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	
Ann Sobrato High School Principal Courtney Macko	43695830102368	5/18/20	8/4/20	

Plan Summary:

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

Ann Sobrato High School is a comprehensive high school supporting grades nine through twelve. The school opened in August 2004 and the student population is approximately 1500 students. Sobrato is located on the southern boundary of San Jose and the northern boundary of Morgan Hill. The student population is drawn from suburban and rural areas of south San Jose, Morgan Hill, Coyote Valley and San Martin.

In 2019-2020, the largest ethnicity represented was our Hispanic/Latinx population at 38.8%. White students make up 33.4% and Asian 15.2%. The distribution of ethnicities has stayed fairly steady over the past few years, though there has been a slight increase over the past few years of students not reporting their ethnicity or reporting as two or more races. We see an inequity of student representation in our Free and Reduced Lunch program as 70% of students who are in the program are Hispanic/Latinx. White students represent only 8.7% of our Free and Reduced Lunch program. English Language Learners represent 5.7% of the overall population, and 28% were reclassified as Fluent English Proficient last year. Special Education students make up 10.5% of the student body. A majority (57%) of parents of Sobrato students have a college degree or postgraduate degree. Only 6.7% have not graduated high school, and 5.6% declined to state their education level.

Before the school opened, teachers who volunteered to become the founding staff established Sobrato's guiding principles. These have been regularly reviewed and validated during the six-year accreditation reviews by the Western Association of Schools and Colleges (WASC). Our guiding principles include strong belief statements regarding standards, expectations, assessments, personalization, learning, culture and environment, lifelong learning, professional development and collaboration, and continuous improvement. We are pleased that our student achievement data demonstrates that our cycle of inquiry, analysis, dedication to personalization, student support, and professional collaboration are increasing the quality of our educational outcomes. In 2020, U.S. News & World Report once again ranked Sobrato among the top 7% of high schools in California and the United States. Inside and outside of the classroom, we expect our students to "Do Good, Be GREAT" (Gritty, Responsible, Engaged, Accountable, and Thoughtful of others).

We follow a modified block schedule to allow opportunities within the classroom for increased support, enrichment, and personalization. Tutorial period is held every Tuesday, Thursday and Friday during the school day totaling 115 minutes each week. Advisory classes meet once a week to discuss academic and social issues, as well as to assist with scheduling and academic counseling. We use Naviance, a comprehensive college and career readiness platform that helps schools align student strengths and interests to postsecondary goals. Families are provided access and training on this program as well. Advisory lessons incorporate the use of Naviance and grade level parent information nights are held throughout the year. The four-year Advisory program culminates with a Senior Exhibition project which allows seniors to reflect on their high school journey and post-secondary goals.

At Sobrato, we offer a variety of educational opportunities that prepare students for both college and career-focused post-secondary options. In addition to rigorous advanced and Advanced Placement (AP®) classes offered in nearly every subject, students can also take several Career Tech Education (CTE) classes to acquire career skills and experience. We offer CTE pathways in the following areas: Design, Visual & Media Arts; Production & Managerial Arts; Agriscience; Agriculture Mechanics; and Agricultural Business. As part of the CTE program, we have partnered with community members and local businesses to provide learning opportunities such as Manufacturing Day, Job Shadow Day, and Rock the Mock. In addition, every two years we host a comprehensive Career Expo during the school day in which we invite over 70 career experts to speak to students in small groups based on their career interests. The same model is used each fall as we participate in Santa Clara County's College Day. A spectrum of post-secondary options is celebrated during our annual College Signing Day as seniors announce their plans for next year. Seniors' plans include military options, career tech programs, as well as 2- and 4-year colleges. Our partnership with Cal-SOAP provides information and individual support to students in the way of college applications and financial aid workshops. Their efforts led to Sobrato having the highest FAFSA/CADA submission rate (71%) among South County high schools in 2020.

Advancement via Individual Determination (AVID) elective courses support students with study habits, employ engaging guest speakers, and offer inquiry-based tutorials twice a week. The writing process, Socratic questioning, collaborative learning, organizational techniques, and reading are the core strategies of this program. Although AVID serves all students, it focuses on those traditionally underrepresented in colleges and universities: Hispanic students, African-American students, first-generation to go to college students, and socio-economically disadvantaged students. In addition to the AVID elective classes representing students in grades 9-12, twenty current staff have attended AVID trainings. As a result, all students use AVID strategies in multiple classes throughout their school day. In the fall of 2015, Sobrato High School was recognized as an AVID Certified Site and has since been named a Highly Certified Site. The validation study results indicate that schools implementing AVID at the highest levels of integration show evidence of significantly higher student achievement across all academic and course enrollment outcomes. To that end, our students are more likely to have higher levels of participation in AP®

courses and exams, are more likely to take the SAT® or ACT®, are more likely to complete college entrance requirements, and are more likely to plan on attending college. This year, 93% of our AVID senior class completed four-year college applications.

Although Sobrato operates a complete program for Special Education-identified students, including Resource (RSP) and Special Day Classes (SDC), the majority of our Special Education students participate in an inclusion program and are supported through Collaborative mainstream classes. In addition, Sobrato has an English Language Development (ELD) program serving language learners in ELD-leveled classes as well as in mainstream courses with support. ELPAC testing, updated Student Progress Profiles, and re-designations occur annually under the administration of the ELD Facilitator.

