

School Year: **2020-21**



**SAN JOAQUIN COUNTY
OFFICE OF EDUCATION**

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
John F. Cruikshank, Jr.	39-10397-3930195	October 28, 2020	November 18, 2020

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
Comprehensive Support and Improvement

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 one.Programs' John F. Cruikshank, Jr. school consults with stakeholders at school site council meetings and the district English learner advisory committee meetings throughout the year to review assessments, surveys, the California School Dashboard, and school plans, including the LCAP, WASC, and SPSAs. From this information, program needs are identified, goals are created based on the identified needs, and school plans are created in alignment with each other.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Parent Surveys: A Parent Survey was conducted in Fall 2019 to gather feedback and input related to programs and services offered by SJCOE. Questions focused on communication, school safety, parent involvement, and access to community resources. One hundred twenty-two parents responded to the survey. The 2019/2020 parent survey shows that nearly 100% (99.18%) of parents strongly agree, agree, or are neutral with the following statement, "I feel that my involvement in my child's education is valued at his/her school," a slight increase compared to the 18/19 school year. In addition, 96.72% of parents strongly agree, agree, or are neutral with the following statement, "My child's school communicates necessary information", a 4% increase from the 18/19 school year. Eighty-nine percent of parents indicated they were given information about community resources from the school. This was an area identified in the 18/19 school year, showed a 5% increase of positivity in the 19/20 school year. These results may be attributed to the increase of parent focus with the addition of two family engagement specialists who joined our team in mid-year of the 18/19 school year. Nearly 100% of parents (97.54%) believe their child's school respects all cultures and diversity, an 11% increase from the previous year. Results from the 18/19 parent survey show that a 3% increase of parents feeling that the school is a safe place; 97.54% of parents strongly agree, agree, or are neutral with the following statement, "My child's school is a safe place to learn." Note-Data reflects program-wide data (Community, Court, Charter, and BFA programs) as data collection was not separate per LEA.

Teachers: A teacher survey was developed and administered in early February 2020. Results from the 2019/2020 teacher survey show an increase of teachers feeling safe by 7%; 97.7% of teachers strongly agree, agree, or are neutral with the following statement, "The school environment is safe for teachers." The 19/20 teacher survey shows that 100% of teachers believe that student/teacher relationships affect the overall school success. Based on the LCAP goals assessment survey completed during staff and region meetings, teachers continue to express concern with mental health services available for students.

Based on the 2017/18 biennial California Healthy Kids Survey, 81% of the 177 students polled responded high or moderate when asked about school connectedness and only 5% of students reported feeling unsafe or very unsafe at school. The California Healthy Kids Survey will be administered in the 20/21 school year.

Bargaining Unit: The LCAP process and timeline were reviewed during monthly meetings between bargaining unit members and County Operated Schools and Programs administration.

A draft version of the LCAP was reviewed with the Parent Advisory and District English Learner Advisory Committees for input on May 15, 2019. Members and participants were asked to write down any comments and questions they had for the Superintendent's review. They were also directed to the SJCOE LCAP website for further questions and comments. A draft version of the LCAP was posted on the SJCOE website for public review and comment on May 13, 2019. A Public Hearing to present the LCAP, and the budget to the SJCOE Board was held on June 26, 2019. The LCAP and Budget were adopted by the SJCOE Board of Education on June 28, 2019. Due to the mandated school closure COVID-19 pandemic

Classroom Observations

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

Classroom observations are conducted throughout the school year, both formally and informally. Administrators conduct formal observations in accordance with the San Joaquin County Office of Education Certificated Evaluation Instrument which is aligned to the CA teaching standards. Formal observations occur twice a year for probationary teachers and two times a year for permanent status teachers during their evaluation year cycle.

Informal observations and walk-throughs are conducted by administrators and mentor teachers. Ongoing observations of new teachers are conducted by mentor teachers at least twice a year. During the 20/21 school year, administrators will continue to work to develop a consistent walk-through protocol for when we return to in-person instruction.

It is apparent that technology is being used regularly by both teachers and students. Teachers used Google Classroom as their learning platform to deliver instruction during Distance Learning that began after March 13. Training and professional learning was provided to help teachers become more comfortable and knowledgeable with Google Classroom and other Web 2.0 tools. Every classroom has a Promethean Board and most classrooms have a 1 to 1 ratio of chrome books to students in both in-person and Distance Learning settings. Through the observation process, no teachers were found to be ineffective.

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)

In the 19/20 school year, all students took a diagnostic/benchmark assessment three times throughout the year. Students in grades K-6 took the Exact Path assessment in reading and math, and students in grades 7-12 took the Accucess assessment in reading and math. In the community school program when comparing Fall to Spring, 50.65% of students increased their accucess score in Math and 45.76% of students increased their accucess score in Reading. The average Accucess reading score in the 19/20 school year varied between the 6th and 7th-grade level. The average varied between 3/4 of the way through the 6th-grade year to 1/4 of the way through the 7th-grade year. The average Accucess math score in the 19/20 school year remained at the 5th-grade level. The average varied between 1/4 and 3/4 of the way through the 5th-grade year.

In the court school program when comparing Fall to Spring, 46.32% of students increased their Accucess score in Math and 57.14% of students increased their Accucess score in Reading. The average Accucess reading score in the 19/20 school year varied between the 4th and 5th-grade level. The average varied between 1/4 of the way through the 4th-grade year to 1/4 of the way through the 5th-grade year. The average Accucess math score in the 19/20 school year remained at the 4th-grade level. The average remained in the first 3/4 of the way through the 4th-grade year.

Students who score below grade level complete prescription learning modules based on their Accucess/Exact Path scores. The learning modules help close the learning gaps for students. Students are also offered remedial courses in both English and math.

There are no CAASPP results for the 19/20 school year. Due to school closures in response to COVID, CAASPP testing was suspended for the 19/20 school year.

All students in grades 3-12 who are enrolled in an English class complete a program writing assessment (PWA) once a quarter. The writing assessment is delivered through a writer's workshop and encourages students to revise and edit their writing. Students are given a common writing prompt for the PWAs. The 4th-quarter writing assessment was suspended due to school closures beginning March 13.

Most English Learner students took the Summative ELPAC assessment prior to the school closures in March 2020. 44.32% of EL students at the Community school programs scored a level 3 or 4 on the ELPAC. 33.33% of EL students at the Court school programs scored a level 3 or 4 on the ELPAC. There were no students who took the Initial ELPAC assessment in the 19/20 school year.

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

Teachers use results from the PWA, Accucess, and Exact Path to monitor student progress in writing, reading, and math. During school site meetings and scheduled on-site collaboration time, teachers and administrators review student results and make decisions for next steps in reteaching and remediation. English learner students receive both integrated and designated instruction to help increase their language proficiency. Results from the ELPAC assessment help inform instruction of EL students. Appropriate accommodations and modifications are made for students on a Section 504 Plan and/or Individualized Education Plan (IEP).

