

School Year: 2020-2021

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	School Site Council (SSC) Approval Date	Local Board Approval Date	
Live Oak High School Principal: Tanya Calabretta	43695834333951	5/20/20	August 4, 2020	

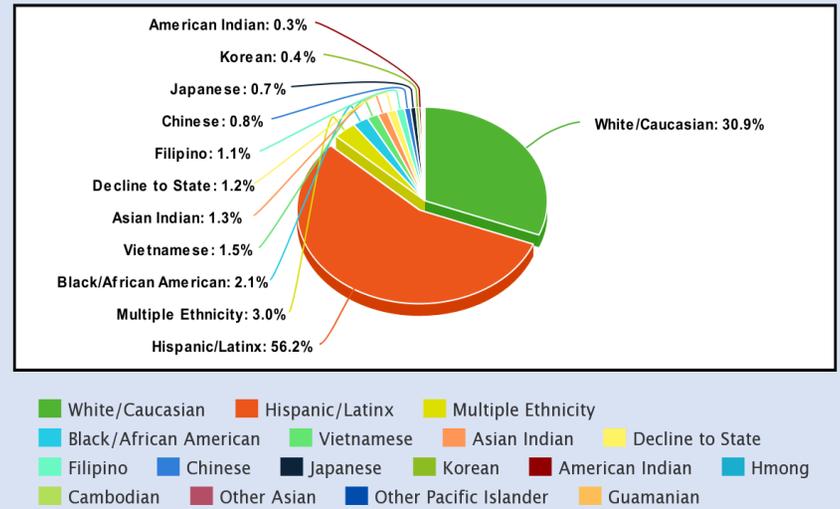
Plan Summary:

THE STORY: Briefly describe the students and community and how the school serves them.

Live Oak High School is a comprehensive high school nestled in the orchards and vineyards of Morgan Hill, California. We have approximately 1140 students in grades 9-12. Live Oak offers a wide variety of college preparatory and Advanced Placement classes to engage all students in rigorous academic instruction that will prepare them for college and careers. Student demographics include: 53% Male, 47% Female, 8% English Learners, 26.4% Redesignated English Proficient, 0.03% Foster/Homeless, 0.3% Migrant, 13.7% Students with IEPs 36% Socioeconomically Disadvantaged.

Vision Statement

It is the Vision of Live Oak High School to graduate students who demonstrate College and Career readiness to become productive workers and contributing Global citizens. Our students will be ethical, critical, and independent thinkers, informative navigators, and lifelong learners in order to be leaders and valuable participants in the 21st century.



Mission Statement

The Mission of Live Oak High School is to provide a challenging, high quality educational environment. We are committed to equity and success for all students. For this purpose, all teachers will incorporate real life tasks, differentiated instruction, varied modalities, and appropriate technology to extend learning beyond the school environment. This community of learning will encourage all students to identify their unique learning styles and talents to develop their post high school plans. Thus, our students will become knowledgeable, skilled, responsible, adaptive, and creative global citizens.

Beliefs about Students and Learning

- ❖ We believe that there should be a curriculum for all students that reflects clear expectations, high academic standards, and meaningful assessment
- ❖ We believe that students learn best when they are well-known, valued, and connected to a wide variety of advocates such as teachers, counselors, staff, administration, and parents.
- ❖ We believe students learn best when they are actively engaged through a variety of modalities and learning styles.
- ❖ We believe that students learn best in an environment that is emotionally and physically safe, is mutually respectful, is prejudice free, and is well-maintained with up-to-date facilities and equipment.
- ❖ We believe that all students should develop the necessary skills to succeed in their desired post-secondary pathways.

PBIS Motto: <i>Go for the GOLD!</i>	<i>What is an ACORN?</i>
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G - Growth Minded O - Open Minded L - Leadership-Oriented D - Determined to Succeed	A - Adaptive Lifelong Learners C - Collaborators & Communicators O - Ongoing Problem-Solvers & Independent Thinkers R - Respectful & Responsible Citizens N - Navigators of the Future through Technology and Innovation
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Students are served through district wide programs as described in the district's Local Control Accountability Plan (LCAP). This School Plan for Student Achievement (SPSA), represents our school's allocation of resources towards unique school level needs as determined by our review of student outcome data and stakeholder input. This needs assessment is further analysed to determine root causes which inform the actions as laid out in this plan. Actions are monitored for effectiveness through various metrics and future plans are adjusted to ensure that actions are demonstrating the desired outcome. Program and service evaluations must take into account the degree to which plans have been implemented with fidelity and ample time for expected outcomes to be demonstrable.

The SPSA continues to be organized under three goals aligned to the district's LCAP and our WASC Action Plan. This alignment allows us to identify action items for a cohesive plan for school improvement, as outlined and cross referenced in various school planning documents. The actions are structured as a Multi-Tiered System of Support to distinguish core programs from strategic or intensive support programs. As the goals and categories are broad, there is ample flexibility for a wide variety of programs and services, but also an infrastructure by which to share professional learning about program effectiveness in meeting common goals. These goals are:

1. **College and Career Readiness:** With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students. (This goal has seven common actions including staffing, professional development, core and support educational programs, and basic services).
2. **Parent Engagement** All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness. (This goal has two actions including general parent engagement as well as targeted engagement and outreach for parents of underrepresented students).
3. **Student Engagement & School Climate:** Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready (This goal has two actions including general campus climate and engagement services as well as strategic and intensive support for struggling students).

Additional School level goals and priorities include:

The SPSA document represents Live Oak High Schools' allocation of resources toward specific actions designed to meet our goals, in alignment with our school's mission and vision of equitably serving all students. Our goal setting process engages all stakeholders in a process to determine the relative attention and resources we will focus on each of California's eight LCAP priority areas.

Based on input from faculty and staff, students, parents and community members, priority goals for the 2019-2020 SPSA will remain in place for 2020-2021. **A focus on student achievement continues, with successful graduation and completion of A-G requirements for all students as the ultimate measure.**

Live Oak High School SPSA continues to be organized under the same **three goal areas** as MHUSD:

1. **College and Career Readiness:** With an equity lens, MHUSD will provide a rigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students.
2. **Parent Engagement** All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness, regardless of home language or culture.
3. **Student Engagement & School Climate:** We will provide instruction and extracurricular opportunities to engage students, to ensure their connection the school and community, and to inspire the productive persistence of ALL students to graduate college and career ready.

With an equity lens, Live Oak High School will...

1. Provide professional learning to faculty and staff to ensure accessible, engaging, high quality standards-aligned instruction in all classrooms.
2. Improve achievement of students with disabilities through the use of enhanced supports, inclusive practices, and co-teaching.
3. Improve achievement of English Learners through targeted supports and interventions (e.g. ELD instruction, tutoring)
4. Engage parents as partners in high school success by offering a variety of learning and engagement opportunities, including Home and School Club (HSC), School Site Council (SSC), English Language Advisory Committee (ELAC), parent education and orientation nights, booster clubs and more.

5. Implement proactive school-wide Positive Behavior Intervention and Support (PBIS), and expand the use of restorative justice and reactive strategies as alternatives to suspension.
6. Use data to substantively reflect on and refine our practice in all areas, with a particular focus on ensuring rigorous, standards-aligned instruction in all classrooms (e.g. PLC Inquiry Cycles, Data Walks, Instructional Rounds, Data Talks at HSC/SSC/ELAC)

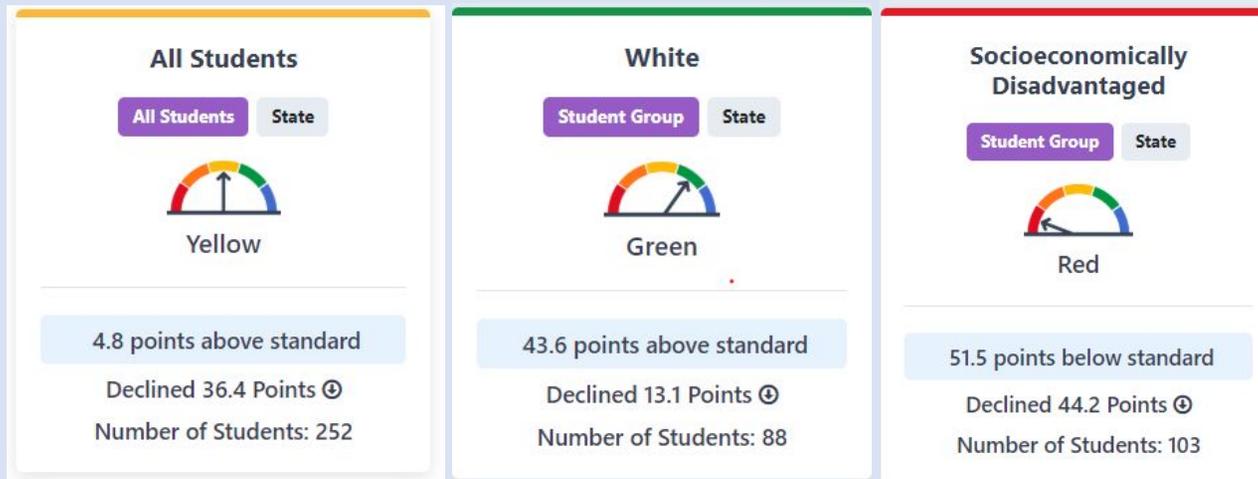
GREATEST PROGRESS: Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success?

Live Oak High School engaged in a [substantive self-study](#) during the 2017-2018 and 2018-2019 school years, which was verified by an independent auditing committee from the Western Association of Schools and Colleges (WASC) that visited our school in March 2019. We are proud to have earned 6 year [WASC accreditation](#) through June 2025, with a 1 day mid-cycle review in 2022.