Since Sobrato opened 16 years ago, we have increased the number of AP® opportunities to accommodate the diverse interests and ability levels of our students. We currently offer AP® classes in 17 curricular areas: Physics 1, Physics 2, Chemistry, Biology, Environmental Science, Calculus AB, Calculus BC, Statistics, Computer Science Principles, English Language, English Literature, U.S. History, World History, Psychology, French, Spanish, and Studio Art.

With our equity focus, we have deliberately implemented programs that will address narrowing the achievement gap by providing opportunity and access to all students. In 2013, 2016, and 2018, we partnered with Equal Opportunity Schools (EOS) to receive support in increasing the number of underrepresented youth (specifically English Learners and low-SES) AP® courses. Through our 2019 partnership we have expanded our work to include professional development and a focus on activities around student belongingness. The developmental assets of grit, growth mindset, self-efficacy, and academic strategies as evidenced by student surveys as well as academic performance and teacher recommendations are used as indicators of AP® readiness. As a result, our AP® enrollment increased to - and remains at - approximately 60% of 10th-12th graders and we reached parity with our general population. Data collected by EOS places Ann Sobrato High School among the top schools in the country whose AP® enrollment closely mirrors the demographics of the overall student population.

In alignment with our goal to support freshmen in their core classes, we implement Ninth Grade Academy during Tutorial periods in the first month of each school year. Teachers of English, Biology, and PE compile independent and teacher-led activities for students to complete during Tutorial, giving students the chance to practice skills they need in their classes and encourage them to form productive habits. The intent is that freshmen receive extra practice in skills such as note-taking, using technology, and communicating with their core teachers. During the 2019-2020 school year, we added a voluntary after-school program for students identified by freshman teachers as needing extra support with study skills, time management, and communication with teachers.

Sobrato implemented Tier 2 of Positive Behavior Intervention and Support (PBIS) during the 2019-2020 school year. The staff continues to utilize several PBIS strategies, such as supporting the acknowledgement system whereby teachers give students a raffle ticket for a weekly drawing when they notice a student exhibiting any of the GREAT behaviors. Teachers also fill out quarterly postcards with positive recognition that are mailed home to families. The staff adopted a set of school wide expectations regarding cell phones and electronic devices in class, as the PBIS team used discipline data to determine that was an area of high incidences. The Tier 2 team also implemented a Check In, Check Out intervention system for students needing more intensive support which is reviewed at monthly intervention team meetings.

Sobrato partners with Gavilan College's High Step program to bring free evening courses to our students. The program provides students an opportunity to earn college credits early and be competitive in the four-year college admission process while reducing their expenses. The following courses have been offered since our partnership began: Spring 2018 & Spring 2019 - PSYC/CD2: Early Child Development; Fall 2018 - PSYC/CD3: Child Growth & Development; Fall 2019 & Spring 2020 - CMUN1A: Intro to Public Speaking.

Sobrato partners with a variety of community organizations to support our students. Some examples are Cal-SOAP, Discovery Counseling, Community Solutions, Rotary Club, Morgan Hill Chamber of Commerce, Morgan Hill Police Department, and the Edward "Boss" Prado Foundation among others. The school boasts a plethora of co-curricular programs including over 40 clubs ranging from academics to student interest. Some examples are National Honor Society, Red Cross Club, Interact, Peer Counseling, California Scholarship Federation, Drama Club, Robotics, Math Club, Genders and Sexualities Alliance, and Acts of Random Kindness Club. Sobrato's athletics program offers 12 girls' sports (cross country, golf, tennis, field hockey, volleyball, basketball, soccer, water polo, swimming, softball, track and field, and lacrosse), 12 boys' sports (football, cross country, golf, tennis, water polo, basketball, soccer, baseball, swim, track and field, volleyball, and lacrosse), and 4 coed sports (wrestling, badminton, cheerleading, and diving) including frosh/soph, junior varsity, and varsity levels of competition. The annual participation in interscholastic athletics totals approximately one-half of our student population.

Note: As a result of a county Shelter in Place Order due to the COVID-19 pandemic, Ann Sobrato High School classrooms were closed on March 16, 2020 and eventually extended through semester end on June 5, 2020. Instruction was delivered remotely during this time.

Guiding Principles
To achieve our district's mission, we believe that the following principles should guide the work of our school:

Standards, Expectations and Assessments
    We believe there should be a challenging curriculum for all students that reflects:
- Clear expectations
- High academic standards that clearly state what a student is to know and be able to do
- Meaningful assessments that are tied to course standards

Personalization
    We believe that students learn best when they:
- Are known well
- Are trusted, respected and understood
- Are connected to their teachers, counselors, staff, administrators, parents, and other students
- Have adults who can serve as advocates and/or mentors
- Have a variety of electives to meet their needs

Learning
    We believe that students learn best when they:

- Students take responsibility for their learning
- Students are actively engaged in their learning
- Accommodations are made for students' learning styles
- A variety of instructional strategies and supports are used to address individual and special group needs
- Students are provided information about their academic progress
- Teachers not only present content but also serve as coaches and facilitators during the learning process

