc) and design curriculum modifications to address areas of greatest need.

### 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)

26,586

Title I  
1000-1999: Certificated Personnel Salaries  
Counselor Certificated Salary (30%)

8,988

Title I  
3000-3999: Employee Benefits  
After school tutoring Certificated Benefits (30%)

### 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

Starting in the Fall of 2020, we will implement the STAR Reading test three times a year (October, January, and April) and will review results in monthly staff meeting.

Curriculum modifications will be designed to address the areas of greatest need.

#### 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)

12,811

Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
Renaissance Platform for STAR testing (Benchmark testing)

#### 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

Expand Project Based Learning curriculum and provide continued training opportunities to keep strategies fresh.

#### 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)

0

Source(s)

Title II Part A: Improving Teacher Quality  
5000-5999: Services And Other Operating Expenditures  
PBL Training \* Amount included above

#### 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

Extended Learning Time:

- The staff will adjust the master schedule as needed to provide appropriate intervention for core classes, in order to facilitate student academic growth.
- A summer school program addressing students' needs will be offered
- Saturday School will be offered for the purpose of intervention and credit recovery
- After school tutoring and/or study hall will give students an opportunity to improve their GPA.

**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)
7,000	Title I 1000-1999: Certificated Personnel Salaries After school tutoring Certificated Salaries
1,470	Title I 3000-3999: Employee Benefits After school tutoring Certificated Benefits
3,300	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Saturday School Certificated Salaries
767	LCFF - Supplemental 3000-3999: Employee Benefits Saturday School Certificated Benefits
3,500	Title I 1000-1999: Certificated Personnel Salaries Summer School Certificated Salaries
767	Title I 3000-3999: Employee Benefits Summer School Certificated Benefits

**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

Increased Educational Opportunity:

- All students will have access to a computer lab and library with resources available at their instructional level
- One to one laptop technology used in all classrooms as a tool for teaching the Common Core State Standards in the English Language Arts curriculum
- Students will have the opportunity to attend educational field trips and assemblies

- Alternative methods to suspension will be explored and implemented by the administration (Suite 360).
- A system for small group pull-out support on the CAASPP assessment system will be implemented daily in the master schedule

**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)
3,611	Title VI Part B: Rural Education Achievement Program 4000-4999: Books And Supplies Chrome books and laptops
11,277	Lottery: Instructional Materials 4000-4999: Books And Supplies Instructional materials
5,000	Other 5000-5999: Services And Other Operating Expenditures Field Trips
9,985	Title I 4000-4999: Books And Supplies Technology and computers

**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**

Teachers will begin working with new data from benchmark and CAASPP testing and using that to target areas of weakness. Administration will work with teacher groups to review data from benchmark and CAASPP testing and begin planning curricular adjustments.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	Collaboration time and data disaggregation

**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**

Departments will embed administer STAR testing at the beginning, middle and end of each semester to ascertain mastery of content and identify needed interventions. Teachers will work in collaborative groups, guided by principal, to develop interventions and assessments, using the STAR data and CCSS and help identify areas of need.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

**Strategy/Activity 9**

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

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

All students

**Strategy/Activity**

ELA Teachers will offer recommendations for supplemental materials to support instruction

- Teachers will begin meeting to research and explore supplemental materials which can be used in English courses to support learning.
- ELA teachers will propose, to the principal, a list of materials for possible adoption in support of the ELA 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)

0

Lottery: Instructional Materials  
4000-4999: Books And Supplies  
Instructional materials \*Amount included above

**Strategy/Activity 10**

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

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

All students

**Strategy/Activity**

ELA teachers will teach one claim/target from IABs daily or dedicate one day each week for this purpose.

### 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)

0

Source(s)

Collaboration time

## Annual Review

### SPSA Year Reviewed: 2019-20

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 strategies listed for this goal last year were implemented with success. The Leadership team and ELA teachers reviewed available data from last year (CAASPP). Teachers received next-level professional development on the implementation of the IABs and their connection to standards, teaching, and learning. Teachers also received professional development in ERWC, PBL, and Project Voice to increase the rigor of student discourse.

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

No significant changes.

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.

Departments will embed Interim STAR testing at the beginning, middle and end of each semester to ascertain mastery of content and identify needed interventions. In the fall of 2020, teachers will review the data from assessments that were added during 19-20 (PSAT, AWC placement test) and will work in collaborative groups, guided by principal, to modify instruction and develop appropriate interventions.