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

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Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

There were no teacher mis-assignments in the 19-20 school year.

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

The professional development program for teachers shifted to a proficiency model in 19/20 with a focus on increasing teacher use and knowledge of Google Classroom. A Professional Learning Google Classroom was created for teachers, and housed materials and other support related to their learning. The CAP meetings were developed as a proficiency model- teachers were introduced to tools in Google Classroom, and were released from the professional learning time once they were able to show mastery. Based on the 19/20 teacher survey, these training sessions were dedicated to Google Classroom and Illuminate. The trainings were tiered by difficulty and were offered in-person and/or on their own to accommodate the different learning styles and level of expertise of our teachers. The use of gradebooks and Illuminate will be more consistent as teachers learn to use Google classroom which integrates with Illuminate.

Teachers also worked as site teams to develop SMART goals. The SMART goal topics were intended to help teachers create learning goals aligned to one of the three school goals: increase attendance, increase rigor and consistency, and increase parent involvement. Teachers created a SMART goal at the beginning of the year with their site team.

The creation of SMART goals allowed for individualization of professional learning for teachers. Topics included specific content area knowledge, cross-curricular lesson design, backwards mapping, WRITE, Illuminate, Google Apps for Education, formative assessment, classroom management, Project-based Learning, Universal Design for Learning, STEM-focused instruction, deeper dives into PBIS, etc. The SMART goals that the teachers created allowed the goal to be measured in order to determine impact on student learning. This process afforded teachers the opportunity to spend more time collaborating with each other at their school sites. On-site collaboration days were added to the calendar so that teachers can spend time working on their goals. Progress will continue to be monitored through Google classroom during these times.

Six days were dedicated to PBIS-specific training for all teachers. These training are led by PBIS coaches and the MTSS Coordinator. one. Program staff also received training in Restorative Practices.

In addition to the all-staff professional learning days, new teachers also received additional support. Four WRITE review days were offered for teachers to calibrate the WRITE rubrics. Five New Teacher Academy days were offered. Veteran teachers facilitate the New Teacher Academy meetings and support new teachers in program-specific needs, as well as classroom management and instructional strategies.

Teachers who needed additional support with curriculum, received training in all core-adopted materials ELA/ELD, and history/social science. Further trainings were offered to teachers throughout the year, including the ELD framework, math instruction, Illuminate, CAASPP, PBIS, and Restorative Practices that were offered through conference attendance and county-wide sessions.

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

The comprehensive professional development plan was developed based on teacher feedback, state changes in curriculum, student achievement data and a teacher/staff needs-assessment. The staff development and professional learning plan is developed once a year and uses teacher feedback and student achievement results to guide the plan. The professional learning plan is aligned to the school LCAP and WASC goals, and addresses increasing attendance, increasing rigor and consistency in curriculum, and increasing community and family engagement. Current areas of focus include MTSS program-wide implementation, Restorative Practices, expanding PBIS efforts, Trauma-informed Care training, engagement strategies in the classroom, instructional leadership development, student social-emotional health, college and career readiness, and eliminating barriers to attendance. Teachers and staff are encouraged to attend various conferences, workshops and trainings that align with the school goals and needs of the program.

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

Teachers are supported in a variety of ways including coaching, mentorships, school site and region meetings, and teacher-principal meetings. Teacher-principal meetings include collaboration time and feedback about the strategies and approaches being used in the classroom. Some teachers also receive in-class support provided by content experts and/or PBIS/Restorative Practice/Trauma-informed Care coach.

There is a Mentor Teacher program to support all first-year teachers and teachers participating in induction. Mentor Teachers meet with their assigned new teacher at least once a week and also meet with other mentor teachers five times throughout the year, at a minimum. Teachers, administrators, and other staff receive professional development in a variety of ways, including, after-school workshops, conference attendance, training attendance, coaching, and individual mentoring. Prior to the school closures in March, the majority of professional development was delivered through after-school workshops and conference/training attendance. Throughout Distance Learning, professional learning was delivered through online, virtual platforms such as Google Meet and Zoom. There is an ongoing evaluation process site administrators and teachers are able to collaborate about best practices and interventions to implement for each student.

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

A week after each CAP meeting, teachers collaborate with one another during dedicated time which reinforces the topics reviewed and discussed. Teachers review assessment data related to their SMART goal and complete an on-site collaboration form that is submitted through Google Classroom. The on-site collaboration form follows the ATLAS protocol for analyzing data and reflection.

Teaching and Learning

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

San Joaquin County Community schools has adopted the Common Core State Standards-aligned curriculum in mathematics, English Language Arts/Development, and Social Science. The standards serve as the framework for directing district goals, objectives, and articulated curricular programs designed to maximize learning for all students.

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

We provide appropriate instructional minutes for our students.

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

Lesson pacing and master schedule flexibility is based on student needs. Teachers have flexibility to create lessons that meet the needs of the students within their classroom that align to their graduation path.

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

All students, including English learners, have access to standards-based instructional materials in core content areas of math, ELA/ELD, and history/social science. Adoption of NGSS materials are planned for the 20-21 school year

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

The use of SBE-adopted and standards-aligned instructional materials, including intervention materials is evident in all classes. A team of teachers developed scope and sequences for the math and ELA/ELD adopted curriculum, as well as integrated units for ELA and history/social science at the high school levels. Teachers have access to the curriculum and to the scope and sequences through the Teacher Toolbox, a Google website designed to support teachers with instructional core and supplemental materials, as well as provide program procedures and system support. Teachers also use the ancillary materials on a regular basis to support the core instruction for universal and differentiated instruction.

Opportunity and Equal Educational Access

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

All English learner students receive both integrated and designated English language development instruction to help them meet the standards. Underperforming students receive additional remedial instruction through the prescription modules provided by the Accucess and Exact Path assessments. Interventions that address the needs of low-achieving ELs and students at risk of not meeting state academic content standards include the WRITE approach instruction and intensive targeted instruction by EL coach and content-specific consultants. These learning modules help fill learning gaps for students and help prepare them to be more successful in grade-level content. Teachers continue to improve their proficiency in best teaching practices with a focus on culturally responsive teaching strategies, Project-based Learning (PBL), and a Multi-tiered System of Supports (MTSS) approach to addressing the academic, behavioral, and social-emotional needs of the whole child. The one.Program has expanded counselors who meet with students at least quarterly to discuss academic credits and progress towards graduation or any other concerns they have. Students have access to mental health clinicians that may meet with them weekly to support any mental health wellness or social-emotional needs of the student.