Goal #1: Academic Achievement toward College & Career Readiness

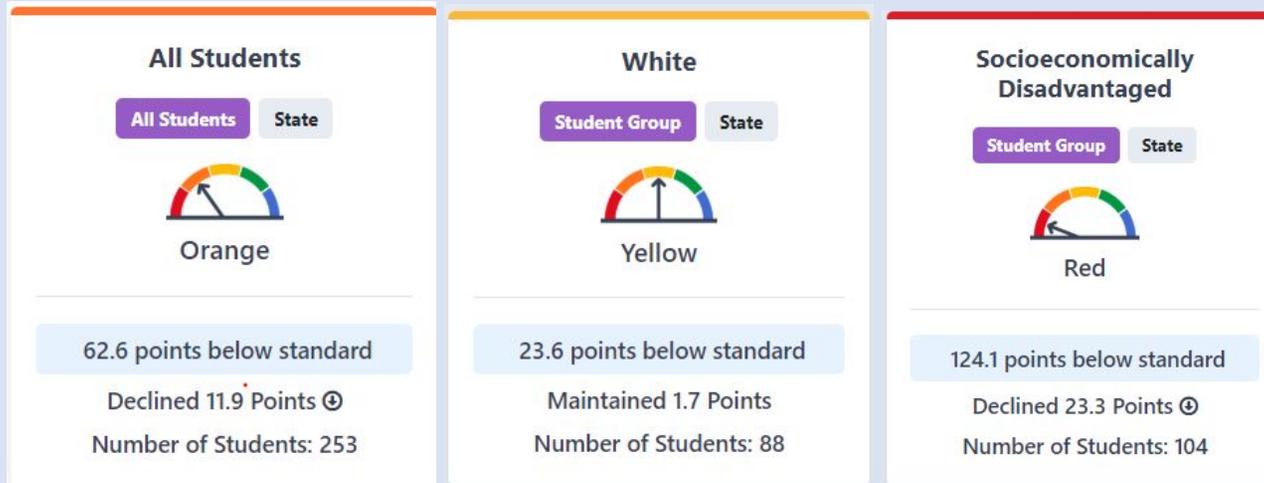
Progress in English Language Arts

Overall, Live Oak student scores on CAASPP ELA decreased by 36.4 points but also maintained 4.8 points above standard and the White student group still 43.6 points above standard. Target subgroups also decreased, with a significant decrease for SED students. While there is still work to be done to reduce achievement gaps among Live Oak students, particularly English Learners, Students with Disabilities and Socio-Economically Disadvantaged, we are conscientious and encouraged with the decrease in scores not going below the 2016-2017 school year. English Language Arts. Evidence suggests that efforts to support high quality teacher collaboration and professional learning focused on supporting the language and literacy development of all learners (e.g. Constructing Meaning and UDL/Differentiated instruction training) have contributed to student gains and maintenance in ELA/ELD. To build upon this success, Live Oak will continue to provide additional training opportunities to teachers in the area of supporting ELA skills of all students across the curriculum (e.g. Constructing Meaning, AVID, Universal Design for Learning/Differentiation, and Co-Teaching), as outlined in this plan for 2020-2021. Additionally we will work on culture and climate to support student-teacher relationships, to indirectly increase engagement and rigor to promote student learning. This will be achieved through programs such as AVID, PBIS and an Advisory program in the 2020-2021 school year.



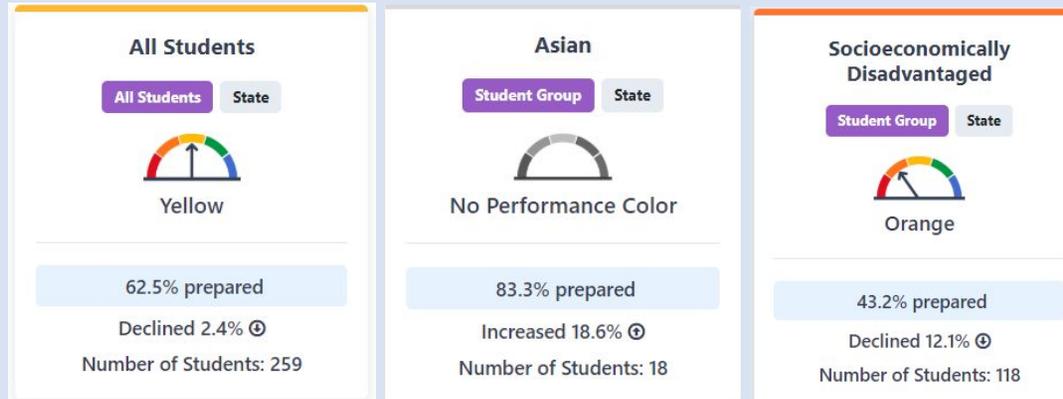
Progress in Mathematics

Overall Live Oak student scores on CAASPP Math declined 11.9 points with the White subgroup maintaining, while target subgroups show similar or worse decline. For example, Socioeconomically Disadvantaged scores declined 23.3 points and they are 124.1 points below standard. While there is still work to be done to reduce achievement gaps among Live Oak students, particularly Socioeconomically Disadvantaged, ELD and Hispanic students, we are encouraged gain that our decline has not surpassed the scores from the 2016-2017 school year. To build success back up, this plan includes allocations for additional training opportunities to teachers in the area of supporting Math skills of all students, as well as additional tutoring and support (e.g. CalSOAP, AVID) in 2020-2021. Additionally we will partner with all departments and the district to retain and hire quality teachers and build and support student teacher relationships with PBIS, AVID and Advisory.



Progress in College and Career Readiness

A significant goal at Live Oak High School has been to increase student access to and successful completion of rigorous UC/CSU Eligible coursework, to ensure college and career readiness. In the past year, all students and target subgroups either maintained, increased or significantly increased the number of students graduating College and Career Ready. For the 2018-2019 school year, we saw an overall decrease for students of 2.4%, having our prepared rate of 62.5%. Subgroups such as Hispanic and EL students declined in alignment with the average, however, the Socioeconomically Disadvantaged declined 12.1%, which shows consistency with the decreases for this student group in other areas as well. Overall, we hope to build back up to the increases of the 2017-2018 school year in this area.



Live Oak has seen growth in other metrics associated with equitable access and achievement, and college preparation, including AP participation (35.69% increase to 57.7%.) and number of students scoring 3+ on AP exams in 2019 (39%). Additionally we saw an increase in numbers of tests being taken (369 exams in 2019 and 653 exams in 2020). We worked this year to incorporate a budget to supplement fees for students. In 2019-2020 and for years to come, we have partnered with Equal Opportunity Schools to increase our rigor and support to all AP students and increase the access to AP and rigorous curriculum to all

student sub groups. In the 2019-2020 school year, we are already seeing an increase in enrollment of these courses for the 2020-2021 school year. Similarly, Live Oak is making incremental, but steady gains in the number of students meeting benchmarks for SAT and PSAT.

We are also particularly proud of the fact that we have maintained the number of students meeting rigorous requirements for the Seal of Biliteracy, with 56 members of the Class of 2020(over 22% of the graduating class) demonstrating advanced fluency, literacy, and skill in at least two languages.

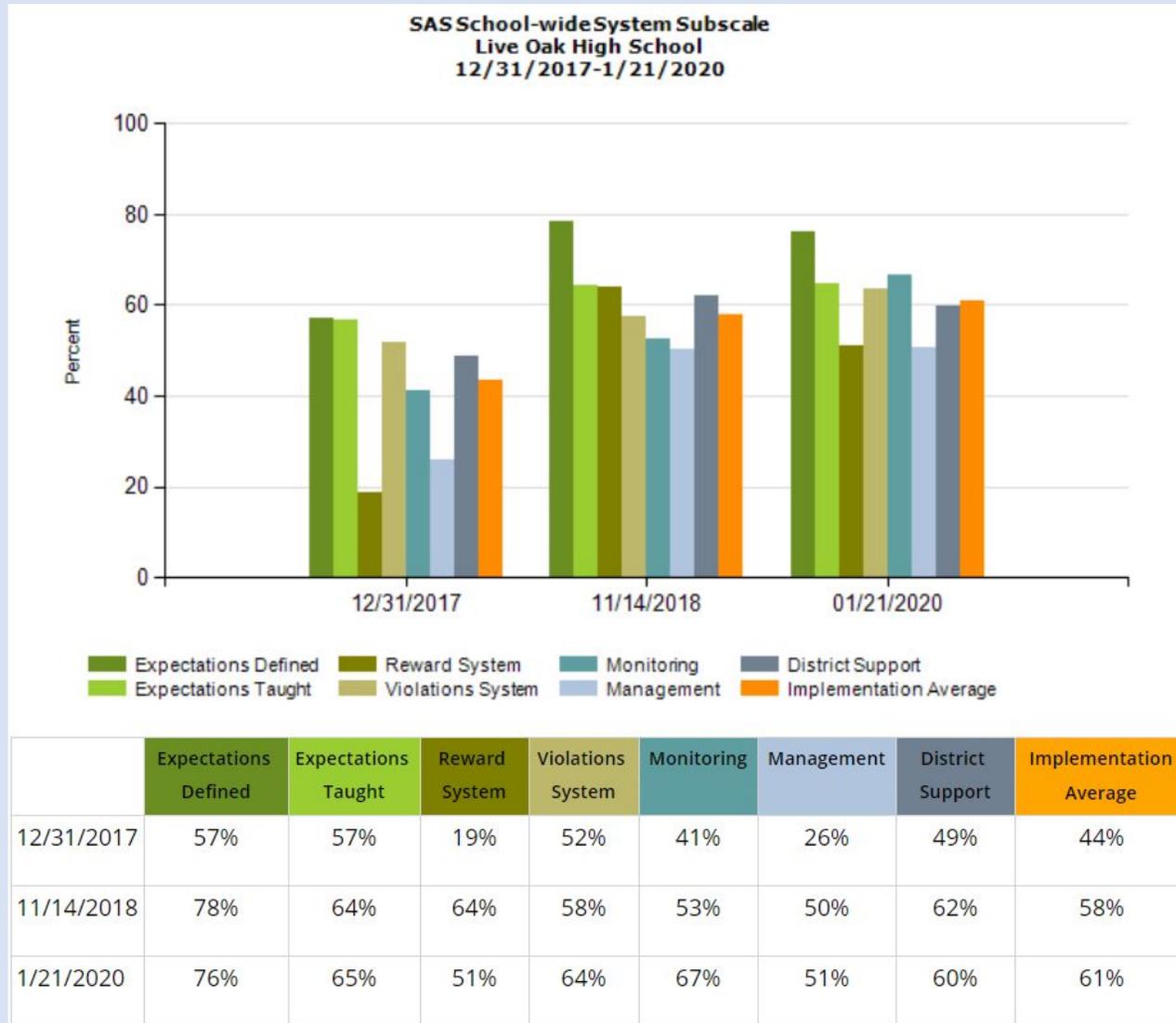
Goal #2: Parent Engagement

Our efforts to improve parent engagement and participation have resulted in improved attendance at English Language Advisory Committee (ELAC) meetings, parent education opportunities (Parent Project and Project to Inspire), and schoolwide parent events (e.g. Back to School Night, Course Information Night, Cash for College, etc.) In regards to these efforts, parent participation at Live Oak events has increased but is still much lower than we would like to see, so this continues to be an area for improvement for our school. In particular, this 2020-2021 SPSA includes an action item focused on supporting the participation and engagement of our Spanish speaking families. This program, Project to Inspire, was offered in the 2019-2020 school year and will continue into this year and next. Engagement improved over time and was offered weekly on our site and open to parents from our school and others in the community.

Goal #3: Student Engagement & School Climate

Progress in PBIS Implementation

We are proud of the progress that has been made in the implementation of PBIS. Data from our self assessment survey (completed by staff members each year) shows that we have increased in all areas of implementation since the start in 2017. We have had great achievement in the areas of our Reward System with a 32% increase in survey success responses and a 76% survey success response in the area of expectations defined. Our PBIS team has been diligent in creating student lesson plans to teach and model behavior expectations, creating and operating a student acknowledgement system and increasing awareness through our morning announcements. In the 3rd year of implementation we have also identified and activated our Tier II and Tier III responses. The coordinator and AP have created a positive “Check in Check Out” system where students can build on a 1:1 interaction with staff of their choosing, to hold them accountable and help with mentoring. Actions to support PBIS plan development and implementation have progressed well to date: sustainability and inclusion of more students and classified participation in the PBIS team will continue and is a part of this 2020-2021 SPSA plan.