# 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

Mathematics

## LEA/LCAP Goal

By 2020-21 school year, the ALL STUDENT group of the San Pasqual Valley Unified School District will progress one color band per year on the California School Dashboard by increasing the average district scale score and decreasing the District distance from 3. This will be evidenced on the Dashboard for Academics – English Language Arts and Math, and English Learning Progress. Our number of English Learners making one year's progress will increase by 3% per year and our RFEP rate will increase at an equal rate. The Students with Disabilities subgroup will progress one color band per year. All students will be instructed by credentialed, highly qualified teachers utilizing standards aligned textbooks. A narrative based on locally created tool to measure implementation of California State State Standards will be conducted and analyzed.. (State Priorities 4 – Pupil Achievement, 8 – Other Outcomes, 2 - Implementation of State Standards, 1 – Basic Conditions, and 7 – Course Access)

## Goal 2

Increase the percent of students scoring Level 3 and Level 4 on the CAASPP Mathematics Assessment by 10% when compared to the previous year.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020 CAASPP Summative Assessment	2018-2019 – 8.57% (level 3 – 8.57%; level 4 – 0%)	Governor Gavin Newsom issued an executive order to waive this year's statewide testing due to the COVID 19 virus. School facilities closed on March 16, 2020. When state testing resumes, the goal will be that 9.42% of all students will score at a level 3 or level 4 on the next scheduled CAASPP Summative Assessment

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

The school will align mathematics curriculum to support mastery of CCSS mathematics standards and promote student achievement

- Teachers and principal will research CCSS aligned curriculum for adoption
- Administration will explore the current curriculum and practices
- Teachers and administrator will visit other districts to gain insight into effective math practices and 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)
0	Collaboration time
726	General Fund 1000-1999: Certificated Personnel Salaries Substitutes Certificated Salary for out of district observations and for text book adaption days
166	General Fund 3000-3999: Employee Benefits Substitutes Certificated Benefits for out of district observations and for text book adaption days

### 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

Since there was no CAASPP in 2019, during the fall of 2020 - 2021, the principal and math teachers will meet to review available data from last year (PSAT, AWC placement exam, IABs, etc) and design curriculum modifications to address areas of greatest need.

### 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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0	Lottery: Instructional Materials 4000-4999: Books And Supplies Instructional materials *Amount include in Goal #1
0	Time for planning and dis-aggregation of data

**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

Starting the Fall of 2020, we will implement the STAR Math test three times a year (October, January, and April), The math department will review results in collaboration and monthly staff meetings to design curriculum modifications and interventions to address areas of greatest need.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	Title I 5000-5999: Services And Other Operating Expenditures Renaissance Platform - START benchmark testing *Amount included in Goal #1

**Strategy/Activity 4**

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

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

- Increased Educational Opportunity:
- All students will have access to a computer lab and library with resources available at their instructional level
- One to one laptops are utilized in all classrooms as a tool for teaching the Common Core State Standards and mathematics curriculum
- Students will have the opportunity to attend educational field trips and assemblies
- A system for small group pull-out support will be utilized daily in the master schedule

Strategy/Activity

All students

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	Title VI Part B: Rural Education Achievement Program 4000-4999: Books And Supplies Chrome books *Amount included in Goal #1
0	Title I 4000-4999: Books And Supplies Laptops and Technology *Amount included in Goal #1
0	Other 5000-5999: Services And Other Operating Expenditures Field Trips *Amount included in Goal #1

### 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

Math staff will work on analysis and interpretation of STAR Math data

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title I 1000-1999: Certificated Personnel Salaries time for collaboration and dis-aggregation of data, Counselor Certificated Salary (30%) *Amount included in Goal #1
0	Title I 3000-3999: Employee Benefits time for collaboration and dis-aggregation of data, Counselor Certificated Salary (30%) *Amount included in Goal #1

### 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

Improvement of Instructional strategies:

- Differentiated small group instruction will be used as needed to ensure students are mastering concepts.
- ELD students will be placed according to ELPAC scores for intervention time and SDAIE strategies will be used.
- All students will receive front loading vocabulary instruction provided at the beginning of the chapter/lesson and ongoing to promote vocabulary growth.
- Teachers will develop curriculum based and /or project-based lessons.
- Principal and leadership teams will conduct classroom observations.
- Small group instruction will be used as needed.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