Culture and Environment

We believe that students learn best in an environment which:
- Is emotionally and physically safe
- Is mutually respectful
- Is prejudice-free
- Promotes a sense of belonging
- Has well-maintained and up to date facilities, equipment, and instructional materials

Life Long Learning

We believe that students must develop the skills, knowledge and enthusiasm to:
- Be life long learners
- Fulfill their civic responsibility in a democratic society
- Expand their post-secondary career and educational opportunities

Professional Development and Collaboration

We believe that all staff members:
- Must be well-qualified and, in the case of teachers and administrators, credentialed
- Must be life long learners
- Must have opportunities and resources to continue to develop their skills and knowledge of instructional practices, assessments and content
- Must have time to meet, plan, reflect, and collaborate with other staff members

Continuous Improvement

We believe that school staff members must:
- Annually review student achievement data to identify successes and gaps in student achievement
- Share the data, successes and achievement gaps with the community
- Plan instructional and systemic changes around the annual data analysis
- Have clear criteria for evaluating the impact of instructional and systemic changes on student achievement

PBIS Motto:

G - Gritty
R - Responsible
E - Engaged
A - Accountable
T - Thoughtful of others

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. The actions categories under each goal are also aligned to the LCAP, enabling cross referencing between various plans. The actions are structured by 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 supports for struggling students).

Additionally, the SPSA supported our critical areas of focus as we prepared for our 2020 WASC Self-study:

1. **Student Achievement**: Focus on achievement of 9th graders in English, biology, and math
2. **Communication**: Improve communication with all stakeholders
3. **Technology**: Implement site technology plan in conjunction with district plan
4. **Professional Development**: Develop a strategic plan that utilizes data to further professional growth that supports student achievement and school climate

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?

Students at Sobrato are succeeding when looking at multiple measures. CAASPP scores are remaining steady or improving, more students are taking AP classes, AP exam passing rates meet or exceed national averages, attendance rates are consistently high, suspension rates are declining, and almost half of the student body is on the honor roll with a 3.0 GPA or higher. Based on survey data, students and parents have high opinions of their teachers, their feeling of safety on campus, and their preparation for post high school options.

Attendance

One area of focus in the 2019-20 school year was to address chronic absenteeism. As shown below, we saw a 10% increase in satisfactory attendance and reduction in at-risk attendance. We attribute this to increased frequency of truancy notices sent, implementation of a 90% policy attendance policy for extracurricular activity eligibility, and additional student and parent education on adverse affects of chronic absenteeism.
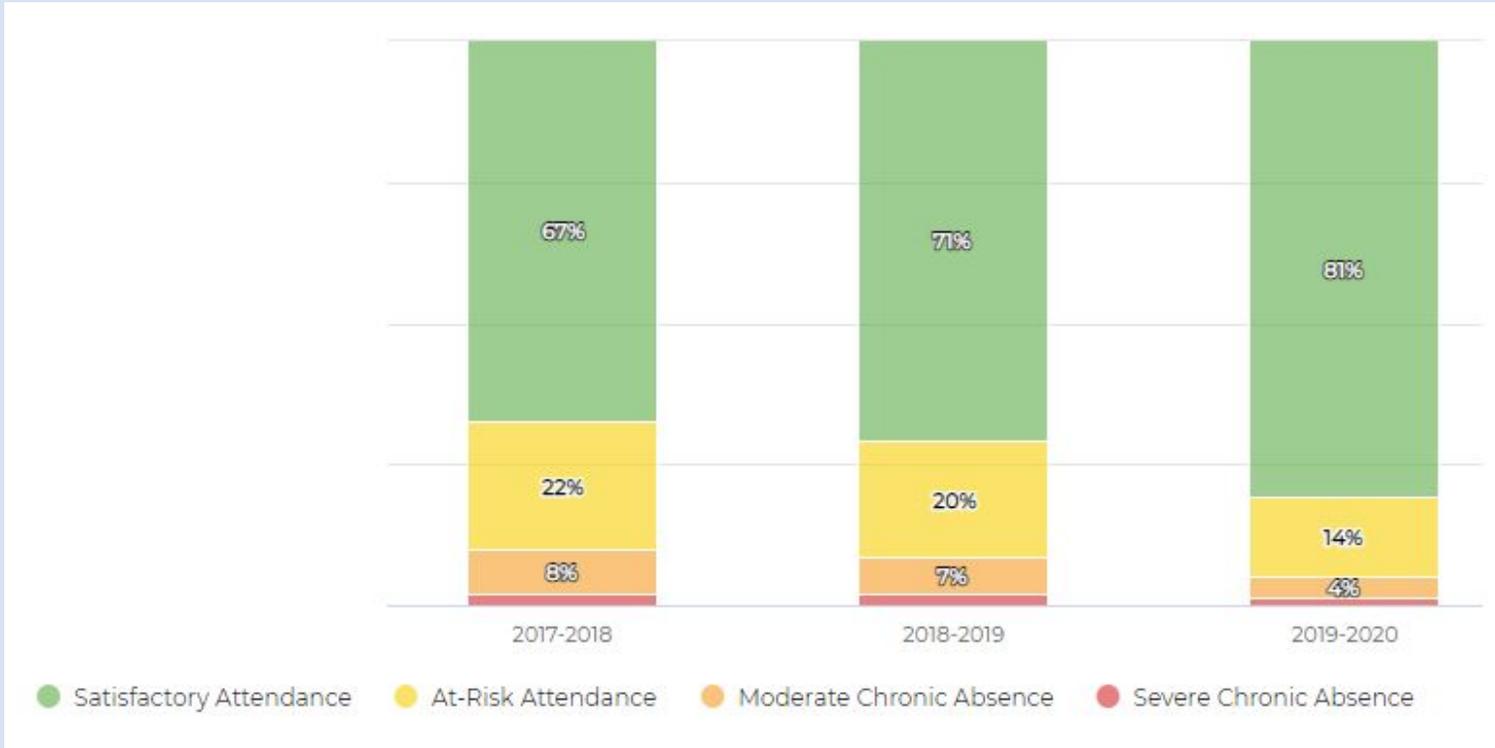
PBIS and School Connectedness