Student Engagement and Leadership

Many Live Oak high school students are engaged in school and actively involved in extracurricular activities. Our Band, Theater, FFA, Athletics, AVID, ASB student government, and multitude of clubs are well attended and enthusiastically embraced by our students as a cornerstone of their high school experience. Past SPSAs have included action items related to the support of a positive school climate, such as providing funding for extended school day learning and

opportunities for student leadership development (e.g. Camp Everytown). Stakeholder feedback points to these as important factors in connecting students to their education and motivating academic achievement. We are excited to offer an additional program of Advisory in the 2020-2021 school year to support all of these programs and build capacity and culture on campus. Academically we will be in our induction year of being a Dual Immersion Multicultural Education program, where students will take two of their 9th grade courses in the Spanish language.

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)

Plan Description: General support and Improvement

The purpose of this plan is to address areas of need as revealed by our needs assessment as follows:

Needs Assessment Findings:

California Public School Dashboard Indicator Needs: As indicated by the chart below, **All reported areas will** continue to be areas for improvement at Live Oak High School. While some growth and maintenance has been made by some of our target subgroups (Hispanic/Latino, Students with Disabilities, and Socioeconomically Disadvantaged Students), gaps continue to exist that must be addressed. In particular, there is a need to reduce Suspension Rates and improve Graduation Rates of all student groups, with specific attention to subgroups indicated in Red or Orange below. To address these issues, Live Oak will continue efforts to improve Multi-tiered Systems of Support (MTSS), Positive Behavior Intervention and Support (PBIS) system and our new Advisory program.

Student Group Report for 2019

[Pivot Data by Stu](#)

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	Orange	Orange	Yellow	Yellow	Orange
English Learners	None	Orange	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	Red	None	None	None	None
Socioeconomically Disadvantaged	None	Red	Orange	Orange	Red	Red
Students with Disabilities	None	Yellow	None	None	Red	Red
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	Orange	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	None	Red	Orange	Orange	Orange	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	Orange	Orange	Green	Green	Yellow
Two or More Races	None	Orange	None	None	None	None

California Public School Dashboard Gaps: In addition to areas indicated above, Live Oak High School continues to show academic gaps in all areas for Socioeconomically Disadvantaged students. In an effort to address these gaps, Live Oak will provide additional opportunities for professional learning to improve instruction for these learners, as well as intervention support and tutoring.

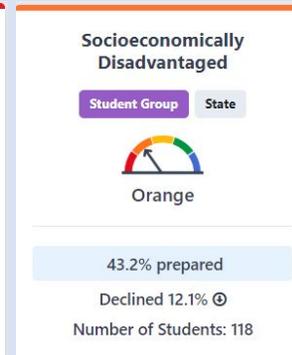
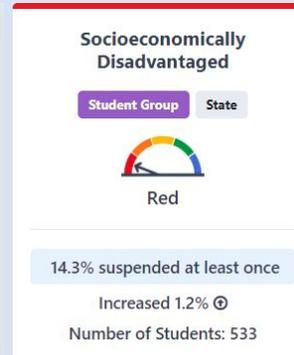
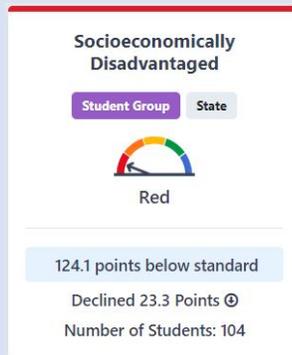
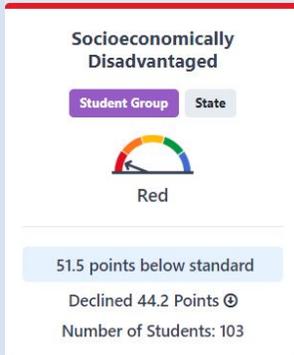
ELA 2019

Math 2019

Grad Rate 2019

Susp. Rate 2019

C/C Readiness 2019



Local Assessment Data: Data gathered regarding the participation of Spanish Speaking parents in school related events and parent learning opportunities reveals a need to increase parent engagement, particularly by Spanish speaking parents and families.

Stakeholder Identified Needs: As part of our 2019 WASC Self-Study accreditation review, stakeholders were surveyed to identify site needs. Stakeholder feedback pointed to the need to improve our program in the following areas:

- 1). Increase rigor of college preparatory courses at Live Oak, to ensure equitable access to rigorous academic curriculum, and opportunity for all students to emerge from CP courses ready for Advanced Placement opportunities, college and career (Goal #1).
- 2). Increase parent engagement, particularly by parents of students whose home language is Spanish. This aligns with locally collected parent participation data, and reinforces our commitment to ensuring that all families are connected to our school community in positive ways (Goal #2).
- 3). Improve school climate and reduce behaviors that result in suspension (e.g. controlled substance/tobacco/vape use, bullying/harassment, etc.). This aligns with current suspension data, and reinforces our school commitment to creating a positive school community and environment that engages all learners (Goal #2).
- 4). Provide additional education and supports to ensure a safe school, such as controlled substance education and prevention (e.g. programs to reduce vaping, drug/alcohol/tobacco use), and additional mental health awareness and support programs (Goal 3).

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.

Root cause analysis of **Graduation Rates** reveals that Students in Special Education, ELL/RFEP and Socioeconomically Disadvantaged students are not graduating at rates equivalent to their peers. Live Oak Foundation Grant was and will continued to be used in the 2020-2021 school year to support schoolwide professional development and materials focused on Universal Design for Learning and Differentiated Instruction, Equity Based Instruction, Advisory and other strategies/programs to equip all teachers for providing needed supports to the wide variety of learning needs in their classrooms. To build on this work, Live Oak will continue to expand the availability of Co-Taught and supported classes, Advisory program to address social and emotional needs and our partnership with EOS to promote equity and rigor.

Root cause analysis of **Suspension Rates** reveals that rates have decreased in students overall for 2019 and a decrease in target subgroups: SWD and ELL. We have shown an increase in subgroups: White, Asian, Homeless and SED. We attribute this to increased access to and use of vaping devices containing nicotine and THC wax but also in the increase of student/family awareness and efforts made by the city of Morgan Hill and MHUSD. During 2019-2020 and beyond, anti-vaping efforts will be an area of focus including educating students and families on the negative impacts of use of these devices, and implementing restorative justice practices and brief intervention systems. In addition, funds are set aside to support a PBIS coordinator and staff collaboration time focused on improving and responding to student behavior in ways that minimize student suspension.

College and career readiness, as defined by CA Dashboard, includes CTE pathway completion, Grade 11 CAASPP performance, AP exam performance, A-G completion, and state seal of biliteracy. Root cause analysis of **college and career readiness** gaps reveals that all students at Live Oak are underperforming in this year, with more significant gaps existing between students with disabilities, socioeconomically disadvantaged, and hispanic/latino students and all peers. Recent changes to our Special Education program, including the addition of a Co-Teaching model for English and Integrated Math classes, has begun to close those gaps. Our partnership in the 2020-2021 school year with EOS and the implementation of Advisory will be additional efforts to increase all areas of student access and support. This plan includes additional funding for collaboration and interventions to further reduce gaps and ensure that more LO High School students are graduating ready for college and career.

Stakeholder Involvement

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

The primary creation of the SPSA was accomplished via consultation with and approval by the School Site Council at the monthly meetings. This occurred over several meetings. Other stakeholders with input were our Home and School Club, ELAC organization (ELAC is represented within our School Site Council), teacher members of our Instructional Leadership Team (ILT), Student Voices and Associated Student Body (ASB) Leadership, and public safety personnel. Input that informs the SPSA is gathered throughout the school-year at a variety of stakeholder and staff meetings. In addition, areas for growth as identified in our [WASC Self-Study](#) (informed by a variety of stakeholder and community member input methods) were also brought to bear in the development of the 2019-2020 SPSA.

Resource Inequities

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

Although parent engagement is a focus area for all students, recent WASC and stakeholder feedback data suggest that families who are non-native English speakers are underrepresented in parent organizations and learning opportunities, despite the fact that they comprise about half of Live Oak families. Equitable allocation of resources will be made to provide tiered support and focused recruitment efforts to engage Spanish (and other non-English) speaking families more consistently at Live Oak. These will include funds to support parent education and awareness campaigns (Goal 3, action); home visits and individual referrals for school linked services or truancy intervention based on individual student needs (Goal 3 action 2).

Comprehensive Support and Improvement:

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified: A list of the schools in the LEA that are eligible for comprehensive support and improvement.

The Morgan Hill Unified School District and Central Continuation High School were identified for Comprehensive Support and Improvement for Graduation Rate. MHUSD graduation rate is flagged as “orange” on the California Public School Dashboard, with a status of 84.7% and a 4% decrease from the previous year. Central High School’s graduation rate is flagged “red” with a status of 49.4% and a decrease of 11.3%. Ann Sobrato and Live Oak High Schools also contribute to the overall district graduation rate; ASHS (yellow) has a rate of 91.6%, decreasing 3.1%; and LOHS (orange) has a rate of 88.5%, decreasing 2.3%

Support for Identified Schools: A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The Morgan Hill Unified School District has budgeted expenses to support this plan as itemized in this [budget tool](#). The district has also convened a CSI task force composed of stakeholder representatives from all high schools and conducted root cause analysis with the help of the Santa Clara County Office of Education Designated Assistance team . The task force identified the following student groups of concern: Hispanic/Latino students at all schools; Socioeconomically Disadvantaged students at all schools; Foster youth (particularly Advent program students) at Central; and Moderate-Severe Special Day Class students on Certificate of Completion pathways at LOHS. The team identified the following root causes and developed actions to address those causes:

Root Cause 1: Timeliness of identifying students who are off track for graduation and providing credit recovery.

Action 1: Identify all students who are credit deficient at each point where credits are awarded or earlier and assign to credit recovery. Use CSI funding for data and Schoolwise Press to develop monitoring systems and conduct literature review and PD (Datazone and Schoolwise Press).

Root Cause 2: Monitoring of student progress while on credit recovery.

Action 2: Develop a job description for credit recovery stipend teachers that includes defined expectations for student monitoring, support, and parent communication to enhance completion rates. Use CSI funding to pilot credit recovery stipends).

Root Cause 3: Transferring of students to Central after they have fallen too far behind to graduate.

Action 3: Develop a review process at the point of enrollment to ensure that students transferring to Central still have a realistic opportunity to graduate. Process to include informational pamphlets and sessions.

Root Cause 4: Hosting an Advent Program Drug Rehabilitation group home for court monitored foster students from across Northern California results in Central and MHUSD owning the statistics for short term students who rarely re-enroll in their home districts once their mandatory rehabilitation is over.