Evidence-based educational practices to raise student achievement

Student Engagement:

Professor John Hattie, an education researcher, asserts that engagement has an effect size of .48 and any strategy showing .40 evidence or higher is deemed as effective. His research includes about 240 million students. Furthermore, according to researchers, Thomas Dee and Emily Penner, qualitative literature stresses the promise of instructional practices and content aligned with minority students' experiences. Culturally relevant pedagogy can provide effective support to at-risk students.

Project-based learning:

Jo Boaler claims that "students taught with a more progressive, open project-based model developed more flexible and useful forms of knowledge and were able to use this knowledge in a range of settings."

Social-Emotional Learning:

According to a longitudinal study entitled, "Using social-emotional and character development to improve academic outcomes: a matched-pair, cluster-randomized controlled trial in low-income, urban schools," school-based social-emotional and character development programs and curriculum can influence not only social-emotional health but also academic-related outcomes.

Positive Behavior Intervention and Supports (PBIS):

PBIS is a research-based framework for implementing school-wide systems of behavioral support, in a tiered continuum based on student responsiveness to intervention, to help prevent and reduce undesired behavior and improve social and academic behavior outcomes for all students in a school. The National TA Center on PBIS emphasizes PBIS as a "decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students."

Restorative Practices:

A 2013 Rutgers University study found that the restorative practices approach reduced the gap in referrals and suspensions among Black and Latino students and their white peers. Existing research shows benefits for students and school communities and improvements in school climate which positively impacts student achievement.

Trauma-Informed Care/Practices:

The 2017 National Child Traumatic Stress Network (NCTSN) System Framework for Trauma-Informed Schools illustrates the value of becoming "trauma-informed" as an essential component of the overall mission of the education system.

Attendance:

Research has found that providing school bus service or free passes on public transit can improve attendance rates and educational outcomes. University of Minnesota researchers found that Minneapolis students who participated in a free transit pass program had absenteeism rates 23 percent lower than their peers who didn't participate.

Parental Engagement

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

There are currently two-family engagement specialists that provide support and resources collaboration in the following:

1. Parent Project Classes (can be virtual and in person); three different programs available to families;

- Parent Project Orientations/Open Houses: intended for community members and parents to find out more about The Parent Project program.
- Parent Project Senior: for parents with children between the ages of 10-18.
- Parent Project Junior: for parents with children between the ages of 5-10.
- Parent Project Truancy: for parents who need additional tools and supports in order to help their student improve attendance and school performance.
- Parent Project Professional Development: a workshop intended for professionals of all disciplines to understand foundational concepts of Parent Project and how to apply them within your profession.

2. Family Connections (virtual and in-person):

Families are invited to join short workshops routinely in order to:

- gain skills/information needed to stay connected to the school
- how to use the equipment/devices needed for students to succeed in the distance learning platform
- for parents to stay informed and have an opportunity to give feedback.

3. Case Management:

- Wraparound services provided to families in need crisis, the specialists continuously reach out to community based organizations to stay up-to-date on available resources for families

4. Social Media Connections

- Families receive regular communication through our e-flyer system called Peachjar
- Families have the opportunity to check one.Program Facebook page for updates and direct message to Family Engagement team
- Families also have the opportunity to check the SJCOE website for one.Program updates directory information

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)

The opportunity for the stakeholder involvement and feedback from parents, advisories, community representatives, classroom teachers, and other school personnel include the participation School Site Council(SSC), English Learner Advisory Committee (ELAC), and District English Learner Advisory Committee (DELAC). Stakeholder surveys also help to obtain input from every group in order to understand what resources and services need to be prioritized.

Funding

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

Title I funds are used throughout the one.Program to provide supplemental services for low performing students.

Title II funds are used to provide ongoing professional development and Title III provides funding to support our English learner population and program. Through the LCAP, supplemental funds provide additional materials and services to unduplicated students.

The following are additional supports/services provided through the LCAP goals, actions and services.

- Truancy Task Force (Goal 1)
- Maintain safety (Goal 1)
- Truancy school sites (Goal 1)
- Improve academic performance (Goal 2)
- Professional Learning (Goal 2)
- Insight Intervention Program (Goal 2)
- Promote positive school climate and culture (Goal 3)
- Family engagement program (Goal 3)
- MTSS (Goal 3)

Comprehensive Support and improvement funds will also be used to address student engagement, social-emotional learning, professional development in order to decrease exclusionary disciplinary actions and increase student success.

Fiscal support (EPC)

The one.Programs' general and categorical funds are coordinated, prioritized and allocated to align with the district's LCAP, WASC and the school's SPSA goals.

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

John F. Cruikshank, Jr. court schools' School Plan for Student Achievement (SPSA) was a collaborative process. The planning process is primarily facilitated by an LEA administrator and includes the collaborative efforts of other administrators, teachers, parents, students, and community members. Stakeholders were provided an overview and opportunity to review the San Joaquin County Office of Education Local Control Accountability Plan (LCAP) during staff, team, and School Site Council meetings to identify and discuss LEA goals and use those as a guide for the development of the SJCOE community school School Plan for Student Achievement (SPSA). Stakeholders were also provided data results comparing each action and measured outcomes to the previous school year data. Stakeholders also review data results obtained through student, staff and parent needs assessment surveys to discuss areas of concern that could be identified as goals or strategies. Goals are developed in the SPSA and updated quarterly to LEA stakeholders at School Site Council meetings 4 - 5 times a year. Goals are also reviewed and updated at staff meetings and leadership team meetings 5-6 times a year.

Resource Inequities

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

After reviewing the needs assessment, the core themes that emerged indicated a high demand for real world experience in career technical education, community and culture building, social-emotional health and wellness, and eliminating barriers to attendance.

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	%	1.08%	0%		1	0
African American	32.35%	32.26%	32.53%	33	30	27
Asian	3.92%	3.23%	2.41%	4	3	2
Filipino	0.98%	%	0%	1		0
Hispanic/Latino	56.86%	45.16%	51.81%	58	42	43
Pacific Islander	%	%	1.2%			1
White	3.92%	12.9%	6.02%	4	12	5
Multiple/No Response	%	%	4.82%			1
Total Enrollment				102	93	83

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 3	1		
Grade 4	1		
Grade 7			2
Grade 8	6	1	2
Grade 9	10	10	6
Grade 10	12	22	18
Grade 11	26	31	27
Grade 12	46	29	28
Total Enrollment	102	93	83

Conclusions based on this data:

1. The data indicates that half of the students enrolled at John F. Cruikshank, Jr. are identified as Hispanic/Latino.
2. The data is indicative of a 9% decline from the previous year.