**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.

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

Extended Learning time:

- The staff will adjust the master schedule as needed to provide appropriate intervention and core classes in order to facilitate student academic growth.
- After school tutoring will be available to support students' needs
- A summer school program addressing students' needs will be offered
- Saturday School will be offered

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Saturday School Certificated Salaries *Amount included in Goal #1
0	LCFF - Supplemental 3000-3999: Employee Benefits Saturday School Certificated Salaries *Amount included in Goal #1
0	Title I 1000-1999: Certificated Personnel Salaries After School Tutoring Certificated Salaries *Amount included in Goal #1
0	Title I 3000-3999: Employee Benefits After School Tutoring Certificated Benefits *Amount included in Goal #1
0	Title I 1000-1999: Certificated Personnel Salaries Summer school Certificated Salaries *Amount included in Goal #1
0	Title I 3000-3999: Employee Benefits Summer school Certificated Salaries *Amount included in Goal #1
18,619	Title I 2000-2999: Classified Personnel Salaries Librarian Classified Salaries (50%)
11,036	Title I 3000-3999: Employee Benefits Librarian Classified Benefits (50%)

**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.

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2019-20

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 strategies listed for this goal were implemented with success. The Leadership team and math teachers reviewed available data from last year (CAASPP). Teachers received next-level professional development on the implementation of the IABs and their connection to standards, teaching, and learning. Teachers also received professional development in Project Voice to increase the rigor of student discourse.

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

No significant changes.

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.

Each grade level delivered ELD support to ELL students in Mathematics. Starting the Fall of 2020, we will implement the STAR Math test three times a year (October, January, and April), and will review results in monthly staff meeting.

In addition, in the fall of 2020, teachers will review the data from assessments that were added during 19-20 (PSAT, AWC placement test) and will work in collaborative groups, guided by principal, to modify instruction and develop appropriate interventions.

# 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

Integrate Cross-Curricular Project Based Learning and/or STEM Projects

## LEA/LCAP Goal

By the 2020-21 school year, the ALL STUDENT group of the San Pasqual Valley Unified School District will progress one color band per year on the California School Dashboard by increasing the average district scale score and decreasing the District distance from 3. This will be evidenced on the Dashboard for Academics – English Language Arts and Math, and English Learning Progress. Our number of English Learners making one year's progress will increase by 3% per year and our RFEF rate will increase at an equal rate. The Students with Disabilities subgroup will progress one color band per year. All students will be instructed by credentialed, highly qualified teachers utilizing standards aligned textbooks. A narrative based on locally created tool to measure implementation of California State State Standards will be conducted and analyzed.. (State Priorities 4 – Pupil Achievement, 8 – Other Outcomes, 2 - Implementation of State Standards, 1 – Basic Conditions, and 7 – Course Access

## Goal 3

SPVHS will expand Project Based Learning and STEM opportunities to support student learning in all areas of the curriculum.

## 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)

All Students

#### Strategy/Activity

The school will provide staff with professional development opportunities in STEM curriculum as a means of developing a program of instruction and creating new 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)

1,500

LCFF - Supplemental  
5000-5999: Services And Other Operating  
Expenditures  
STEM Training

### 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

School Lead Teachers will expand on PBL program, increasing number of projects

#### 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)

0

Source(s)

Title II Part A: Improving Teacher Quality  
5000-5999: Services And Other Operating  
Expenditures  
PBL training \*Amount included in Goal #1

### 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

Math and science teachers will integrate new STEM aligned activities into their curriculum. Science and math teachers will collaborate on Performance Tasks which support STEM instruction and may be used as a supplemental assessment in their classes.

#### 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)

0

Source(s)

Lottery: Instructional Materials  
4000-4999: Books And Supplies  
Instructional materials \*Amount included in Goal #1

### 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

The science department will work with administration to restructure science pathway to support students completing a minimum of three years of science.

**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)

0

Source(s)

Collaboration time

**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

The math department will work with administration to explore the methods of integrating PBL/STEM activities into mathematics instruction.

**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)

0

Source(s)

Collaboration Time

**Strategy/Activity 6**

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

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

Strategy/Activity

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**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.



# Annual Review

## SPSA Year Reviewed: 2019-20

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.

The school provided staff with professional development opportunities in PBL and STEM curriculum, developed a program of instruction, and created new courses.