Action 4: District Superintendent will work with Judicial system and CDE to explore unintended consequences of Advent program and fair options to address impacts to the district data reporting.

Root Cause 5: Live Oak's hosting of moderate-severe SDC class results in certificates of completion being concentrated at LOHS where they do not count on graduation rate (although they would count on Central's DASS graduation rate due to discriminatory state metric methodology).

Action 5: Explore operating moderate-severe SDC class as a satellite program under our alternative school code.

Root Cause 6: Not claiming all cohort member graduates by the April census date due to using the previous June 30 date.

Action 6: Principals to conduct review and monitor registrar practices for identifying and tagging students in the student information system to ensure they are counted when graduating.

Root Cause 7: Assigning alternative school transfers to the proper cohort based on credits. ensure granting variable credit as earned at the comprehensive high schools when students transfer

Action 7: Alternative Counselor will be redirected using CSI funding to develop a system to monitor enrollments and assignments to cohorts as well as the awarding of earned variable credits for passed grading periods.

Root Cause 8: Need to maximize student engagement and relevant connection to work by deepening equitable instruction and high interest programs and pathways.

Action 8: Continue to develop capacity for culturally conscious instruction, increase access to college through work with Equal Opportunity Schools and Cal Soap, and increase relevance by continuing to develop CTE pathways.

Monitoring and Evaluating Effectiveness: A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

CSI plan and student group monitoring will be based on change and status of the district and school site graduation rates as reported on subsequent California Public School Dashboards .

Each high school site Principal will also report to the Assistant Superintendent of Educational Services the following:

- 1). Numbers of students on or off track to graduate at each semester of each grade level.
- 2). Numbers of students being identified, enrolled and completing credit recovery at ASHS and LOHS.
- 3). Transcript audit findings of credits granted and cohort assigned when transferring to alternative site.
- 4). Numbers of students on or off track to graduate at each grading period where credits are awarded at CHS
- 5). Case studies of non-graduates to continue to identify additional actionable causal factors for falling off-track and that would inform the refinement of this plan.

To provide a focus and measurable goal for the 2020-21 school year, MHUSD will increase the graduation rate percentage for Latinx students by 6% (approximately 20 students) including a commensurate proportion of low SES and English Learners within that group.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

College and Career Readiness: With an equity lens, Live Oak High School will provide rigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students

Identified Need

After a careful analysis of CAASPP data, MAP data, department formative and summative assessments, CELDT and ELPAC data, AP participation and performance, A-G completion, and Graduation Rates. The greatest areas of need include A-G success and graduation rates for all students. In addition, there are significant performance gaps between white students and Hispanic students, and Students with Disabilities, students with low Socioeconomic Status, and the general student population.

Annual Measurable Outcomes

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES/ Comprehensive High Schools

Goal 1: College and Career Readiness:				Link to metric instructions
Metric	Data collected in 2017-18	Data Collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21
Graduation Rates Rate, Status & Change --All Student --Low SES --w/Disabilities --White --Hispanic/Latino	Grad Rates: 2017 Rate--Change--Status --All 95.5% -0.3% Very High --SED 88.2% -3.5% Medium --SWD 81.1% -1.7% Low --White 99.1% +2.5% Very High --Hisp/La 88.6% -5.3% Medium	Grad Rates: 2018 Rate--Change--Status --All 90.7% -4.8% High --SED 89.3% +1.1% Medium --SWD 76.0% -5.1% Low --White 92.5% -6.6% V. High --Hisp/La 89.6% +1% Medium	Grade Rates: 2019 Rate--Change--Status --All 88.5% -2.3% Medium --SED 81.5% -7.9% Medium --SWD 51.3% -24.7% V. Low --White 89.8% -2.7% Medium --Hisp/La 86.5% -3.2% Medium	Maintain very high status and close gaps for less than high performing groups by > 1% per year and for less than medium performing groups by >5% per year
CSU/UC Eligibility: --Percent meeting A-G	CSU/UC Eligibility --Percent meeting A-G: 52.9%	CSU/UC Eligibility --Percent meeting A-G: 47.4%	CSU/UC Eligibility --Percent meeting A-G: 50.9%	Grow percentage by >3% each yr.

Biliteracy --Earn Seal of Biliteracy --9th gr. Lang. GR comp. --EL status & change --EL Reclass Rate	Biliteracy --Seal Earners: 44 --Comp 9th gr: --Stat & chg: 94.7% +5% Very High --RFEP Rate: 9.7%	Biliteracy -- Seal Earners: 85 --RFEP Rate: = 2.3% With the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure..	Biliteracy Biliteracy --Earn Seal of Biliteracy: 56 --9th gr. Lang. GR comp: 82% --Stat & chge: 51.5% Low --EL Reclass Rate: 23.1%	Maintain positive growth in all categories
Advanced Placement --Participation per capita --3+ score per capita	AP Results --Participation rate: 35.6% --3+ score rate: 24%	AP Results --Participation rate: 39.5% --3+ score rate: 31.8%	AP Results --Participation rate: 57.7% --3+ score rate: 39%	Positive growth in AP participation while maintaining or growing pass rates
SAT Exam 11th/12th gr --Participation --Met ERW benchmark --Met Math benchmark --Met both benchmarks	SAT Exam --Participation: 51.8% --Met ERW benchmark: 84% --Met Math benchmark: 61% --Met both benchmarks: 55%	SAT Exam --Participation: 49.2% --Met ERW benchmark: 85.6% --Met Math benchmark: 63.7% --Met both benchmarks: 61.7%	SAT Exam --Participation: 35% --Met ERW benchmark: 87% --Met Math benchmark: 66.5% --Met both benchmarks: 66%	Increase participation while maintaining or increasing average scores. Increase CCR score by 3% annually
PSAT Exam (Grade 10) --Participation --Met ERW benchmark --Met Math benchmark --Met both benchmarks	PSAT Exam --Participation: 93% --Met ERW benchmark: 49% --Met Math benchmark: 26% --Met both benchmarks: 24%	PSAT Exam --Participation: 94.5% --Met ERW benchmark: 59% --Met Math benchmark: 33% --Met both benchmarks: 32%	PSAT Exam --Participation: 66.1% --Met ERW benchmark: 38.2% --Met Math benchmark: 34.2% --Met both benchmarks: 36.6%	Increase CCR score 3 %
Career Technical Ed. --number enrolled --number concentrators --pathway completers	Career Technical Ed. --648 enrolled (787 seats/courses) --number concentrators 18 --pathway completers: 7.8%	Career Technical Ed. --648 enrolled (787 seats/courses) --number concentrators 18 --pathway completers: 7.8%	Career Technical Ed. 2020 --675 enrolled (972 seats/course) --number concentrators: 529 --pathway completers:3.3%	Increase/maintain pathway completers to at or above statewide rates
Dual Credit Earners	# Earn Dual Crt: N/A	# Earn Dual Crt.: 21	# Earn Dual Crt.: 34	Increase Dual credit earners ea yr.
Post Secondary % --Enrolled 4 yr. College --Common Scholarship --Naviance Int. Survey	Post Secondary % (Naviance) 33.5 % Enrolled 4 yr. College 28 % completing CS App 82 % completing Nav. Survey	Post Secondary % (Naviance) 29.2% Enrolled 4 yr. College completing CS App completing Nav. Survey	Post Secondary % 21% enrolled in 4 yr college 32.9% completing CS application 80% completing Nav. Survey	Increase % enrolled in 4 yr college >1% % completing CS application >5% % completing Nav. Survey >5
California Dashboard % College Career Ready	61.7% College/Career Ready	65% College/Career Ready	62.5% College/Career Ready	Increase CCR status by >1% per year
Core Area Grades (Average GPA, % F's) --English --Math --Science --History	Core Area Grades %F Ave GPA Overall --English 13.2 2.43 --Math I 14.75 2.67 --Science 7.54 2.67 --History 13.23 2.34 --ELD 16.6 2.21 SpEd	Core Area Grades %F Avg GPA Overall --English 22.69 2.70 --Math I 17.82 2.69 --Science 9.88 3.13 --History 10.32 2.95 --ELD 2.17 2.85	Core Area Grades %F Avg GPA Overall --English 6.5 2.94 --Math I 15.3 3.52 --Science 14.1 2.90 --History 5.2 3.40 --ELD 3 3.54 SpEd	Reduce disparities among core areas to within 0.3 GPA points and 3% failure rate by balancing support system according to need.

	--English 18.97 1.79 --Math 23.6 1.51 --Science 19.4 1.86 --History 22.6 1.36 Mainstream Eng. 9.17 2.82 Mainstream Math 12.23 3.24 Mainstream Sci. 5.57 3.27 Mainstream Hist. 8.53 2.83	SpEd --English 30.43 1.70 --Math 19.23 1.96 --Science 16.67 2.07 --History 15.69 2.23 Mainstream Eng. Mainstream Math Mainstream Sci. Mainstream Hist.	--English 10.8 3.03 --Math 7.9 2.58 --Science 10.08 2.47 --History 5.42 2.49	
Special Education --Referrals: --Qualifications: --Exits: --On track to graduate at --Grade 10 % --Grade 11 % --Grade 12 % --Certificates of Comp. --Returning for 5th yr	Special Education-non SLP only --Referrals: --Qualifications: --Exits: --On track to graduate at --Grade 10 7/12 --Grade 11 5/7 --Grade 12 8/9 --Certificates of Comp: 1 --Returning for 5th yr: 0	Special Education-non SLP only --Referrals: --Qualifications: --Exits: --On track to graduate at --Grade 10 7/12 --Grade 11 5/7 --Grade 12 8/9 --Certificates of Comp: 4 --Returning for 5th yr: 3	Special Education-non SLP only --Referrals: --Qualifications: --Exits: --On track to graduate at --Grade 10 28.6% --Grade 11 26.5% --Grade 12 44.4% --Certificates of Comp: 3 --Returning for 5th yr: 1	
CAASPP Test ELA status/change --All student --Low SES --SWD --EL Math status/change --All student --Low SES --SWD --EL Science status/change --All student --Low SES --SWD --EL	CAASPP Gr 11 (Dashboard) ELA status/change --All student 2599 --Low SES 2549 --SWD 2450 --EL 2429 Math status/change --All student 2562 --Low SES 2507 --SWD 2426 --EL 2417 Science status/change --All student No scores yet --Low SES --SWD --EL	CAASPP Gr 11 (Dashboard) ELA status/change --All student 2624 +25 --Low SES 2577 +28 --SWD 2469 +19 --EL 2471 +42 Math status/change --All student 2573 +11 --Low SES 2520 +13 --SWD 2443 +17 --EL 2433 +16 Science status/change --All student No scores yet --Low SES --SWD --EL	CAASPP Gr 11 (Dashboard) ELA status/change --All student Medium -36.4 --Low SES V. Low -44.2 --SWD V. Low -31.6 --EL Low -36.1 Math status/change --All student Low -11.9 --Low SES V. Low -23.3 --SWD V. Low -45.2 --EL Low -27.8 Science status/change --All student No scores yet --Low SES --SWD --EL	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.