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	21	12	12	20.6%	12.9%	14.5%
Fluent English Proficient (FEP)	7	9	9	6.9%	9.7%	10.8%
Reclassified Fluent English Proficient (RFEP)		1	0	0	4.8%	0.0%

Conclusions based on this data:

1. The English Learner population has slightly increased from previous year.
2. Roughly 11% of English Learners are identified as fluent in english proficiency.

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 4	*			*			*					
Grade 6			*			*			*			
Grade 7	*	*	*	*	*	*	*	*	*			
Grade 8	*	*	*	*	*	*	*	*	*			
Grade 11	46	38	39	21	26	21	21	26	21	45.7	68.4	53.8
All Grades	55	48	45	23	33	21	23	33	21	41.8	68.8	46.7

* 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 4	*			*			*			*			*		
Grade 6			*			*			*			*			*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2391.	2410.	2388.	0.00	0.00	0.00	4.76	0.00	0.00	9.52	15.38	4.76	85.71	84.62	95.24
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	4.35	0.00	0.00	8.70	12.12	4.76	86.96	87.88	95.24

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 4	*			*			*					
Grade 6			*			*			*			
Grade 7	*	*	*	*	*	*	*	*	*			
Grade 8	*	*	*	*	*	*	*	*	*			
Grade 11				0.00	0.00	0.00	19.05	24.00	4.76	80.95	76.00	95.24
All Grades				0.00	0.00	0.00	17.39	19.35	4.76	82.61	80.65	95.24

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 4	*			*			*		
Grade 6			*			*			*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	4.76	0.00	0.00	9.52	8.00	0.00	85.71	92.00	100.0
All Grades	4.35	0.00	0.00	8.70	6.45	0.00	86.96	93.55	100.0

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 4	*			*			*		
Grade 6			*			*			*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	0.00	0.00	42.86	48.00	28.57	57.14	52.00	71.43
All Grades	0.00	0.00	0.00	39.13	41.94	28.57	60.87	58.06	71.43

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 4	*			*			*		
Grade 6			*			*			*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	0.00	0.00	14.29	32.00	9.52	85.71	68.00	90.48
All Grades	0.00	0.00	0.00	17.39	25.81	9.52	82.61	74.19	90.48

Conclusions based on this data:

1. The overall participation percentage of students has increased from the previous year.
2. Overall achievement of those students students are below standard in the areas of reading and writing.

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 6			*			*			*			
Grade 7	*	*	*	*	*	*	*	*	*			
Grade 8	*	*	*	*	*	*	*	*	*			
Grade 11	49	38	42	27	19	21	27	19	21	55.1	50	50
All Grades	59	47	48	28	24	21	28	23	21	47.5	51.1	43.8

* 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 6			*			*			*			*			*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2395.	2393.	2393.	0.00	0.00	0.00	0.00	0.00	0.00	3.70	5.26	0.00	96.30	94.74	100.0
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	3.57	4.35	0.00	96.43	95.65	100.0

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 6			*			*			*			
Grade 7	*	*	*	*	*	*	*	*	*			
Grade 8	*	*	*	*	*	*	*	*	*			
Grade 11				0.00	0.00	0.00	0.00	0.00	0.00	100.0	100.0	100.0
All Grades				0.00	0.00	0.00	0.00	0.00	0.00	100.0	100.0	100.0

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 6			*			*			*			
Grade 7	*	*	*	*	*	*	*	*	*			
Grade 8	*	*	*	*	*	*	*	*	*			
Grade 11				0.00	0.00	0.00	7.41	5.26	19.05	92.59	94.74	80.95
All Grades				0.00	0.00	0.00	7.14	4.35	19.05	92.86	95.65	80.95

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 6			*			*			*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	0.00	0.00	29.63	31.58	28.57	70.37	68.42	71.43
All Grades	0.00	0.00	0.00	28.57	26.09	28.57	71.43	73.91	71.43

Conclusions based on this data:

1. The data indicates that a majority of students are not meeting basic standards in Mathematics.
2. This is a major area for growth.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 8	*		*		*		*	
Grade 9		*		*		*		*
Grade 10	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	4
Grade 12	*	*	*	*	*	*	*	*
All Grades							11	8

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
10	*	*	*	*		*		*	*	*
11	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*	*		*	*	*
All Grades	*	*	*	*	*	*	*	*	11	*

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
11	*	*	*	*	*	*		*	*	*
12	*	*		*	*	*		*	*	*
All Grades	*	*	*	*	*	*		*	11	*

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
10		*	*	*	*	*		*	*	*
11	*	*		*		*	*	*	*	*
12		*	*	*	*	*		*	*	*
All Grades	*	*	*	*	*	*	*	*	11	*

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
11	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	11	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	11	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*	*	*	11	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	11	*

Conclusions based on this data:

1. Data is inconclusive.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
93	100.0	12.9	14.0

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	12	12.9
Foster Youth	13	14.0
Homeless	3	3.2
Socioeconomically Disadvantaged	93	100.0
Students with Disabilities	21	22.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	30	32.3
American Indian	1	1.1
Asian	3	3.2
Hispanic	42	45.2
Two or More Races	5	5.4
White	12	12.9







Conclusions based on this data:

1. The student population is primarily comprised of Hispanic and African American students.
2. English learners account for 12% of the student population while foster youth account for 14%.
3. 20% of enrolled students have disabilities.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  Red	Suspension Rate  Red
Mathematics  No Performance Color	Chronic Absenteeism  No Performance Color	
College/Career  Red		

Conclusions based on this data:

1. The graduation, college/career, and suspension rate indicator are all in the red.
2. This continues to be an area for growth.

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>All Students</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9</p>	<p>English Learners</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p>Foster Youth</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>
<p>Homeless</p> <p>No Performance Color 0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9</p>	<p>Students with Disabilities</p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</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 4	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students	 No Performance Color 0 Students	 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 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
0 Students	Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 6

Conclusions based on this data:

1. Less than 11 students were tested therefore no data is reflected and inconclusive.

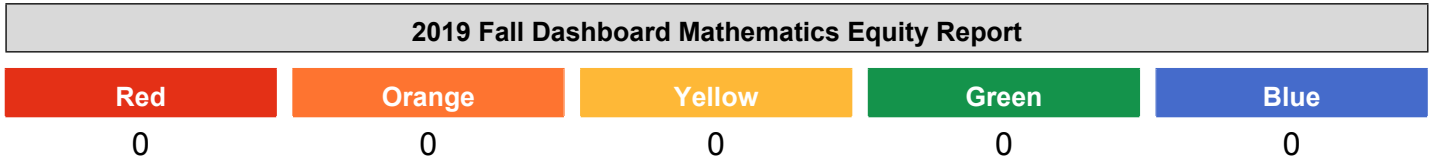
School and Student Performance Data

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>All Students</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9</p>	<p>English Learners</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p>Foster Youth</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9</p>	<p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2</p>

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 4			
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4			 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
	Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 6

Conclusions based on this data:

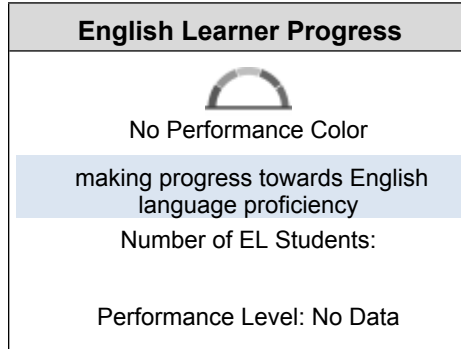
1. Data is incomplete and inconclusive.