Advisory Program

Students know that their advisory teachers care about them. According to our annual student survey, nearly 80% of students believe their advisory teacher knows their name and cares about how they're doing.

Tutorial Period

93% of students say that tutorial is a helpful time built into their schedule. This equitable system supports all students in accessing their teachers to get extra help or to make up work or quizzes, and also gives students time during the day to work with groups, or to just work on homework. In addition to students who wouldn't typically be able to stay after school for extra help, this structure allows students who are athletes or employees to get extra help from teachers and peers as well.

Student Intervention Team (PBIS Tier 2)

This year, the PBIS Tier 2 team created a Student Intervention Team to refer and monitor students to our Tier 2 programs. To create the team, we considered what needs our Tier 2 students might have, and selected a variety of Sobrato staff to be on the team in an effort to address as many needs as possible. We included counselors because they support students with academics and social-emotional needs, assistant principals because they support students with attendance, discipline, and a variety of other needs, and some specific office staff who work with students regularly. Our bilingual liaison is an essential connection to our Spanish-speaking families, and the secretary in the AP office also communicates with students and families about a variety of issues. We included the special education department chair so she could add information from that realm to our discussions, and we have two other teacher leaders on our team to provide the teacher perspective when we are considering intervention options. Our team meets monthly to discuss student data. Students are referred to Check In Check Out, 9th Grade Academy, or to outside services. We have referred 17 students to our Check In Check Out program, and have fielded several Request for Assistance forms from teachers for students that need support. The 9th Grade Academy started with 15 students, and we had plans of including more students before the school closure in March.

Common Electronic Device Policy (PBIS Tier 1)
After developing a common electronic device policy across campus, cell phone violations decreased overall for the school year compared to last. Teachers spent the previous school year researching different strategies and policies regarding electronic devices in classrooms, and then came to consensus at the end of the year on a common policy and norms for this school year. Teachers received posters to place in classrooms to outline the policy, and to refer students to when they are in violation of the policy.

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:

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

California Public School Dashboard Gaps:
 The following student groups are two or more performance levels below the All Students performance level:
  Suspension Rate: African American, Two or More Races
  English Language Arts: Students with Disabilities, Hispanic
  Mathematics: Students with Disabilities

Stakeholder Identified Needs:
The following areas were identified in 2019-20 through our WASC Self-study as critical areas of focus, which will guide our work for the next six years:
1. **Student Achievement**: Improve A-G eligibility
2. **Communication**: Improve communication with all stakeholders
3. **Support Student Social-Emotional Well-being**: Provide supports and strategies for students to maintain positive mental health
4. **Professional Development**: Develop a strategic plan that utilizes data to further professional growth that supports student achievement and school climate

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.

Although our **graduation rates** (91.5% in 2019) remain higher than the county (90.1%) and state (88.1%), we have experienced a decline. We believe this is attributed to the change in cohort data. The three high schools worked with the Santa Clara County Office of Education and MHUSD staff to analyze root causes and develop strategies for improvement in this area, as outlined in the Comprehensive Support and Improvement section below. Our goal is to increase the graduation rate for Latinx students by 6%.

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 preliminary approval by the School Site Council. Other stakeholders with input were ELAC, site leadership team, and student leadership. Input that informs the SPSA is gathered throughout the school-year as this is a working document and needs to be revisited and revised as needs change. In addition, areas for growth were also identified in our WASC self-study in Spring 2020 and will continue to be monitored over the next six years.

Resource Inequities

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

To address graduation rates and A-G eligibility, equitable allocation of resources will be made to provide tiered supports based on student need including additional monitoring; parent education and awareness; home visits and individual referrals for school linked services or interventions based on individual student needs. To reach at-risk students earlier, we will continue to provide instructional support by a certificated math teacher after school four days/week and will expand this offering in 2020-21 to provide outreach and support to at-risk 9th grade students. To address students' social-emotional needs, we will provide funding for additional Discovery Counseling services, expand use of character education lessons in our Advisory program, and any other needs as recommended by the PBIS Tier 2 intervention team. To address communication with stakeholders, we plan to host informative presentations for parents. Although we hosted a variety of events including vaping, college readiness, financial aid opportunities, and supporting teens, attendance was not high and we would like to increase participation.

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.: This plan referenced from LCAP

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.