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

No significant changes.

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.

Administration and science department will continue working to restructure science pathway to support students completing minimum of three years of science. Principal and counselor will work with all departments and the master schedule in providing support needed to develop more cross curricular and STEM projects.

# 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

Parent and Family Engagement

## LEA/LCAP Goal

San Pasqual Valley High School will increase parent involvement where parent input is needed in the decision making process as measured by a locally created parent survey. In order to achieve maximum responses to the survey, they will be distributed at parent conferences, IEPs, District English Language Advisory Committee/Migrant Parent Advisory Committee (DLAC/MPAC), District Indian Parent Advisory Committee (DPAC), School Site Council (SSC), and in all registration packets

## Goal 4

By the end of the 2020-2021 school year, 80% of the parents will attend SST meetings, parent conferences, and/or back to school night, and will submit surveys distributed by The District.

## Identified Need

Five parents of students at the high school attend DIPAC on a regular basis. Five parents of students at the high school attend ELAC/DELAC on a regular basis At least 25% of Student Success Team meetings are held without the parents.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign in Sheets Surveys Parent attendance at meetings	Five parents of students at the high school attend DIPAC on a regular basis. Five parents of students at the high school attend ELAC/DELAC on a regular basis At least 25% of Student Success Team meetings are held without the parents.	80 percent of SSTs will be held with parents in attendance. Parents will attend DIPAC and DELAC/MPAC at least 4 times in one school year.

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

The site will conduct outreach to parents regarding meetings held at The District and/or site Level. This outreach will include telephone calls, emails, texts. personal invitations, social media, and mass calling. Students will be rewarded when parents attend meetings.

### 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)
9,307	Title I 2000-2999: Classified Personnel Salaries Outreach Consultant Classified Salary
4,909	Title I 3000-3999: Employee Benefits Outreach Consultant Classified Benefits

### 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

The staff will plan and implement one parent meeting, held at a time convenient for parents, to discuss graduation requirements for the high school diploma. All parents of all seniors will be required to attend.

### 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)
500	LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Food/Snacks for meeting

## Annual Review

### SPSA Year Reviewed: 2019-20

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.

The goal was fully implemented. San Pasqual Valley High School increased parent involvement where parent input was needed in the decision making process as measured by a locally created parent survey. In order to achieve maximum responses to the survey, they were distributed at parent conferences, IEPs, DELAC/MPAC, DIPAC , SSC , and in all registration packets. Some

activities were not held due to a stay at home order, issued by Governor Newsom, aimed at slowing the spread of COVID-19 virus. School facilities closed on March 16, 2020. For this reason, the data collected in the 2020-2021 school year will serve as base-line data.

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

No significant changes.

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.

By the end of the 2020-2021 school year, 80% of the parents will attend SST meetings, parent conferences, and/or back to school night, and will submit surveys distributed by The District.

# 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

College and Career Readiness

## LEA/LCAP Goal

By the 2020-2021 school year, the ALL STUDENT group of the San Pasqual Valley Unified School District will progress one color band per year on the California School Dashboard by increasing the average district scale score and decreasing the District distance from 3. This will be evidenced on the Dashboard for Academics – English Language Arts and Math, and English Learning Progress. Our number of English Learners making one year's progress will increase by 3% per year and our RFEF rate will increase at an equal rate. The Students with Disabilities subgroup will progress one color band per year. All students will be instructed by credentialed, highly qualified teachers utilizing standards aligned textbooks. A narrative based on locally created tool to measure implementation of California State State Standards will be conducted and analyzed.. (State Priorities 4 – Pupil Achievement, 8 – Other Outcomes, 2 - Implementation of State Standards, 1 – Basic Conditions, and 7 – Course Access

## Goal 5

Increase our Dashboard color by one level

## Identified Need

Our current dashboard color is red.