School and Student Performance Data

Academic Performance English Learner Progress

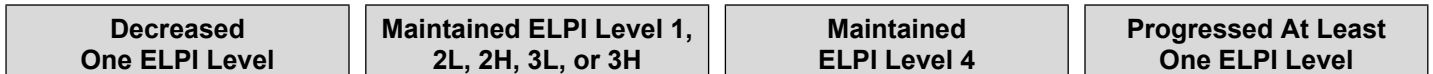
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

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



Conclusions based on this data:

1. The data indicates that student scores were split between well developed and somewhat developed in the English Language Proficiency Assessments for ELPAC.

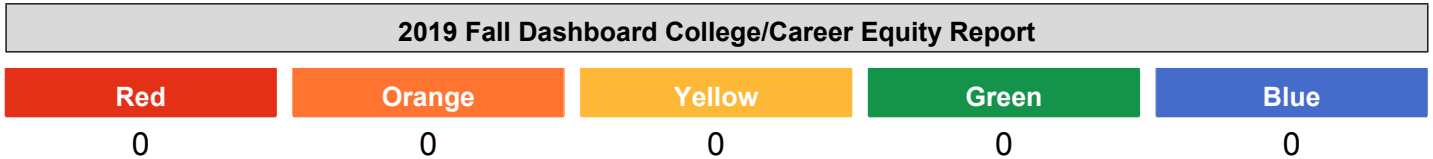
School and Student Performance Data

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>All Students</p>  <p>Red</p> <p>0</p> <p>Maintained 0</p> <p>49</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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
0 Prepared	0 Prepared	0 Prepared
1.8 Approaching Prepared	1.8 Approaching Prepared	0 Approaching Prepared
98.2 Not Prepared	98.2 Not Prepared	100 Not Prepared

Conclusions based on this data:

- The data indicates that students are not prepared for meeting standards for college/career indicator.

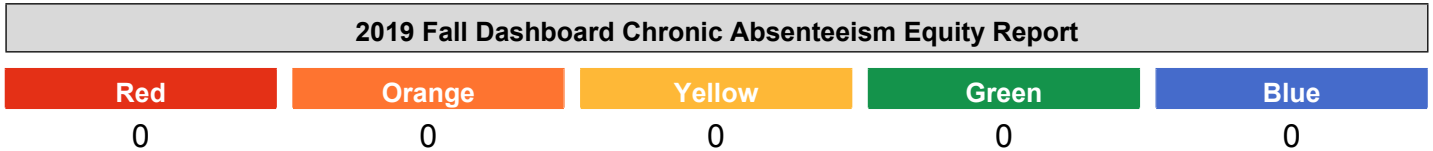
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">21.4</div> Declined -9.3 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">21.4</div> Declined -9.3 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

Conclusions based on this data:

1. Data indicated that chronic absenteeism for Foster Youth student group has declined.

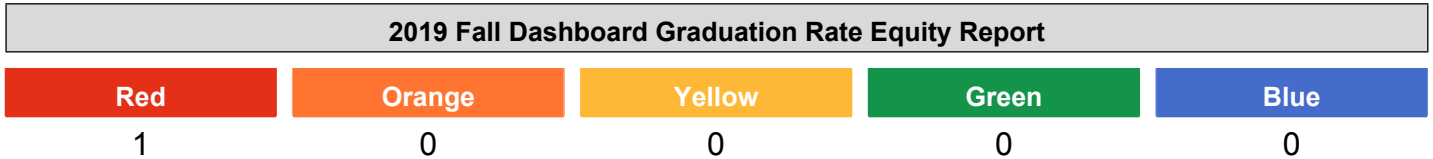
School and Student Performance Data

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>All Students</p>  <p>Red</p> <p>53.1</p> <p>Increased +16.2</p> <p>49</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>53.1</p> <p>Increased +16.2</p> <p>49</p>	<p>Students with Disabilities</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 50 Increased +8.8 16	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 56 Increased +16.6 25	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

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
36.8	53.1

Conclusions based on this data:

- The data reflects an increase in the graduation rates from the previous year.
- This continues to be an area for growth.

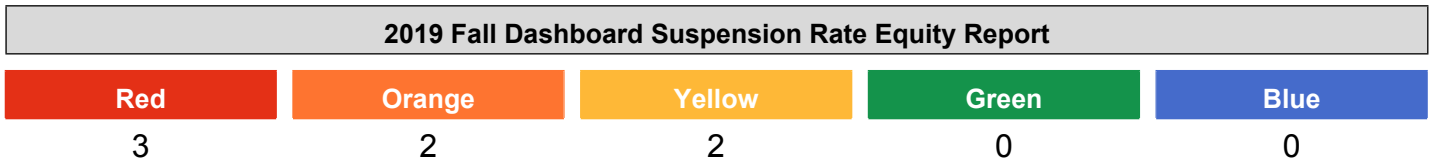
School and Student Performance Data

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>All Students</p>  Red 13.2 Maintained 0 590	<p>English Learners</p>  Yellow 9.9 Declined -4.3 81	<p>Foster Youth</p>  Orange 17.3 Declined -0.7 127
<p>Homeless</p>  No Performance Color 20.8 Increased +14.6 24	<p>Socioeconomically Disadvantaged</p>  Red 13.2 Maintained 0 590	<p>Students with Disabilities</p>  Yellow 13.9 Declined Significantly -3.9 158

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 18.1 Declined -1.8 188	 No Performance Color Less than 11 Students - Data 6	 No Performance Color 5 Increased +1.6 20	 No Performance Color Less than 11 Students - Data 8
Hispanic	Two or More Races	Pacific Islander	White
 Red 10.7 Maintained 0 262	 No Performance Color 17.4 Increased +4.3 23	 No Performance Color Less than 11 Students - Data 4	 Red 12.7 Increased +1.4 79

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	13.2	13.2

Conclusions based on this data:

1. Suspensions for foster youth, EL's, and students with disabilities has declined
2. Overall, this continues to be an area for growth in the program.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve attendance, decrease truancy

LEA/LCAP Goal

Improve student attendance by decreasing truancy.