Overall plan and student group monitoring will be based on change and status of the district and school site graduation rates.

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, 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

Identified Need

Sobrato will continue to focus on growth in the areas of reading, writing, and math support for our Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic/Latino students.

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 93.7 -.8 High --SED 87.7 -2.9 Medium --SWD 63.6% -13.9 V. Low --White 95.2% -1.5 V. High --Hisp/Lat. 90.7% -0.9 High	**Grad Rates: 2018** Rate--Change--Status --All 94.7 +1 High --SED 91.9 +4.2 Medium --SWD 74.3% +10.7 V. Low --White 95.3% +.1 V. High --Hisp/Lat. 92.4% +1.4 High	**Grad Rates: 2019** Rate--Change--Status --All 95.6 +.9 --SED 92.6 +.7 --SWD 80 +.7 --White 96.6 +1.3 --Hisp/Lat. 93.3 +.9	Maintain very high status and close gaps for less than high performing groups by > 1% per year and for less than medium performing group s by >5% per year
CSU/UC Eligibility: --Percent meeting A-G	**CSU/UC Eligibility (1 year lag)** --Percent meeting A-G: **50.6%**	**CSU/UC Eligibility (1 year lag)** --Percent meeting A-G: **68.1%**	**CSU/UC Eligibility (1 year lag)** --Percent meeting A-G: **60.3%**	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: 46 --9th gr. Lang. GR comp 68 --Stat & chg: **100% V. High +11.5** --RFEP Rate: **20.3%**	**Biliteracy** **--**Seal Earners: 48 --9th gr. Lang. GR comp X --Stat & chg: **new methodology** --RFEP Rate: **1.4%**	**Biliteracy** **--**Seal Earners: 50 --9th gr. Lang. GR comp (waiting for June '20 report cards) --Stat & chg: **46.3% Low** --RFEP Rate: **1.4%**	Maintain positive growth in all categories

Advanced Placement --Participation per capita --3+ score per capita	**AP Results** **ASHS** **CA** --Participation rate: 58% 24% --3+ score rate: 47% 56%	**AP Results** **ASHS** **CA** --Participation rate: 55% 26% --3+ score rate: 48% 58%	**AP Results** **ASHS** **CA** --Participation rate: 50% 26% --3+ score rate: 53% 59%	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: **60%** --Met ERW benchmark: **84%** --Met Math benchmark: **70%** --Met both benchmarks: **67%**	**SAT Exam** --Participation: **74%** --Met ERW benchmark: **85.4%** --Met Math benchmark: **74.4%** --Met both benchmarks: **70.5%**	**SAT Exam** --Participation: **49%** --Met ERW benchmark: **89%** --Met Math benchmark: **78%** --Met both benchmarks: **75%**	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: **175** --Met ERW benchmark: **61%** --Met Math benchmark: **39%** --Met both benchmarks: **36%**	**PSAT Exam** --Participation: **341** --Met ERW benchmark: **68%** --Met Math benchmark: **49%** --Met both benchmarks: **47%**	**PSAT Exam** --Participation: 373 --Met ERW benchmark: 63**%** --Met Math benchmark: 42**%** --Met both benchmarks: 41**%**	Increase CCR score 3 %
Career Technical Ed. --number enrolled --number concentrators --pathway completers	**Career Technical Ed.** --number enrolled: 672 --number concentrators 422 --pathway completers: 5	**Career Technical Ed.** --number enrolled: 1075 --number concentrators 605 --pathway completers: 30	**Career Technical Ed.** --number enrolled: 863 --number concentrators 516 --pathway completers: 81	Increase/maintain pathway completers to at or above statewide rates
Dual Credit Earners	**# Earn Dual Crt (Local):** N/A	**# Earn Dual Crt (Local):** N/A	**# Earn Dual Crt (Local):** N/A	Increase Dual credit earners ea yr.
Post Secondary % --Enrolled 4 yr. College --Common Scholarship --Naviance Int. Survey	**Post Secondary % ([Naviance](#))** --% Enrolled 4 yr. College: 55% --% completing CS App: --% completing Nav. Survey:	**Post Secondary % ([Naviance](#))** --% Enrolled 4 yr. College: X% --% completing CS App: 183 --% completing Nav. Survey: X%	**Post Secondary % ([Naviance](#))** --% Enrolled 4 yr. College: 57.1% --% completing CS App: X --% completing Nav. Survey: 73%	Increase % enrolled in 4 yr college >1% % completing CS application >5% % completing Nav. Survey >5
California [Dashboard](#) % College Career Ready	**California [Dashboard](#)** 60.5% College Career Ready	**California [Dashboard](#)** 64.5% College Career Ready	**California [Dashboard](#)** 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 ([link](#))**	**Core Area Grades ([link](#))**	**Spring 2020: pass/fail**	Reduce disparities among core areas to within 0.3 GPA points and 3% failure rate by balancing support system according to need.