- Create systems and structures that provide multiple pathways of learning and engagement to increase college and

career readiness of our students and close the achievement gaps for all subgroups

## 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)

All students

### Strategy/Activity

Increase the percentage of students who score level 3 or higher on both ELA and Math on the CAASPP

- Students who score a 3 or higher on one of the following: ELA, Math, or Science on the CAASPP, and are current in credits, can have one free period during their senior year and

qualify for a field trip, chosen by those who qualify in accordance with budget and principal feedback/approval

- Students who score a 3 or higher on two of the following: ELA, Math, or Science on the CAASPP, and are current in credits, can have two free periods during their senior year

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

Other  
5000-5999: Services And Other Operating Expenditures  
Fieldtrip \*Amount included in Goal #1

**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

Increase the number of students scoring a 3 or higher on two AP exams

- Incorporate ERWC strategies across the curriculum
- Offer more AP classes
- Offer study sessions to prepare for the AP exam
- All AP students will take the AP exam

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

Title I  
1000-1999: Certificated Personnel Salaries  
After School Tutoring Certificated Salaries  
\*Amount included in Goal #1

0

Title I  
3000-3999: Employee Benefits  
After School Tutoring Certificated Benefits  
\*Amount included in Goal #1

2,000

Title II Part A: Improving Teacher Quality  
5000-5999: Services And Other Operating Expenditures  
Funding to send teachers for AP qualification

500

LCFF - Supplemental  
4000-4999: Books And Supplies  
Funding for all AP students to take the AP exam

### 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

Offer more dual credit college courses

- In the 2020- 2021 school year we are offering two dual credit courses for English. It is our goal to continue this program and to offer additional dual credit classes in the future.
- Encourage students to take college credit courses concurrent with high school courses. Students can receive reimbursement for their college tuition upon submission of transcript demonstrating that they earned a C or better. If needed and feasible the district will work with the student to assist with transportation
- If students enroll in a college class online, we will work with them to provide needed technology and work space

#### 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

LCFF - Supplemental  
5000-5999: Services And Other Operating Expenditures  
AWC funding dual credit classes

0

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Additional period for the art teacher to teach dual credit classes  
Certificated Salaries- \*no additional cost

0

LCFF - Supplemental  
3000-3999: Employee Benefits  
Additional period for the art teacher to teach dual credit classes  
Certificated Benefits \*no additional cost

1,500

LCFF - Supplemental  
5700-5799: Transfers Of Direct Costs  
Transportation

0

Title VI Part B: Rural Education Achievement Program  
4000-4999: Books And Supplies  
Laptops \* Amount included in Goal #1

1,500

Title II Part A: Improving Teacher Quality  
5000-5999: Services And Other Operating Expenditures  
Recruit and fund certification requirement for dual credit teachers

### 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

Increase the percentage of students completing the A-G course requirements with a grade of C or better

- Counselors will meet with all grade levels semi-annually to review transcripts and follow A-G pathway
- All students will be expected to complete A-G requirements
- After school tutoring and summer school will be provided to support student success in A - G requirements

#### 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)

0

#### Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
After School Tutoring Certificated Salaries  
\*Amount included in Goal #1

0

Title I  
3000-3999: Employee Benefits  
After School Tutoring Certificated Benefits  
\*Amount included in Goal #1

### 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

Career Technical Education (CTE) Pathway

The high school has an Agricultural pathway. We are looking to offer more pathways:

- Explore creating an alliance with the Southwest Technical Education District of Yuma (STEDY) program in Yuma, Arizona
- Explore medical pathway through IVROP utilizing Perkins money



- Consider recruiting part time teachers for additional pathways (Welding, Mechanics, Construction, Medical)

**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	Other 5000-5999: Services And Other Operating Expenditures STEDY alliance funding (transportation and student tuition) *Proposed
20,000	Other 5000-5999: Services And Other Operating Expenditures Funding for part time teachers Contracted
3,150	General Fund 5000-5999: Services And Other Operating Expenditures IVROP funding

**Strategy/Activity 6**

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

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

Senior Students

**Strategy/Activity**

Improve freshman year success at the college level through a transition plan

Students from our demographic have limited success completing their freshman year in college. They often lack the knowledge, advice and encouragement of an adult who has earned a college degree. As much as we counsel and encourage them to seek advice from college counselors and tutors, then tend to be hesitant to do that during their freshman year, which often results in students dropping out of college, oftentimes without actually withdrawing but failing instead. In order to improve our students' college retention rate, we will send senior teachers to AWC or IVC to meet with our students who are new freshmen on a monthly basis.