Goal 1

By June 2021, John F. Cruikshank, Jr Juvenile Court/Camp program will have a monthly average attendance of 98% or higher, and one.Biddick school will have an average of 98%

Identified Need

Improving attendance and decreasing truancy continues to be a schoolwide goal for court schools. We will continue to increase efforts to improve the social-emotional, mental and physical health services provided to students in order to improve attendance and student learner outcomes. The goal remains the same as attendance goals for 2018-2019 were not met by 2%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average daily attendance at one.Biddick.	44% *Note this data is representative of 8/17/19-3/13/20. After 3/16/20, we were under COVID school closure.	98%
Daily average attendance of court schools	90% *Note this data is representative of 8/17/19-3/13/20. After 3/16/20, we were under COVID school closure.	98%
Program-wide implementation of PBIS	90% scored at 20 or above on Tiered Fidelity Inventory form	100% will score at 20 or above on Tiered Fidelity Inventory form

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

1. The court schools will continue to increase truancy prevention strategies led by the Truancy Task Force. The Taskforce will identify students not meeting a minimum of 98% attendance for daily sites and 85% attendance at Biddick.

- a. Continue to implement the Attendance Blast
- b. Maintain school counselor (1 funded at 30%)
- c. Maintain Foster and Homeless Youth school administrator (1 funded at 10%)
- d. Maintain Court student services technician (1 funded at 10%)
- e. Maintain Truancy Intervention Administrator (1 funded at 50%)
- f. Truancy Intervention specialist (1 funded at 50%)
- g. Maintain school nurse (1 funded at 10%)

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)
199,329	Title I Part D 1000-1999: Certificated Personnel Salaries 2000-2999: Classified employees; 3000-3999: Benefits
19,694	Title I Part D Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost

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

2. Continue program-wide implementation of PBIS/restorative practice/trauma-informed care
- a. Use alternative means of correction
 - b. In-house training & professional learning for restorative practices
 - c. Provide restorative practice training events
 - d. PBIS consultants/coaches
 - e. Expand data collecting system to effectively track and monitor interventions
 - f. Travel and Conference

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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1,000	Title I Part D 5800: Professional/Consulting Services And Operating Expenditures 5000-5999: Services And Other Operating Expenditures; 4000-4999; Books and Supplies
99	Title I Part D Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost

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

3. Assist in students transitions from court to community schools and coordinate wellness support
- Maintain Transition Specialist (1 funded at 50%)
 - Maintain Campus Safety Technicians (CST) - (2 funded at 40%)
 - Maintain Health Specialist (1 funded at 10%)
 - Maintain Program Manager Data Specialist (1 at 25%)
 - Implement a social-emotional learning curriculum (School Connect)
 - Resources, supplies, & materials
 - Partner with San Joaquin Regional Transit District to provide transportation services

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)
161,196.	Title I Part D 1000-1999: Certificated Personnel Salaries 2000-2999: Classified employees; 3000-3999: Benefits
30,769.	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures 4000-4999: Books and Supplies
15,926	Title I Part D Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost
3,040	Comprehensive Support and Improvement (CSI) Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Student

Strategy/Activity

4. Increase leadership opportunities for students and building internal leadership capacity

- a. Motivational Guest Speakers
- b. Leadership Coaching
- b. Leadership symposium, youth summit, & conferences
- c. Senior Workshops and
- d. Choices and Virtual job shadow
- e. Materials and supplies

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)

37,000.

Comprehensive Support and Improvement (CSI)
5800: Professional/Consulting Services And
Operating Expenditures
4000-4999: Books and supplies; 5000-5999:
Services And Other Operating Expenditures

3,656

Comprehensive Support and Improvement (CSI)
Indirect
7000-7439: Other Outgo
7310: Transfer of Direct Cost

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.

Students not meeting the 85% attendance goal were tracked through the truancy intervention team and process. This intervention process is led by the Truancy Task Force which is coordinated by the Truancy Intervention Administrator, transition and intervention specialists, and staff dedicated to serving our foster and homeless youth population. The truancy task force meetings were held monthly. School district officials, District Attorney's office, Campus Safety technicians, teachers,

counselors, administrators, and representatives for partnered community agencies attended the meetings and participated in five truancy sweeps throughout the county.

Attendance Blasts are held monthly. These blasts recognized teachers, students, and school sites that met the 85% attendance goal. The Attendance Leadership Committee met in March to review data and make recommendations. Truancy Task Force staff attended professional learning conferences that focused on improving attendance while decreasing Chronic Absenteeism. The intervention prevention specialists and student services staff monitored student attendance daily. Transition specialists supported students who were transitioning between the court and community sites. A weekly update is sent out by the truancy to update site progress towards the goal.

The three truancy school sites (Frontiers) with a total of five teachers were maintained. These school sites provided specialized support for truant students. Teachers at these school sites participated in professional learning that focused on eliminating barriers and addressing issues related to truancy, such as substance abuse prevention and sex trafficking prevention education. Teachers also conducted home visits, as needed, of truant students.

Upon enrollment, all students were assessed by school nurses based on referrals and needs. Referrals to the one-stop mental health clinicians were made accordingly. All school sites were assigned a specific mental health clinician to attend to referrals and needs.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement strategies/activities to meet the articulated goal.

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

We will continue to focus on addressing student support and address truancy through building evidence-based positive school climate and culture building strategies.

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

Increase rigor and consistency

LEA/LCAP Goal

To improve academic rigor & consistency across student programs

Goal 2

By June 2021, there will be a 70% of students will score at college pathway or low-risk in reading and math, as measured by the pre and post Fastbridge online assessments.

Identified Need

By June 2021, the school will continue to implement WRITE, a school-wide writing and literacy intervention program to address the reading comprehension needs of students as indicated by Edmentum Assessments to improve academic rigor and consistency across programs. The 2018-19 Accucess data shows that more than 5% of students increased by at least one grade level in reading and in math, however students continue to perform below grade level on all assessments. The average reading level is 5th-grade and the average math performance is at a 5th-grade level as reported by Accucess assessment data. The 2017-18 CAASPP scores report that 5.33% of students met standards in ELA and 0.27% of students met standards in math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading Fastbridge scores	New assessment for 20/21, baseline data not yet established	70% of students will score at college pathway or low-risk in reading
Math Fastbridge scores	New assessment for 20/21, baseline data not yet established	70% of students will score at college pathway or low-risk in math

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

1. Ensure that all students have access to updated curriculum and training that is aligned to CCSS and NGSS.

- a. Curriculum professional learning and interventions
- b. Edmentum online learning system
- c. WestEd continue Project-Based learning training/consultation
- e. Materials, supplies, and professional learning
- f. Maintain WRITE implementation and development
- g. Professional development (Travel and conference expenditures)
- h. Learning Edge Certification PD

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)
34,061.	Title I Part D 5800: Professional/Consulting Services And Operating Expenditures 4000-4999: Books and Supplies; 5000-5999: Services and Other Operating Expenditures
1,346	Title III Title III court
28,850.	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures 4000-4999: Books and Supplies; 5000-5999: Services And Other Operating Expenditures
1,848	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures
5,120	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures
3,365	Title I Part D Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost
2,850	Comprehensive Support and Improvement (CSI) Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost
689	Title I Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost
27	Title III Indirect

7000-7439: Other Outgo
7310: Transfer of Direct Cost

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

2. Improve and enhance facilities to increase student engagement

- a. Inspiration through art murals
- b. Partner with a resident artist for consulting services
- c. Classroom redesign to promote healthy climate
- d. Material, supplies, and professional learning

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)

46,000.