Special Education
--Referrals:
--Qualifications:
--Exits:
--On track to graduate at
  --Grade 10 %
  --Grade 11 %
  --Grade 12 %
	Special Education-non SLP only
	--Referrals:
	--Qualifications:
	--Exits:
	--On track to graduate at
	  --Grade 10
	  --Grade 11
	  --Grade 12
	--Certificates of Comp:
		Special Education-non SLP only
		--Referrals: 21
		--Qualifications: 10 (2 pending 5/29)
		--Exits: 3 (revoked services)
		--On track to graduate at
		  --Grade 10: 29
		  --Grade 11: 26
			Special Education-non SLP only
			--Referrals: 29
			--Qualifications: 9 (7 pending 5/22)
			--Exits: 3
			--On track to graduate at
			  --Grade 10: 15
			  --Grade 11: 18
			  --Grade 12: 32
			--Certificates of Comp:	

--Certificates of Comp. --Returning for 5th yr	--Returning for 5th yr:	--Grade 12: 21 --Certificates of Comp: --Returning for 5th yr:	--Returning for 5th yr:	
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** **ELA** status/change --All student 2643 +0 --Low SES 2593 -6 --SWD 2521 +13 --EL No score n<30 **Math** status/change --All student 2625 +12 --Low SES 2572 +18 --SWD 2479 -19 --EL No score n<30 **Science** status/change --All student No Scores --Low SES --SWD --EL	**CAASPP Gr 11** **ELA** status/change --All student 2615 -28 --Low SES 2554 -39 --SWD 2457 -64 --EL 2409 N/A **Math** status/change --All student 2609 -16 --Low SES 2545 -27 --SWD 2447 -32 --EL 2432 N/A **Science** status/change --All student No Scores --Low SES --SWD --EL	**CAASPP Gr 11** **ELA** status/change --All student 2637 +22 --Low SES 2581 +27 --SWD 2502 +45 --EL 2447 +38 **Math** status/change --All student 2619 +10 --Low SES 2562 +17 --SWD 2474 +27 --EL 2459 +27 **Science** status/change --All student 609 N/A --Low SES 600 N/A --SWD 587 N/A --EL 581 N/A	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.
MAP (growth) **ELA** --Grade 9 --Grade 10 --Grade 11 --Grade 12 optional **Math** --Grade 9 --Grade 10 --Grade 11 --Grade 12 optional **Science**--optional --Grade 9 --Grade 10 --Grade 11 --Grade 12	**MAP** Fall to Winter Growth **ELA** school Nat. Norm --Grade 9 1.5 0.8 --Grade 10 0.4 0.3 --Grade 11 1.3 *** --Grade 12 *** *** **Math** --Grade 9 4.2 1.8 --Grade 10 3.9 1.3 --Grade 11 2.5 *** --Grade 12 0.7 *** **Science** --Grade 9 no scores --Grade 10 --Grade 11 --Grade 12	**MAP** Fall to Winter Growth **ELA** school Nat. Norm --Grade 9 0.6 1.0 --Grade 10 0.8 0.4 --Grade 11 1.9 *** --Grade 12 *** *** **Math** --Grade 9 3.1 2.2 --Grade 10 4.1 1.7 --Grade 11 3.2 *** --Grade 12 1.6 *** **Science** --Grade 9 no scores --Grade 10 --Grade 11 --Grade 12	**MAP** Fall to Winter Growth **ELA** school Nat. Norm --Grade 9 1.2 1.0 --Grade 10 0.7 0.4 --Grade 11 0.9 *** --Grade 12 *** *** **Math** --Grade 9 3.1 2.2 --Grade 10 2.5 1.5 --Grade 11 2.2 *** --Grade 12 2.3 *** **Science** --Grade 9 no scores --Grade 10 --Grade 11 --Grade 12	Goal: Meet or exceed the national normed growth rates for each student group measured Fall to Winter.

Implementation Status: Mathematics, English (ELA/ELD), History, Science, MTSS: Assess/Supports, PLC:	Rubric Score (staff survey 1-5) Mathematics 3.95, ELA/ELD 3.22, History 2.23, Science 2.77, MTSS Acad. 3.38, MTSS SEL:: 2.29, PLC: 3.46	Implementation Status: *Scores on 5 point rubric survey* --Mathematics: 4.2, --ELA/ELD: 3.7, --History: 2.7, --Science: 2.4, --MTSS Academic: 3.4, --MTSS SEL : 3.2, --PLC: 3.9, —PBIS 3.5	Implementation Status: *Scores on 5 point rubric survey* Math 4.3, ELA/ELD 3.8, Soc. Science 3.3, NGSS: 2.9, MTSS Academic: 3.5, MTSS Soc. Emot: 3.3, Collaboration: 3.6, PBIS 3.6	Grow from previous year rubric scores in all core area implementations on Staff survey
California Dashboard Academic Indicator Student Groups in need (red or orange)	**Suspension** Homeless, SWD, Filipino, **Graduation Rate** Low Socioeconomic Status	**Suspension** SWD All, EL, SED, Asian, Hisp, White, 2 or more races **Chronic Absenteeism** new metric for dashboard **College and Career Ready** SWD **ELA** SWD SED, Hisp **Math** SWD SED, Hisp	**Suspension** African American, 2 or more races **Chronic Absenteeism** new metric for dashboard **Graduation Rate** SED, Hisp **College and Career Ready** SWD, SED, Hisp **ELA** SWD **Math** SWD	
Additional site specific metrics:	**Naviance Usage (as of 5/29/18):** # Students: 1550 # Visits: 25,610 Avg. Visits/Student: 16.5	**Naviance Usage (as of 5/29/19):** # Students: 1375 # Visits: 25,979 Avg. Visits/Student: 18.9	**Naviance Usage (as of 5/18/20):** # Students: 1447 # Visits: 28,701 Avg. Visits/Student: 19.8	