- Senior teachers will be assigned specific students to work with the following year
- Teachers will develop a plan with the students
- Teachers will share contact information with the students and follow up with them monthly, starting in August of their freshman year
- Teachers will schedule appointments with their students, and meet with them monthly

**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)
726	General Fund 1000-1999: Certificated Personnel Salaries Sub coverage for senior teachers on a rotating basis Certificated Salaries
152	General Fund 3000-3999: Employee Benefits Sub coverage for senior teachers on a rotating basis Certificated Benefits

## Annual Review

### SPSA Year Reviewed: 2019-20

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 new goal for the high school.

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

No significant changes.

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 focus this year has been on creating an environment that supports both the college and the career pathway. We have implemented two career days and have expanded our educational enrichment opportunities to businesses as well as colleges. After-school tutoring in the area of mathematics at the high school continues to be a need. Tutoring specifically for math was only held during 2nd semester. Also, the need for more parent involvement and training on graduation and college entrance requirements is needed. The high school held a parent training on A - G requirements; however, it was not well attended. It is our goal to implement a transition plan for our seniors entering their first semester at AWC or IVC.

The high school has an Agricultural pathway. We are looking to offer more pathways:

- Explore creating an alliance with the Southwest Technical Education District of Yuma (STEDY) program in Yuma, Arizona
- Explore medical pathway through IVROP utilizing Perkins money
- Consider recruiting part time teachers for additional pathways (Welding, Mechanics, Construction, Medical)

- Counselors will meet with all grade levels semi-annually to review transcripts and follow A-G pathway and all students will be required to complete A-G requirements.

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$177,353.00

## 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 (\$)
Title I	\$114,978.00
Title II Part A: Improving Teacher Quality	\$6,500.00
Title VI Part B: Rural Education Achievement Program	\$3,611.00

Subtotal of additional federal funds included for this school: \$125,089.00

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 (\$)
	\$0.00
General Fund	\$4,920.00
LCFF - Supplemental	\$9,567.00
Lottery: Instructional Materials	\$11,277.00
Other	\$26,500.00

Subtotal of state or local funds included for this school: \$52,264.00

Total of federal, state, and/or local funds for this school: \$177,353.00

# 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
	0.00
General Fund	4,920.00
LCFF - Supplemental	9,567.00
Lottery: Instructional Materials	11,277.00
Other	26,500.00
Title I	114,978.00
Title II Part A: Improving Teacher Quality	6,500.00
Title VI Part B: Rural Education Achievement Program	3,611.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	41,838.00
2000-2999: Classified Personnel Salaries	27,926.00
3000-3999: Employee Benefits	28,255.00
4000-4999: Books And Supplies	25,373.00
5000-5999: Services And Other Operating Expenditures	51,961.00
5700-5799: Transfers Of Direct Costs	2,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

1000-1999: Certificated Personnel Salaries	General Fund	1,452.00
3000-3999: Employee Benefits	General Fund	318.00
5000-5999: Services And Other Operating Expenditures	General Fund	3,150.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,300.00
3000-3999: Employee Benefits	LCFF - Supplemental	767.00
4000-4999: Books And Supplies	LCFF - Supplemental	500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,000.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	2,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	11,277.00
5000-5999: Services And Other Operating Expenditures	Other	26,500.00
1000-1999: Certificated Personnel Salaries	Title I	37,086.00
2000-2999: Classified Personnel Salaries	Title I	27,926.00
3000-3999: Employee Benefits	Title I	27,170.00
4000-4999: Books And Supplies	Title I	9,985.00
5000-5999: Services And Other Operating Expenditures	Title I	12,811.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	6,500.00
4000-4999: Books And Supplies	Title VI Part B: Rural Education Achievement Program	3,611.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	98,062.00
Goal 2	30,547.00
Goal 3	1,500.00
Goal 4	14,716.00
Goal 5	32,528.00

# 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
- 3 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Juan Morales	Principal
Lanette Roosevelt	Parent or Community Member
Varian Kelly	Parent or Community Member
Aaron Nunn	Secondary Student
Mayra Maya	Secondary Student
Stacy Blackmer-Blomquist	Classroom Teacher
Gina Hanna	Classroom Teacher
Angie Wright	Other School Staff
Julie Amezquita	Other School Staff
Shannon Pliego	Classroom Teacher
Jacob Roosevelt	Secondary Student
Lucy Gonzalez	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 Feb, 2019.

Attested:

Principal, Juan Morales on 5/7/20

SSC Chairperson, Stacey Bloomquist Blackmer on 5/7/20



# 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](mailto:LCFF@cde.ca.gov).

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **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](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/>

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