Source(s)

Comprehensive Support and Improvement (CSI)
5800: Professional/Consulting Services And
Operating Expenditures
4000-4999: Books and Supplies; 5000-5999:
Services and Other Operating Expenditures;
1000-1999: Certificated Personnel Salaries;
3000-3999: Benefits

4,545

Comprehensive Support and Improvement (CSI)
Indirect
7000-7439: Other Outgo
7310: Transfer of Direct Cost

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

3. Increase College and Career Readiness experiences

- a. Career/Trades fair
- b. Opportunities for College course registration
- c. Mobile learning labs
- d. Careers exploration and virtual job shadow
- e. Materials, supplies, and conference

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)
21,978.	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures 4000-4999: Books and Supplies
2,171	Comprehensive Support and Improvement (CSI) Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost

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

4. Increase supplemental materials and instructional support to increase student engagement.

- a. Hands-on learning opportunities
- b. Maintain Classroom libraries
- c. Coding and programming courses
- d. materials, supplies, and other expenditures

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)
22,884.	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures 4000-4999: Books and Supplies; 5000-5999: Services and Other Operating Expenditures
2,261	Comprehensive Support and Improvement (CSI) Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost

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.

All actions and services were successfully implemented with the exception of increasing the A-G opportunities for students. This is an identified area for growth for us. Reading and math continued to be the primary focus of improvement. This was evident in the professional learning that teachers and administrators attended. The WRITE curriculum was adopted and continued to be successfully implemented program-wide to support literacy in all content areas during 18/19. Ongoing utilization of this approach will continue in the coming years. The WRITE curriculum is ELA and ELD standards-aligned and emphasizes reading and writing across all content areas. The focus during the first year of implementation was a consistent vocabulary strategy program-wide. The implementation of the WRITE approach was monitored monthly by both teachers and administrators. Informal classroom observation centered around the use of WRITE strategies in the classroom and professional development.

Support for EL students were embedded in all of the content-areas and the 3-day WRITE Institute professional learning. Teachers attended the 3-day ELD Institute that focused on the ELD standards and framework and how to incorporate them into daily lessons for EL students. Teachers attended a history/social science framework rollout to prepare for the new history/social science curriculum adoption. Professional learning in math was provided by the textbook-adopted publisher, HMH. Professional development opportunities are also offered over the summer to provide teachers flexibility in preparation for the school year.

The one.Program Teacher Toolbox was developed and maintained by the Curriculum and Assessment Director and the Data Support Specialist. This local website shares curriculum, assessment, professional learning, student support services, mental health services, and other resources that teachers can access at any time.

New ELA/ELD curriculum, SpringBoard, was adopted in April 2018 and includes support for EL students in the integrated and designated ELD courses. Standards-aligned English curriculum. History/Social Science was adopted and successfully implemented in 18/19, and the NGSS textbook adoption is scheduled for 19/20. All students have access to standards-based instructional materials and curriculum through the use of textbooks and/or Plato, an online learning platform. Teachers also students have access to the Digital Library playlists and connections available by the CDE. Lessons and materials in the Digital Library are standards-aligned and provide differentiated instruction for students.

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

Court school teachers continued training in Common Core State Standards, as well as the English language development standards. All teachers attended five Collaboration and Planning (CAP) meetings which focused on the implementation of the WRITE approach, that aligns with the CCSS standards. Teacher attendance of CAP meetings is verified by attendance logs. In the beginning of

the 18/19 school year, the one. Teacher Toolbox was created. The toolbox is a website that includes resources and support for teachers in CCSS-aligned teaching and learning, including curriculum, EL students, assessments, parent engagement, classroom technology, and classroom management.

Student reading scores improved but math scores decreased. Overall improvement was evident as measured by the Accucess diagnostic assessment, however the goal for students who improved by one-grade level to increase by 5% was not met.

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

There were 60% of students that showed an improvement of at least one grade level in the 2018-19 school year surpassing the goal of 49% by 11%. Based on this data, the expected outcome will increase to 61%. There was also a 4% increase in Math. In fact, 54% of students showed an improvement of at least one grade level in 2018-19. The data collected is based on comparisons of fall Accucess assessments to Spring assessments. These changes can be found in the Annual Measurable Outcomes section of the SPSA.

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

Promote positive school climate and culture

LEA/LCAP Goal

To improve our capacity for building and growing relationships between our program, students, parents, and the community.

Goal 3

By June 2021, there will be a 10% increase in parent/family engagement opportunities at the court school sites and decrease of suspension rate by 5%.

Identified Need

Consistent parent involvement and engagement has continued to be a challenge. Reasons for the challenge include a highly transient student population. At the end of 2017-18, 40% of parents participated in parent teacher conferences, a decrease of 20% from 2016-17. Efforts will continue towards parent participation and engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of workshops or events	9	12
Parent/teacher conference attendance via telephone	<p>In the 19/20 school year, there were a total of 82 conferences held. Average of 42% of students having a conference over Q1, Q2, and Q3 combined. There were no conferences held in Q4 due to COVID closures.</p> <p>Q1: 30% held Q2: 52% held Q3: 44% held</p> <p>*Note this data is representative of 8/7/19-3/13/20 only. After 3/16/20, we were under school closure.</p>	60%
Suspensions	Due to the COVID closures, there is not any 19/20 data available via Dashboard or	Decrease of 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Dataquest. Below is our data from 18/19. 2019 Dashboard (18/19 data): 15% suspended at least once. The rate was maintained when compared to 2017/18. 2018/19 Dataquest suspension rates: 13.2% overall suspension rate; 59% of students suspended with one suspension; 41% of students suspended with multiple suspensions.	

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

1. Continue to develop a parent and family engagement program and invite community/business partners to speak to students and families.