Goal 1 Action 1:   Tier 1 Staff

Students to be Served by this Strategy/Activity

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 department leads
2. Technology coordinator
3. Library extra days
4. Extra hour yard duty

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 stipends	$6,174.59	LCFF
Technology coordinator	$2,053.58	Unrestricted Lottery
Library extra days	$4,000.00	Unrestricted Lottery
Extra hour yard duty	$4,000.00	Unrestricted Lottery

Goal 1 Action 2:   Tier 2-3 Staff

Students to be Served by this Strategy/Activity

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. ELD Facilitator

Proposed Expenditures for this Strategy/Activity

Goal 1 Action 2 Strategy/Activity	Amount(s)	Source(s)
ELD Facilitator stipend	$6,174.59	LCFF

Goal 1 Action 3: Professional Development

Students to be Served by this Strategy/Activity

All 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. Conference registration and substitutes
  2. Conference registration and travel to AP Institutes
  3. Conference registration and travel to AVID Institutes
  4. Substitutes for site collaboration and data analysis

Proposed Expenditures for this Strategy/Activity

Goal 1 Action 3 Strategy/Activity	Amount(s)	Source(s)
PD for teachers / subs	$20,000	68% Unrestricted Lottery; 32% LCFF
AP Summer Institutes	$5,000	68% Unrestricted Lottery; 32% LCFF
AVID Summer Institute	$10,000	LCFF
Site PD/collaboration/data subs	$3,000	68% Unrestricted Lottery; 32% LCFF

Cultural Responsiveness book study	$500	Unrestricted Lottery

Goal 1 Action 4:   Tier 1 Instructional Program

Students to be Served by this Strategy/Activity

All Students

Strategy/Activity

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. Classroom supplies
  2. Library materials/licenses
  3. Supplemental materials for core curricular classes
  4. Turnitin.com license (3 years)
  5. CodeHS license
  6. Smart Music Assessments
  7. Classroom technology
  8. Chromebooks
  9. Hapara license
  10. SchoolCity license
  11. CTE program support

Proposed Expenditures for this Strategy/Activity

Goal 1 Action 4 Strategy/Activity	**Amount(s)**	**Source(s)**

Classroom supplies	$20,000.00	68% Unrestricted Lottery; 32% LCFF
Library materials/license	$7,000.00	68% Unrestricted Lottery; 32% LCFF
Supplemental materials	$2,851.86	Unrestricted Lottery
Turnitin.com license	$4,500.00	Unrestricted Lottery
CodeHS license	$10,000.00	68% Unrestricted Lottery; 32% LCFF
Smart Music Assessments	$1,000.00	Unrestricted Lottery
Classroom technology	$2,000.00	Unrestricted Lottery
Chromebooks	$45,000.00	Unrestricted Lottery
Illuminate license	$16,500	Unrestricted Lottery
CTE program support	$5,000	Unrestricted Lottery

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

Students to be Served by this Strategy/Activity

Underperforming or disadvantaged students including 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.

Programs and services funded in this School Plan include:
1. Tutoring in core curricular areas
2. RSP extra days
3. AP summer classes
4. Chromebook repair subsidies
5. Mobile HotSpots
6. EL classroom materials
7. AP exam subsidies
8. Credit recovery (Fall/Spring/Summer)

Proposed Expenditures for this Strategy/Activity

Goal 1 Action 5 Strategy/Activity	Amount(s)	Source(s)
Tutoring	$10,000.00	68% Unrestricted Lottery; 33% LCFF
Ninth Grade Academy	$6,000.00	Unrestricted Lottery

RSP extra days	$3,000.00	Unrestricted Lottery
AP summer boot camp	$3,000.00	Unrestricted Lottery
Chromebook repair subsidies	$500.00	LCFF
Mobile HotSpots	$2,000.00	LCFF
EL classroom materials	$2,368.03	LCFF
AP exam subsidies	$12,000.00	LCFF
Credit recovery	$35,000.00	Extended Day

Goal 1 Action 6:   Development of the School Plan

Students to be Served by this Strategy/Activity

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. safety team supplies
2. golf cart repairs

Proposed Expenditures for this Strategy/Activity

Goal 1 Action 6 Strategy/Activity	Amount(s)	Source(s)
safety team supplies	$1,000	Unrestricted Lottery
golf cart repairs	$1,500	Unrestricted Lottery

Goal 1 Action 7:   Basic Services and Supplies

Students to be Served by this Strategy/Activity

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. College Day expenses
  2. Career Expo expenses
  3. College/Career coordinator
  4. Graduation ceremony
  5. New Teacher Orientation supplies
  6. Facility maintenance