<p>MAP (growth)</p> <p>ELA</p> <p>--Grade 9</p> <p>--Grade 10</p> <p>--Grade 11</p> <p>--Grade 12 optional</p> <p>Math</p> <p>--Grade 9</p> <p>--Grade 10</p> <p>--Grade 11</p> <p>--Grade 12 optional</p>	<p>MAP Fall to Winter Growth</p> <p>ELA school Nat. Norm</p> <p>--Grade 9 0.9 0.8</p> <p>--Grade 10 1.2 0.4</p> <p>--Grade 11 2.7</p> <p>--Grade 12 1.3</p> <p>Math</p> <p>--Grade 9 0.6 1.7</p> <p>--Grade 10 2.1 1.2</p> <p>--Grade 11 1.6</p> <p>--Grade 12 1.0</p>	<p>MAP Fall to Winter Growth</p> <p>ELA school Nat. Norm</p> <p>--Grade 9 1.2 0.8</p> <p>--Grade 10 -.8 0.4</p> <p>--Grade 11 -1.6</p> <p>--Grade 12</p> <p>Math</p> <p>--Grade 9 -1 1.7</p> <p>--Grade 10 -1 1.2</p> <p>--Grade 11 -1.6</p> <p>--Grade 12</p>	<p>MAP Fall to Winter Growth</p> <p>ELA school Nat. Norm</p> <p>--Grade 9 -1 0.8</p> <p>--Grade 10 -4 0.4</p> <p>--Grade 11 +1</p> <p>--Grade 12</p> <p>Math</p> <p>--Grade 9 +1 1.7</p> <p>--Grade 10 0 1.2</p> <p>--Grade 11 0</p> <p>--Grade 12</p>	<p>Goal: Meet or exceed the national normed growth rates for each student group measured Fall to Winter.</p>
<p>Implementation Status: Scores on 5 point rubric survey</p> <p>Mathematics</p> <p>English (ELA/ELD)</p> <p>History</p> <p>Science</p> <p>MTSS: Assess/Supports</p> <p>PLC:</p>	<p>Rubric Score (staff survey 1-5)</p> <p>Mathematics 3.96</p> <p>ELA/ELD 3.22</p> <p>History 2.23</p> <p>Science 2.77</p> <p>MTSS Academic: 3.38</p> <p>MTSS SEL: 2.29</p> <p>PLC: 3.46</p>	<p>Implementation Status: Scores on 5 point rubric survey</p> <p>--Mathematics: 4.2</p> <p>--ELA/ELD: 3.7</p> <p>--History: 2.7</p> <p>--Science: 2.4</p> <p>--MTSS Academic: 3.4</p> <p>--MTSS SEL : 3.2</p> <p>--PLC: 3.9</p> <p>--PBIS 3.5</p>	<p>Implementation Status: Scores on 5 point rubric survey</p> <p>Math 4.3</p> <p>ELA/ELD 3.8</p> <p>Soc. Science 3.3</p> <p>NGSS: 2.9</p> <p>MTSS Academic: 3.5</p> <p>MTSS Soc. Emot: 3.3</p> <p>Collaboration: 3.6</p> <p>PBIS 3.6</p>	<p>Grow from previous year rubric scores in all core area implementations on Staff survey</p>
<p>California Dashboard Academic Indicator Student Groups in need (red or orange)</p>	<p>Suspension - All, EL, Homeless, SED, SWD, Hispanic</p> <p>Grad Rate - SWD, SED, Hispanic</p>	<p>Suspension Red: EL, SWD, SED, Wht, AfAmer Orange:all, Asian, Hisp, Homeless</p> <p>Chronic Absenteeism No red or orange indicators</p> <p>College and Career Ready No red or orange indicators</p> <p>Grad Rate Orange: Low SES, Hispanic</p> <p>ELA No red or orange indicators</p> <p>Math No red or orange indicators</p>	<p>Suspension Red: Hispanic, Homeless, SEDr Orange:Asian, EL, 2Races, White</p> <p>Chronic Absenteeism No Data</p> <p>College and Career Ready Orange: Hispanic, SED Red: None</p> <p>Grad Rate Orange: Hispanic, SED, White Red: None</p> <p>ELA Red: SED, SWD Orange: Hispanic</p> <p>Math Red: SED, SWD Orange: Hispanic</p>	

Goal 1 Action 1: Tier 1 Staff

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. Hiring general education teachers
2. Providing new teacher induction mentors
3. Providing site administrative, classified, and support staff

Programs and services funded in this School Plan include:

1. Constructing Meaning - Additional Instructional Coach (Stipend)
2. Constructing Meaning/ELD Training
3. Light Grant Stipend
4. Collaboration
5. Advisory Program Planner (Stipend)

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.

Goal 1 Action 1 Strategy/Activity	Amount(s)	Source(s)
Constructing Meaning/ELD	6044	LCFF
Training/Collaboration	2560	Light Grant
Light Grant Stipends	3378	Light Grant
Advisory Stipend	3378	LCFF

Goal 1 Action 2: Tier 2-3 Staff

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students, English Learners

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. CARE staff to monitor and link students based on unique needs to community based services
2. Teachers on special assignment to provide coaching for equitable instruction
3. Secondary equity staffing to provide additional supports within the school day
4. Elementary Reading Specialists and MTSS paraprofessionals to assist underperforming readers.
5. Special Education instructional staff and paraprofessionals (Base Funded)
6. Positive Behavior Intervention and Support Coach
7. School Resource Officer
8. School Linked services coordinator
9. Migrant Program Liaison and clerical support

Programs and services funded in this School Plan include:

1. English Learner Facilitator (Stipend)

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.

Goal 1 Action 2 Strategy/Activity	Amount(s)	Source(s)
EL Facilitator (Stipend)	5067	LCFF

Goal 1 Action 3: Professional Development

Students to be Served by this Strategy/Activity

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

All Students; English Learners, Hispanic/Latino Students, First to College Students, Students with Disabilities, Socioeconomically Disadvantaged Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. Provide support mentors to assist veteran and intern teachers
2. Provide professional development (PD) opportunities for administrators
3. Provide PD opportunities for classified employees.
4. Provide a new teacher induction program
5. Provide PD to support the core instructional program
6. Provide stipends to support staff implementation leaders at each site
7. Provide PD for the unique needs of English Learners.
8. Provide PD to support College and Career Readiness for underrepresented students
9. Provide PD to support the implementation of social emotional support and safety programs.
10. Provide PD to meet the unique needs of Students with Disabilities.
11. Provide PD to support the implementation of a Multi-Tiered System of Support.

Programs and services funded in this School Plan include:

1. Instructional Rounds - Substitutes to release teachers for site-wide alignment of rigorous, standards-aligned instructional practices.
2. Conference Expenses - AP, CCSS, NGSS for teacher professional learning to ensure rigorous, academic courses for all students.
3. AVID Program
 - a. Team Training/Summer Institute (conference costs for 2 attendees)
 - b. College Visits (substitutes/bus transportation)
 - c. AVID Team Collaboration/Planning (substitutes)
4. AP Bootcamp 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.

Goal 1 Action 3 Strategy/Activity	Amount(s)	Source(s)
Instructional Rounds - Substitutes	3200 1600	LCFF Supplemental Unrestricted Lottery
Conference Expenses - AP, CCSS, NGSS	\$3,000.00	Unrestricted Lottery
AVID Team Training	1700	LCFF Supplemental
AVID College Visits: Subs/Release Time	1280	LCFF Supplemental
AVID College Visits: Bus Transportation	3000	LCFF Supplemental
AVID Collaboration: Subs/Release Time	2400	LCFF Supplemental
AP Bootcamp PD	150	Unrestricted Lottery

Goal 1 Action 4: Tier 1 Instructional Program

Students to be Served by this Strategy/Activity

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

All Students, Socioeconomically Disadvantaged Students, Foster/Homeless Students, Students with Disabilities

Centralized funding and services provided through the District Level LCAP for reference include:

1. Provide core instructional materials
2. Provide tier 1 digital instructional curriculum for alternative programs.
3. Provide Career Technical Education curriculum, supplies, and equipment.
4. Provide curriculum development support for Visual and Performing Arts Plan.
5. Provide stipends for enrichment coordinators.
6. Provide chromebooks for digital access to the curriculum.
7. Provide centralized student information system

Programs and services funded in this School Plan include:

1. Student Chromebooks (purchase/maintenance) to support instruction and technology use across the curriculum.
2. Mobile Hotspots (devices, service contract) to provide access to online content/curriculum for students without internet at home.
3. Special Educational textbooks to support appropriate access to curriculum and content by Students with Disabilities.

Proposed Expenditures for this Strategy/Activity

Goal 1 Action 4 Strategy/Activity	Amount(s)	Source(s)
Student Chromebooks	34615	Unrestricted Lottery
Mobile HotSpots	5000	Unrestricted Lottery
SpEd Textbooks	5000	LCFF Supplemental

Goal 1 Action 5: Tier 2 and 3 Strategic/Intensive Academic Supports

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students, Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:

1. Provide a district assessment plan and common assessments.
2. Provide strategic supplemental digital content (Lexia, LLI, Read 180, Study Island)
3. Provide credit recovery digital curriculum for high schools.
4. Provide supplementary instructional materials deployed district wide.
5. Contract with Equal Opportunity Schools to increase underrepresented student access to AP.
6. Contract with Cal-SOAP to assist underrepresented students with path to college
7. Provide Extended day program opportunities for underperforming students.
8. Provide support for the implementation of the English Learner Master Plan
9. Provide Pre-School for eligible students
10. Provide extended school year learning opportunities to migrant students and English Learners.
11. Provide extended school year learning opportunities for students with disabilities.
12. Provide PD/Structure and academic offerings for Equity and Inclusion

Programs and services funded in this School Plan include:

1. CalSOAP Tutors to support rigorous academic instruction in classrooms and focused academic support during non-instructional time for all students, with particular emphasis on supporting the academic success, graduation, and college and career readiness of target subgroups.

2. ELD Academic Support/Tutoring - targeted after school support for English Language Learners to support the the academic success, graduation, and college and career readiness of our English Language Learners and Redesignated English Proficient students.
3. Extended Day Credit Recovery - after school credit recovery for all students who need to remediate for failed classes or bring a D grade up for A-G eligibility
4. Summer Credit Recovery - summer credit recovery for all students who need to remediate for failed classes or bring a D grade up for A-G eligibility
5. AP Bootcamp for first time AP takers (EOS Partnership)
6. AP exam subsidy to decrease the cost to students to increase access to rigorous assessment
7. PD and Program Implementation and Materials for Equity and Inclusion Implementation

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.