- a. Identify guest speakers.
- b. Schedule community and business partners.
- c. Promotional materials & supplies
- d. workshops

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)
3,000.	Title I Part D 5800: Professional/Consulting Services And Operating Expenditures 4000-4999: Books and Supplies; 5000-5999: Services and Other Operating Expenditures
296	Title I Part D Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost

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

2. Continue to support program-wide PBIS, Restorative Practice & Trauma Informed Care implementation

- a. Provide PBIS/RestorativePractice/Trauma Informed Care professional learning opportunities and trainings
- b. Continue to partner with restorative practice trainers and coaches
- c. Establish partnership with trauma-informed care consultant
- d. Conference and travel expenses
- e. Maintain a Multi-tiered system of support (MTSS) coordinator (1 at 43%)

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)

67,271.

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
3000-3999: Employee Benefits

6,646

Title I Indirect
7000-7439: Other Outgo
7310: Transfer of Direct Cost

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

3. Continue development of parent and community outreach program

- a. Organize parent/guardian events at various school sites
- b. Identify community and business agencies available to share resources with families
- c. Promotional materials for events and education
- d. Supplies and materials for SSC, DELAC, and other events
- e. Parent Project workshops

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)
10,640.	Title I Part D 4000-4999: Books And Supplies
1,500.	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures 4000-4999: Books and Supplies
1,051	Title I Part D Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost
148	Title I Indirect 7000-7439: Other Outgo 7310: Transfer of Direct Cost

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.

During the 2019-20 school year, many of the actions and services from Goal 3 were successfully implemented. We plan to increase supports for parent engagement in the 18-19 school year. A guest speaker schedule was not developed and a resource fair was not held, as well as increasing the efforts related to parent engagement.

During enrollment, parents were provided school calendar magnets, parent engagement magnets, and truancy door hangers to help keep parents informed of upcoming events and School Site Council and the District English Learner Advisory Committee (SSC/DELAC) meetings. SSC/DELAC meeting agendas were posted for public view on the website. Community partners were provided SSC/DELAC meeting dates. Flyers were also posted at school sites to invite community agencies and support providers to the meetings. Parent participation at SSC/DELAC meets required membership ratios. A total of 5 meetings were held. The average parent participation was 7 parents. Notices of meetings are posted within appropriate timelines and invitations are sent via telephone calls to all parents and caregivers.

Alternative methods to communicate with parents were researched and identified. The one program will begin to rollout Peachjar digital flyers to keep families informed and encourage participation. Teachers use various apps such as Remind, to communicate home to parents. The number of suspensions showed a decrease of 186 suspensions in 17/18 to 154 suspensions in 18/19. This is a decrease of 17.2 percent. Another area of focus was the continued implementation of Positive Behavioral Interventions and Supports (PBIS) at court schools and program-wide are being aligned with Restorative Practices. PBIS and Restorative Practices are evidence-based

methods that help build positive relationships, improve student behavior, and decrease student suspension rates. Students were evaluated by our student services staff and School Nurses at the time of enrollment and directed to appropriate community and school resources during transition. An ongoing evaluation was conducted by our site administrators, counselors, teachers, and support staff to ensure students and families were provided necessary supports. Probation staff supported high-risk students with ongoing case management and home visits in collaboration with school administrators, teachers, and staff.

Formal Parent Cafes did not occur; however, Court School administrators and staff collaborated regularly with CAPC to ensure mental health counseling was provided at our Frontier 1 and 2 locations. The Family Engagement team has formed a committee to gather feedback for expanding family engagement for court school families.

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

With the exception of a guest speaker schedule and the development of a resource fair, all of the actions and services for Goal 3 took place and were deemed effective.

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.

Increased supports from the Family engagement program have been developed over the 18-19 school year. The parent engagement specialists developed a parent engagement plan under the direction of the Curriculum and Assessment Director. This plan will continue to positively impact culture and parent participation in school-related activities and events. Through the use of CSI funds, there will be an increase in transportation support to support students in transition, increase in supplemental instructional support and materials, leadership opportunities, social-emotional learning, and facilities improvements to bolster student engagement and thereby improving student achievement.

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	\$484,965.00
Total Federal Funds Provided to the School from the LEA for CSI	\$187,481.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$740,256.00

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 (\$)
Comprehensive Support and Improvement (CSI)	\$187,481.00
Title I Part A: Allocation	\$75,739.00
Title I Part D	\$409,226.00
Title III	\$1,346.00

Subtotal of additional federal funds included for this school: \$673,792.00

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 (\$)
Comprehensive Support and Improvement (CSI) Indirect	\$18,523.00
Title I Indirect	\$7,483.00
Title I Part D Indirect	\$40,431.00
Title III Indirect	\$27.00

Subtotal of state or local funds included for this school: \$66,464.00

Total of federal, state, and/or local funds for this school: \$740,256.00

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
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Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	187,481.00
Comprehensive Support and Improvement (CSI) Indirect	18,523.00
Title I Indirect	7,483.00
Title I Part A: Allocation	75,739.00
Title I Part D	409,226.00
Title I Part D Indirect	40,431.00
Title III	1,346.00
Title III Indirect	27.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,346.00
1000-1999: Certificated Personnel Salaries	427,796.00
4000-4999: Books And Supplies	10,640.00
5000-5999: Services And Other Operating Expenditures	56,095.00
5800: Professional/Consulting Services And Operating Expenditures	177,915.00
7000-7439: Other Outgo	66,464.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	52,747.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	134,734.00
7000-7439: Other Outgo	Comprehensive Support and Improvement (CSI) Indirect	18,523.00
7000-7439: Other Outgo	Title I Indirect	7,483.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	67,271.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	3,348.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	5,120.00
1000-1999: Certificated Personnel Salaries	Title I Part D	360,525.00
4000-4999: Books And Supplies	Title I Part D	10,640.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part D	38,061.00
7000-7439: Other Outgo	Title I Part D Indirect	40,431.00
	Title III	1,346.00
7000-7439: Other Outgo	Title III Indirect	27.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	471,709.00
Goal 2	177,995.00
Goal 3	90,552.00

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
- 1 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Yvette Menchaca	Principal
Lindsey Clark	Other School Staff
Livell Mitchell	Classroom Teacher
Shelly Contreras	Classroom Teacher
Nicole Clark	Classroom Teacher
Paul Sylvester	Parent or Community Member
Stephanie Johnson	Parent or Community Member
Jaclyn Ramirez	Parent or Community Member
Adam Showers	Parent or Community Member
Tori Relva	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Other: District English Learner Advisory Committee (DELAC)

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 10/28/20.

Attested:

Principal, Yvette Menchaca on 10/28/20

SSC Chairperson, Livell Mitchell on 10/28/20

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.

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019