Goal 1 Action 5 Strategy/Activity	Amount(s)	Source(s)
CalSOAP Tutors	4000	LCFF Supplemental
ELD Academic Support	3378 2533.5	LCFF Supplemental Extended Day
Extended Day Credit Recovery	7600.5	Extended Day
Summer Credit Recovery	18482.42	Extended Day
AP Bootcamp	5000	State Lottery
AP Exam Subsidy	17000	LCFF Supplemental
Inclusion and Equity Initiative	20000	LO Foundation Grant

Goal 1 Action 6: Development of the School Plan

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized links available in the District Level LCAP for reference include:

1. Links to all school accountability report cards.
2. Links to all school safety plans
3. Links to all school plans for student achievement
4. Links to all school California Public School Dashboards.

Programs and services funded in this School Plan include:

1. Departmental Budgets to provide necessary academic materials and supplies to teachers of each content area.
2. Library Subscriptions to support student research and learning across the curriculum.

Proposed Expenditures for this Strategy/Activity

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

Goal 1 Action 6 Strategy/Activity	Amount(s)	Source(s)
Departmental Budgets	6400	Unrestricted Lottery
English Light Grant Budget	4207.78	Light Grant
Library Subscriptions	1860	Unrestricted Lottery
	1600	LCFF Supplemental

Goal 1 Action 7: Basic Services and Supplies

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding for basic services provided through the District Level LCAP for reference include:

1. Facility maintenance and improvement projects
2. Transportation
3. Food Service
4. Maintenance and custodial costs
5. Furniture and Fixtures
6. Technology equipment

Programs and services funded in this School Plan include:

1. General operating expenses - paper, office supplies and service contracts, specialized printing, graduation ceremony costs/rentals, additional funds for site-based facility maintenance/cleaning; summer locker cleanout, etc.
2. WASC Coordinator (Stipend)
3. Website Coordinator (Stipend)

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.

Goal 1 Action 7 Strategy/Activity	Amount(s)	Source(s)
General operating budget	78026.93	Unrestricted Lottery
	5427.52	LCFF Supplemental
	2100	Extracurricular
	6383.58	Extended Day
	1759.72	Light Grant
WASC Coordinator	1689	Unrestricted Lottery
Website Coordinator	1689	Unrestricted Lottery

Goal 1: Annual Review

SPSA Year Reviewed: 2018-19 to inform the 2019-20 school plan

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.

Live Oak engaged a variety of strategies aimed at progress toward college and career readiness for all students. The goals were identified using CAASPP data, MAP data, department formative and summative assessments, CELDT and ELPAC data. The greatest areas of need include reading, writing, and math support for our English Learners, Students with Disabilities, and Hispanic students. Live Oak SPSA for 2018-2019 included funds to support tutoring, professional learning for teachers, EL Facilitator, Constructing Meaning Coach, and AVID program implementation to address goal #1. As stated previously, gains have been made, but there is a lingering performance gap between white students and Hispanic students, and Students with Disabilities and the general student population.

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

There were no material differences between intended implementation and budgeted expenditures.

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.

Based on review of 2019-2020 and current data analysis, the LOHS SPSA Goal #1 actions will be continued into 2020-2021 (goal 1, actions 1-7).

Goal 2

Parent Engagement All parents are valued as partners in their child’s education and are empowered to support their child’s preparation for college or career readiness.

Identified Need

After a careful analysis of MHUSD and site-based parent surveys and participation metrics for parent engagement efforts (e.g. sign-in sheets for events, Naviance usage reports, etc.), it has been noted that the majority of LOHS families are not represented or regularly participating in engagement opportunities at school. Particularly, our Spanish speaking families are not as engaged in LOHS events and learning opportunities as our English speaking families. Because school-home partnerships are critical to student success, we seek to improve parent engagement through supports included in this plan.

Annual Measurable Outcomes

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 2: Family Engagement:				Link to metric instructions
Metric	Data collected in 2017-18	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21
SSC Agenda and Minutes	Links to SSC agendas and minutes documenting all required topics	Links to SSC agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
ELAC Agenda and minutes	Links to ELAC agendas and minutes documenting all required topics	Links to ELAC agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
Home and School Club Agenda and Minutes	Links to HSC agendas and minutes documenting all required topics	Links to HSC agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics	Links to agendas and minutes documenting all required topics
Parent Volunteers cleared through HR.	Parent Volunteers - 84 new volunteers cleared through HR	Parent Volunteers - 44 new volunteers cleared through HR	Parent Volunteers - 23 new volunteers cleared through HR	Maintain consistent annual trend
Fundraising Total from Parent Organizations	Fundraising HSC Total Raised: \$4,449.67 Allocated: \$4,449.67.	Fundraising HSC Total Raised: \$3148.75	Fundraising HSC Total Raised: \$	Maintain consistent annual trend

	Athletic Boosters Total Raised: \$25,000 Allocated: \$25,000 Band Boosters Total Raised: allocated: FFA Boosters/Alumni Total Raised: allocated:	Allocated: * Athletic Boosters Total Raised: \$40,582 Allocated: \$35,257* *As of 5/16/18-Allocations are still pending for 2018-2019. Band Boosters Total Raised: Allocated: FFA Boosters/Alumni Total Raised: Allocated:	Athletic Boosters Total Raised: \$ Band Boosters Total Raised: Allocated: FFA Boosters/Alumni Total Raised: Allocated:	
Mass Phone completion rates (Blackboard)	Mass Phone completion rate: 95.3%	Mass Phone completion rate: 94.6%	Mass Phone completion rate: 95/7%	Close gap to 100%
Mass email completion rates	Mass email completion rate: 93.6%	Mass email completion rate: 93.5%	Mass email completion rate: 94%	Close gap to 100%
Parent monitoring percent (Aeries)	Parent monitoring percent accessing Aeries: 86%	Parent monitoring percent accessing Aeries: 78%	Parent monitoring percent accessing Aeries: 78%	Close gap to 100%
Parent Education program completers	Parent Education program completers: 0	Parent Education program completers Parent Project - 6 Project to Inspire - 9	Parent Education program completers Parent Project - 6 Project to Inspire - Continuing on Zoom	Monitor in conjunction with parent needs.Maintain consistent service.
Parent Survey Results: English and Spanish	5 point rubric scores on key questions from parent surveys			
Our school encourages parent participation in decision making:	3.5	3.92	3.82	Improve score on parent rubric
Our school encourages parent volunteers in a variety of roles:	3.58	3.66	3.90	Improve score on parent rubric

Our school makes parents feel like valued partners in education	3.48	3.47	3.68	Improve score on parent rubric
Parents are satisfied with level of 2-way communication	3.63	3.54	3.78	Improve score on parent rubric
Our school provides adequate monitoring info for grades & attendance	3.50	3.56	3.83	Improve score on parent rubric
Our school is physically safe:	3.26	3.4	3.56	Improve score on parent rubric
Ours school meets social emotional needs:	3.13	3.25	3.39	Improve score on parent rubric
Our school values diversity:	3.29	3.6	3.83	Improve score on parent rubric
Parents satisfied with learning environment	3.28	3.13	3.44	Improve score on parent rubric
Our school has a challenging curriculum	3.24	3.19	3.41	Improve score on parent rubric
Parents encourage after school participation	4.26	4.23	4.27	Improve score on parent rubric
Parents have a high knowledge of support and extended programs	3.24	3.49	3.63	Improve score on parent rubric
Our school has a high variety of extended programs available.	3.24	3.28	3.36	Improve score on parent rubric
My child likes school:	3.33	3.62	3.78	Improve score on parent rubric
My child feels safe at school:	3.37	3.58	3.79	Improve score on parent rubric
Additional site specific ie: open house attendance,	Freshmen Orientation - 190 Back to School Night - 291 PSAT/Parent Info. Night- 175	Freshmen Orientation - 205 Back to School Night - 338 Class of 2020 Info. Night - 55	Freshmen Orientation - 200 Back to School Night - 408 Class of 2020 Info. Night - 120	

<p>registration night, principal's coffee, Family Activity events, project cornerstone, lost dichos, families referred to SLS (food/clothing support) etc.</p>	<p>HSC/Coffee w/Principal - 27 Cafe con La Directora - 16 CalSOAP College Info. Nights - 169</p>	<p>Course Information Night/Curriculum Fair - 228 HSC - 18 Coffee w/Principal/Cafe con La Directora - 20 CalSOAP College Info. Nights - College Fairs - 117</p>	<p>Course Information Night/Curriculum Fair - 421 HSC - 18 Coffee w/Principal/Cafe con La Directora - 2 CalSOAP College Info. Nights-150 College Fairs - 151</p>	
<p>Naviance Usage</p>	<p>Class of 2018 Parent Usage - 72 parents; 194 visits Students - 263 students; 3823 visits</p>	<p>Class of 2019 Parent Usage - 21 parents; 89 visits Students - 240 students; 5,311 visits</p>	<p>Class of 2020 Parent Usage - 20 parents; 55 visits Students - 252 students; 5,709 visits</p>	

Goal 2 Action 1: Tier 1 Parent Engagement Strategies

Students to be Served by this Strategy/Activity

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

All Students, Students with non-English home language

Strategy/Activity

Centralized funding for Tier 1 parent engagement provided through the District Level LCAP include:

1. Support a parent volunteer clearing service
2. Maintain district level advisory and support groups (DELAC, MPAC, translation and child care).
3. Provide parent LCAP consulting and advising opportunities
4. Implement district wide provisions of the Family Engagement Plan
5. Conduct Parent Engagement Survey
6. Coordinate parent engagement nights for College and Career Readiness through Cal-SOAP
7. Maintain a Special Education Advisory Committee

Programs and services funded in this School Plan include:

1. Volunteer Screening - site costs associated with fingerprinting and clearing volunteers to support activities at LOHS.

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.

Goal 2 Action 1 Strategy/Activity	Amount(s)	Source(s)
Volunteer Screening	\$1,470.00	Unrestricted Lottery

Goal 2 Action 2: Tier 2 Parent Engagement Strategies

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding for Tier 2-3 parent engagement provided through the District Level LCAP include:

1. Maintain bilingual community liaisons at all sites.
2. Conduct targeted outreach for parent volunteers of underrepresented students.
3. Provide translation for district publications.
4. Provide information for parents of immigrant students for educational services.
5. Provide parent education opportunities such as Project to Inspire.
6. Provide PD to staff for working with diverse students and families
7. Conduct targeted outreach for underrepresented parents to consult and confer on the LCAP
8. Provide parent education opportunities: Parent Project, Substance Abuse, Child Abuse, etc.
9. Conduct targeted outreach to connect families with school linked services based on need.

Programs and services funded in this School Plan include:

1. Funds to support Parent Outreach and Education Events (childcare, speakers, program expenses), with focus on events and support for outreach to Spanish Speaking Families

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.

Goal 2 Action 2 Strategy/Activity	Amount(s)	Source(s)
Parent Outreach & Education Events (childcare, program expenses)	1480	LCFF

Goal 2: Annual Review

SPSA Year Reviewed: 2018-19 to inform the 2019-20 school plan

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.

Review of last year's activities and expenditures supported by 2019-2020 SPSA indicated that some progress was made, but that more extensive efforts are needed to ensure future gains in parent engagement. Although funds were allocated to provide childcare and other program costs in past year, those did not result in large increase in attendance. Stakeholder feedback indicates that moving more parent organization meetings to the evening or moving location (HSC, ELAC, SSC, Booster organizations) may result in more parent engagement at those meetings; therefore, we fully anticipate needing funds to support childcare and other program costs for 2020-2021.

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

Childcare and program funds were allocated in 2019-2021 that were not used due to low attendance at planned parent engagement events, in some cases due to unforeseen events like the SIP due to Covid 19. Childcare amount has been decreased and an increase in outreach for 2020-2021.

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 allocate funds for childcare for 2020-2021, to ensure we are able to welcome all parents (goal 2, action 2)

Goal 3:

Student Engagement & School Climate: Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready

Identified Need

The goals were identified using CA Healthy Kids Survey data, School Discipline and Attendance Data, as well as local surveys and stakeholder focus group input. The greatest areas of need include reducing truancy/chronic absenteeism and suspension rates, which are high for all students. In addition, there are significantly higher rates of absenteeism and suspension among our Hispanic students and Students with Disabilities than in and the general student population.

Annual Measurable Outcomes

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES/ k-8, middle and High schools

Goal 3: Student Engagement & School Climate:				Link to metric instructions
Metric	Data collected in 2017-18	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21
Attendance Rate:	Month 11 94.47%	Month 9 93.89%	Month 9 93.89%	Increase by >0.2 per year
Chronic Absenteeism Rates:	Chronic Absenteeism Rates: (Dashboard)	Chronic Absenteeism Rates: (Dashboard)	Chronic Absenteeism Rates: (Datazone)	Reduce gap to State average level by one-third per year
Overall:	Overall: 15.2%	Overall: 16.0%	Overall: 8.6%	
SWD	SWD 25%	SWD 28.3%	SWD 28.3%	
SED	SED 20%	SED 24.4%	SED 14%	
Foster	Foster ****	Foster 16.7%	Foster 0	
Homeless	Homeless 29.2%	Homeless 43.8%	Homeless 20%	
EL	EL 12.2%	EL 26.5%	EL 14.4%	
White	White 15.1%	White 13.3%	White 26.5%	
Latino	Latino 16.5%	Latino 19.6%	Latino 65.3%	
SARB Compliance: --# First SARB Notice	SARB Compliance: --# First Notice: 233	SARB Compliance: --# First Notice: 233	SARB Compliance: --# First Notice: 708	Maintain attendance notice practices in compliance with attendance laws

--# Second SARB Notice --# Third SARB Notice --# Fourth SARB Notice --# Fifth SARB Notice --# SARB/Conf.Notice --# Parent Conferences --#SARB Hearings	--# Second Notice: 118 --# Third Notice:51 --# Fourth SARB Notice: 7 --# Fifth SARB Notice: 2 --# SARB/Conference Notice: 32 --# Conferences: 30 --# Hearings: 25	--# Second Notice: 118 --# Third Notice:51 --# Fourth SARB Notice: 7 --# Fifth SARB Notice: 2	--# Second Notice: 434 --# Third Notice: 299 --#SART Hearings: 40 --#SARB Hearings: 7	
Suspension Rates: Overall: SWD SED Foster Homeless EL White Latino	Suspension Rates Dashboard Overall: 8.5% SWD 19.4% SED 12.3% Foster ***** Homeless 15.3% EL 7.1 White 4.7 Latino 11.7%	Suspension Rates Dashboard Overall: 9.45% SWD 24.3% SED 13.1% Foster ***** Homeless 11.0% EL 22.6% White 8.5% Latino 11.0%	Suspension Rates Dashboard Overall: 9.7% SWD 18.5% SED 14.3% Foster <11 students Homeless 15.5% EL 22.6% White 9.2% Latino 10.9%	Reduce suspension rates to very low and reduce student group gaps by one third
Suspension Offenses: Controlled Substance Violence Weapons Behavior/Bullying	Offenses (DataQuest): Controlled Substance: 21 Violence: 74 Weapons: 4 Defiance/Bullying: 80	Offenses (DataQuest): Controlled Substance: 57 Violence: 62 Weapons: 3 Defiance/Bullying: 50	Offenses (DataQuest): (18-19) Controlled Substance: 34 Violence: 30 Weapons: 3 Defiance/Bullying: 392	Use offense categories to inform intervention programs.
Student Expulsion Rate (DataQuest):	Expulsion Rate: 0.25%	Expulsion Rate: 0.41%	Expulsion Rate: 0.41%	Maintain low rate
Drop Out Rate (DataQuest):	Drop Out Rate: 0.5% State Rate: 2.6% County Rate: 2.9%	Drop Out Rate: 1.2% State Rate: 2.4% County Rate: 2.7%	Drop Out Rate: 4.9% State Rate: 2.4% County Rate: 2.7%	Maintain below state rate
Local Student Survey	Student surveys: Local survey is rated on a 4 point scale, with 1 being not at all, and 4 being very, all grades combined			
I feel safe at school	3.09	3.06	2019-2020 SEL Survey	Improve score over prior
I feel safe at home	3.60	3.65	See Above	Improve score over prior
I have a safe staff connection to talk to.	3.03	2.63	See Above	Improve score over prior

I participate in school activities	2.76	2.59	See Above	Improve score over prior
I am happy at school	2.33	2.24	See Above	Improve score over prior
I am proud of my school	2.77	2.50	See Above	Improve score over prior
My school is an outstanding school	2.6	2.30	See Above	Improve score over prior
CA Healthy Kids	Student surveys: CHKS survey is scored as percent of students reporting HIGH Levels (Grades 9, 11)			
Chronic sadness or hopelessness	9th: 34% 11th: 35%	survey is given every other year	Reduce below prior measurement	Reduce below prior measurement
Current alcohol or drug use	9th: 14% 11th: 25%	survey is given every other year	Reduce below prior measurement	Reduce below prior measurement
Has experienced harassment or bullying	9th: 32% 11th: 28%	survey is given every other year	Reduce below prior measurement	Reduce below prior measurement
High level of school connectedness	9th: 14% 11th: 10%	survey is given every other year	Increase over prior measurement	Increase over prior measurement
High level of caring staff	9th: 18% 11th: 27%	survey is given every other year	Increase over prior measurement	Increase over prior measurement
Feeling very safe at school	9th: 51% 11th: 56%	survey is given every other year	Increase over prior measurement	Increase over prior measurement
Students attending Extended Day:	# Attending Ext. Day: 56	Increase participation by 10% for underperforming students	Increase participation by 10% for underperforming students	Increase participation by 10% for underperforming students
Students participating Extracurricular sports:	Female: 198 Male: 227	Female: 142 Male: 230	Maintain consistent program	Maintain consistent program
PBIS Implementation: School-Wide Non Classroom Classroom Individual	In Place: 25% Part: 37% Not: 38% In Place: 18% Part: 24% Not: 58% In Place: 30% Part: 52% Not: 18% In Place: 14% Part: 33% Not: 54%	In Place: 34% Part: 47% Not: 18% In Place: 32% Part: 37% Not: 31% In Place: 38% Part: 48% Not: 14% In Place: 17% Part: 46% Not: 37%	Close 1/3 gap to survey score of 5	Close 1/3 gap to survey score of 5
Support Referrals --To CBO counseling --To SLS (food/clothing) --Small Group Programs	Student Linked Service- 6 referrals EL Joven Noble 18 students District Therapist 11 students ED 1:1 Therapy 11 students Critical (Non-SpEd) 15 students Discovery Counseling 66 students	Student Linked Service- # referrals EL Joven Noble 30 students District Therapist 21 students ED 1:1 Therapy 19 students Group Therapy 40 students Critical (Non-SpEd) 5 students	Student Linked Service- # referrals EL Joven Noble 20 Students Discovery Counseling 65 students Clothing Referrals: 5 Food Pantry referrals 4	

	Clothing Referrals 3 students Food Pantry referrals 3 students VTA/Free passes 8 students	Discovery Counseling 78 students Clothing Referrals 2 Food Pantry referrals 4 VTA/Free passes 9 students	VTA/Free passes: 10 students	
Additional site specific:	Number of students recognized at Academic Assemblies (3.5+, 3.0-3.49) each semester <ul style="list-style-type: none"> Fall - 393 Spring - 662 Green and Gold Awards - 140 Senior Awards Night - 91	Number of students recognized at Academic Assemblies (3.5+, 3.0-3.49) each semester <ul style="list-style-type: none"> Fall - 475 Spring - 612 Green and Gold Awards - 143 Senior Awards Night - 120	Number of students recognized at Academic Assemblies (3.5+, 3.0-3.49) each semester <ul style="list-style-type: none"> Fall - 416 Spring - 548 Green and Gold Awards - 85 Senior Awards Night -	

Datazone Social Emotional Survey Implemented 2019-20 school year: 5 point rubric

			2019-20	2020-21
1. I feel it is important to come to class every day.			4.0	
1. I feel like I belong in this school.			3.4	
1. I feel like students at my school respect me.			3.4	
1. I set learning goals.			3.4	
1. I try to understand other students' points of view.			3.9	
1. I work hard to achieve learning goals even if things get in the way.			3.8	
2. Adults at my school treat students with respect.			3.3	
2. I come to class prepared.			4.0	

2. I make a plan for how I'm going to reach my learning goals.			3.3	
2. I think about other students' feelings.			3.8	
2. I want to be a good student.			4.3	
2. If I fail to reach an important learning goal, I try again.			3.8	
3. I get along well with students who are different from me.			3.9	
3. I know what to do if I get stuck.			3.4	
3. I like it when schoolwork is challenging.			2.9	
3. I pay attention in class.			3.8	
3. If I fail to solve a problem, I try again until I find the solution.			3.8	
3. Students are treated equally when they break school rules.			2.9	
4. I actively participate in class discussions.			3.5	
4. I am comfortable asking my teacher(s) for help.			3.4	
4. I am good at learning new things.			3.6	

4. I remain calm even when someone is bothering me.			3.6	
4. If the way I'm doing something isn't working, I try to think of different ways to do it.			3.9	
4. My teachers really listen to what I have to say.			3.2	
5. I can clearly describe my feelings.			3.3	
5. I feel comfortable asking questions.			3.4	
5. I keep going with work even when it takes longer than I thought it would.			3.8	
5. I stop to make sure I understand what I'm doing when I do my schoolwork.			3.6	
5. Mistakes help me learn.			3.8	
5. There is at least one adult at my school that I can talk to about my problems.			3.5	
6. I actively participate in small group work.			3.9	
6. I am able to stand up for myself without putting others down.			3.7	

6. I feel safe at my school.			3.4	
6. I look forward to class.			2.8	
6. I put what I am studying into my own words to understand it.			3.6	
6. I try to do well on my schoolwork even when it isn't interesting to me.			3.8	
7. I am good at sharing work in a group.			3.7	
7. I can stay focused on schoolwork even when I want to do other things.			3.2	
7. I set aside time to do my schoolwork or study.			3.5	
7. People of different cultural backgrounds, races, ethnicities, and abilities get along well at my school.			3.7	
7. The harder I work, the more I learn.			3.6	
7. When I am learning, I think about what I already know and what I still need to learn.			3.6	
8. Even if the work in my classes is hard, I can learn it.			3.6	

8. I recognize a good idea even if it wasn't mine.			4.1	
8. I turn in my schoolwork even when it's hard to do.			3.8	
8. I use strategies to remember facts.			3.7	
8. When I finish an assignment, I check my work before I turn it in.			3.3	
9. I am able to disagree with others without starting an argument.			3.7	
9. I finish what I begin.			3.8	
9. I get my schoolwork done right away instead of waiting until the last minute.			3.0	
9. I use strategies to make sense of new ideas.			3.7	
9. My effort makes a difference in my success at school.			3.8	
10. I keep track of my assignments so I know when to turn them in.			3.6	
10. I plan to attend college.			4.2	
10. I think of different ways to solve a problem.			3.8	

10. I work well with others.			3.8	
11. I can get smarter.			4.2	
11. I look at the quality of my work so that I can improve.			3.6	
11. I work hard in school.			3.9	
12. I know how to study.			3.5	

Goal 3 Action 1: Tier 1 Student Engagement and Campus Climate

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding for Tier 1 student engagement provided through the District Level LCAP include:

1. Develop and implement a K-12 service learning program
2. Support implementation of Positive Behavior Intervention and Support at all sites.
3. Provide liaison with School Resource Office
4. Partner with YMCA and Project Cornerstone.
5. Develop and implement strategies to increase student attendance.
6. Support the development and renewal of school safety plans.
7. Implement program for suicide awareness and prevention and Child Abuse Prevention
8. Provide large group social emotional learning opportunities to support healthy life choices.
9. Conduct standardized campus climate surveys at all schools.
10. Support the development of Restorative Practices district wide.

Programs and services funded in this School Plan include:

1. PBIS Training & Substitutes to support positive behavior, intervention, and supports implementation at LOHS.
2. PBIS Coordinator Stipend to support school-wide PBIS Tier 2 and MTSS intervention activities.
3. Camp Everytown - leadership and inclusive culture-building training for LOHS student leaders.
4. Camp Everytown - substitute costs for teachers to attend/chaperone Camp Everytown with student leaders.
5. Staff/Student Leader T-shirts - costs for morale-building staff/student leader shirts.
6. Extracurricular Activities - including costs for officials, equipment, concussion baseline testing, coach training, AEDs, etc.
7. Advisory Program materials and curriculum

Proposed Expenditures for this Strategy/Activity

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

Goal 3 Action 1 Strategy/Activity	Amount(s)	Source(s)
PBIS Training and Substitutes	1600 1600	Unrestricted Lottery LCFF Supplemental Funds
PBIS Coordinator Stipend	2094.36 1283.64	Unrestricted Lottery LCFF Supplemental Funds
Camp Everytown - Substitute/Chaperones	720	LCFF Supplemental Funds
Camp Everytown - Buses	600	Unrestricted Lottery
Staff/Student Leader Shirts	1000	Unrestricted Lottery
Extracurricular Activities	2633.30 25476	Unrestricted Lottery Extracurricular
Advisory Materials and Curriculum	1900	LCFF

Goal 3 Action 2: Tier 2 and 3 Student Engagement and Campus Climate

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

Strategy/Activity

Centralized funding for Tier 1 student engagement provided through the District Level LCAP include:

1. Provide after school activity bus for disadvantaged students
2. Provide college and career awareness through Cal-SOAP and AVID.
3. Provide Naviance at grades 6-12.
4. Support AVID at middle grades .
5. Provide social emotional support and services through community based organizations.
6. Assist sites with attendance accounting compliance and intervention for chronic absentees.
7. Provide ADVENT program for foster youth
8. Provide CARE team services to Foster, homeless and disadvantaged students.
9. Implement Restorative Justice as an alternative to suspension.
10. Develop a comprehensive Foster Homeless education plan
11. Fund alternative placements for expelled students.

Programs and services funded in this School Plan include:

1. AVID site membership - to support first to college students and college/career readiness of target subgroups.
2. AVID program costs and materials - to support first to college students and college/career readiness of target subgroups, as well as English Language Development program and progress monitoring EL/RFEP students.

Proposed Expenditures for this Strategy/Activity

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

Goal 3 Action 2 Strategy/Activity	Amount(s)	Source(s)
AVID site membership	5134	LCFF

Goal 3: Annual Review

SPSA Year Reviewed: 2018-19 to inform the 2019-20 school plan.

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.

Live Oak used funds allocated in 2019-2020 budget to refresh and refocus on AVID program, with greater program fidelity. Staff worked diligently and used collaboration time allowed by substitute funds allocated to develop meaningful scope and sequence of AVID curriculum and to select materials to support college and career goals by our first-to-college students. Students participated in 2 college visits, which inspired students to work hard and prepare themselves for post-secondary goals. Success of 2019-2020 efforts in building our AVID program include increased course requests for AVID, student activities and student/parent surveys, which spoke highly of the power of this program to inspire and promote success.

In addition, materials funded in 2019-2020 to support ELD program have resulted in significant progress by our students in developing English Language skills, as well as in improving and maintaining better grades across the content areas.

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 was no major differences between intended implementation and budgeted expenditures in goal area #3.

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.

Based on our analysis and needs, we will be continuing most action areas for 2020-2021 SPSA.

Budget Summary by Action:

	Unrestricted Lottery	LCFF Supplemental	Extracurricular	LO Foundation Grant	Extended Day	Light Grant
Allocated	\$143,625	\$77,592	\$27,576	\$20,000	\$35,000	\$15,000
Budgeted*	\$143,625	\$77,592	\$27,576	\$20,000	\$35,000	\$15,000
Spent YTD						
Encumbered						
Available						
Links to Action Details	Unrestricted Lottery	LCFF Supplemental	Extracurricular	LO Foundation Grant	Extended Day	Light Grant
Action 1.1						
Constructing Meaning/ELD Training/Light Grant & Collaboration		\$6,044.00				\$4,872.50
Advisory Stipend		\$3,378.00				
Action 1.2						
Light Grant Stipend						\$1,600.00
EL Facilitator Stipend		\$5,067.00				
Action 1.3						
Instructional Rounds - Subs	\$1,600.00	\$3,200.00				
Conference Expenses - AP, CCSS, NGSS		\$3,000.00				

AVID Team Training		\$1,700.00				
AVID College Visits: Subs/Release Time		\$1,280.00				
AVID College Visits: Bus Transportation		\$3,000.00				
AVID Teacher Collaboration - Subs/Release Time		\$2,400.00				
AP Bootcamp	\$150.00					
Action 1.4						
Student Chromebooks - Purchase, Maintenance	\$34,615.00					
Mobile HotSpots	\$5,000.00					
SpEd Textbooks/Supplemental		\$5,000.00				
Action 1.5						
CalSOAP Tutors		\$4,000.00				
ELD Academic Support/Tutoring		\$3,378.00			\$2,533.50	
Extended Day Credit Recovery					\$7,600.50	
Summer School Credit Recovery					\$18,482.42	
AP Exam Subsidy		\$17,000.00				
AP Bootcamp	\$150.00					
Action 1.6						
Departmental Budgets	\$6,400.00					\$4,207.78
Library Subscriptions	\$1,860.00	\$1,600.00				

Action 1.7						
General Operating Expenses	\$81,074.34	\$5,427.52	\$2,100.00		\$6,383.58	\$1,759.72
Teacher Collaboration/Releas						\$2,560.00
Website Coordinator	\$1,689.00					
WASC Coordinator	\$1,689.00					
Teacher Collaboration/Release Time - Substitutes (Focus: Rigor, Writing Across Curriculum, UDL/DI)				\$20,000.00		
Action 2.1						
Volunteer Screening	\$1,470.00					
Action 2.2						
Parent Outreach & Education Events (childcare, program expenses)		\$1,480.00				
Action 3.1						
PBIS Training/Substitutes	\$1,600.00	\$1,600.00				
PBIS Coordinator Stipend	\$2,094.36	\$1,283.64				
Camp Everytown - Buses	\$600.00					
Camp Everytown Substitutes		\$720.00				
Staff/Student Leader Shirts	\$1,000.00					
Advisory Materials		\$1,900.00				
Extracurricular/Athletics	\$2,633.30		\$25,476.00			

Action 3.2						
AVID Subscription & Membership		\$5,134.00				
AVID/ELD Program Costs/Materials						
Totals:	\$143,625.00	\$77,592.16	\$27,576.00	\$20,000.00	\$35,000.00	\$15,000.00
Budgeted:	\$143,625.00	\$77,592.16	\$27,576.00	\$20,000.00	\$35,000.00	\$15,000.00

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).

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 0
Total Federal Funds Provided to the School from the LEA for CSI	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$318802

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 (\$)
None	\$ 0
Subtotal of additional federal funds included for this school:	\$ 0

State or Local Programs	Allocation (\$)
Unrestricted Lottery (includes extracurricular)	\$171,201
LCFF Supplemental (Included extended day)	\$112,592
Live Oak Foundation Grant (carryover to be determined)	\$20,000
Light Grant	\$15,000
Subtotal of state or local funds included for this school:	\$318,802

Total of federal, state, and/or local funds for this school: \$ 318,802

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1. Tanya Calabretta	Principal	calabrettat@mhusd.org	05/20/20
2. Bill Row	Certificated	roww@mhusd.org	
3. Paula Scotney-Castle	Parent	scotneycastle@charter.net	
4. Cherisse White	Parent/HSC	cherisse@cherisseshairsalon.com	
5. Tara Bevington	Parent, SSC President	tbevington@gmail.com	
6. Jennifer Uyeda-Allen	Parent/HSC	Jennifer.Uyeda-Allen@anritsu.com	
7. Guadalupe Mercado	Parent/ELAC	mlizabeth19@gmail.com	
8. Logan Wiemann	Student	67707@students.mhusd.org	
9. Serena Wood	Student	151519@students.mhusd.org	
10. Tracie Shumate	Classified	shumatet@mhusd.org	
11. Sara Martinez	Classified	martinezs@mhusd.org	
12. Ron Leonard	Certificated	leonardr@mhusd.org	
13. Emma Squires	Student	151257@students.mhusd.org	

Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	2	2	5	3

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
 - Parent Stakeholder Groups
 - Home and School Club
 - English Language Advisory Committee
 - Student Stakeholder Groups
 - Associated Student Body (ASB) Representatives
 - Student Voices
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: May 14, 2018; Revised on: October 23, 2018

Attested:

Tanya Calabretta

Typed Name of School Principal

Signature of School Principal

Date

Tara Bevington

Printed Name of SSC Official

Signature of SSC Official

Date

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 School Site 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: 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**asurable, **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/guidanceeusesinvestment.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/guidanceusesinvestment.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