Proposed Expenditures for this Strategy/Activity

Goal 1 Action 7 Strategy/Activity	Amount(s)	Source(s)
College Day	$600.00	Unrestricted Lottery
Career Expo	$500.00	Unrestricted Lottery
College/Career coordinator	$2,058.19	68% Unrestricted Lottery; 32% LCFF
Graduation	$7,000.00	Unrestricted Lottery
New Teacher Orientation	$500.00	Unrestricted Lottery
Facility Maintenance	$5,000.00	Unrestricted Lottery

Goal 1: Annual Review

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

ANALYSIS

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

As a result of the professional development allocation, we sent 60 teachers to a variety of trainings including, but not limited to, AP Summer Institutes, AVID Summer Institute, CPM curriculum and instruction, CPM National Conference, Co-Teaching seminars, PBIS implementation, Illuminate technology conference, Counseling conferences, Aeries training, Constructing Meaning, Enhancing Spanish language instruction, NCTM National Conference, and CSTA National Conference. Although we have traditionally had a Constructing Meaning site lead, in an effort to build capacity and expand support opportunities, in 2018-19 we added department leads and will continue into 2019-20. Attendance to after school math tutoring by a certificated math teacher has increased in its second year of implementation and, as a result, we will expand to other subject areas. Although it is open to all students, referrals to this program are also made via SST meetings, counselor/parent meetings, and IEP meetings. Technology licenses continue to be renewed to enhance instructional strategies given our 1:1 device model. HotSpots and subsidies will be increased in 2019-20 to serve more socioeconomically disadvantaged students.

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

Although budgets slightly shift throughout the year, it is primarily used for its intended purposes. One exception is the cost of teacher laptop replacements, which will be covered in 2019-20 by the District via Measure G.

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.

As mentioned above, we will expand tutoring in other curricular areas. Additionally, the increase in Extended Day funds and subsequent coverage of credit recovery staffing expenses has allowed us to enhance support for socioeconomically disadvantaged students, providing more subsidies and therefore access and opportunities. Otherwise, there are minor modifications to budget lines.

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

The greatest area of need in this area is to enhance opportunities for all parents to engage with school and learn about supporting high school students and preparing them for post-secondary goals. We aim to increase the participation of all parents, but particularly improve outreach and engagement for families whose home language is other than English.

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 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	Links to agendas and minutes documenting all required topics
ELAC Agenda and minutes	Links to 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	Links to agendas and minutes documenting all required topics
Home and School Club Agenda and Minutes	Links to 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	Links to agendas and minutes documenting all required topics
Parent Volunteers cleared through HR.	**Parent Volunteers** # cleared through HR: 106	**Parent Volunteers** # cleared through HR: 29	**Parent Volunteers** # cleared through HR: 36	Maintain consistent annual trend
Fundraising Total from Parent Organizations	**Fundraising** Home & School Club: --Total Raised: $5,827.12 --allocated: $4,351.33 Athletics Boosters --Total Raised: $25,210 --allocated $28,882	**Fundraising** Home & School Club: --Total Raised: $3538.94 --allocated: $X Athletics Boosters --Total Raised: $X --allocated $X	**Fundraising** Home & School Club: --Total Raised: $7810.62 --allocated: $6734.50 Athletics Boosters --Total Raised: $X --allocated $X	Maintain consistent annual trend

	Ag Boosters --Total Raised: $56,490.40 --allocated $48,644.20	Ag Boosters --Total Raised: $X --allocated $X	Ag Boosters --Total Raised: $X --allocated $X	
Mass Phone completion rates (Blackboard)	**Mass Phone** completion rate English: 88% completion rate Spanish: 82%	**Mass Phone** completion rate English: 91% completion rate Spanish: 82% *Parent opt-outs English: 27* *Parent opt-outs Spanish: 19*	**Mass Phone** completion rate English: 93% completion rate Spanish: 82% *Parent opt-outs English: 24* *Parent opt-outs Spanish: 8*	Close gap to 100%
Mass email completion **rates**	**Mass email** completion rate English: 94% completion rate Spanish: 87% *Parent opt-outs English: 46* *Parent opt-outs Spanish: 16*	**Mass email** completion rate English: 95% completion rate Spanish: 84% *Parent opt-outs English: 44* *Parent opt-outs Spanish: 19*	**Mass email** completion rate English: 95% completion rate Spanish: 86% *Parent opt-outs English: 43* *Parent opt-outs Spanish: 17*	Close gap to 100%
Parent monitoring percent (Aeries)	**Parent monitoring** 1,585 parents logged on in 2017-18	**Parent monitoring** 1,543 parents logged on in 2018-19	**Parent monitoring** 1,604 parents logged on in 2019-20	Close gap to 100%
Parent Education program completers	**Parent Education** program completers: 0	**Parent Education** program completers: 0	**Parent Education** program completers: 0	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:	**3.88**	**3.96**	**3.82**	Improve score on parent rubric
Our school encourages parent volunteers in a variety of roles:	**3.97**	**3.78**	**3.90**	Improve score on parent rubric
Our school makes parents feel like valued partners in education	**3.68**	**3.78**	**3.68**	Improve score on parent rubric
Parents are satisfied with level of 2-way communication	**3.91**	**3.73**	**3.78**	Improve score on parent rubric

Our school provides adequate monitoring info for grades & attendance	3.94	3.76	3.83	Improve score on parent rubric
Our school is physically safe:	3.48	3.63	3.56	Improve score on parent rubric
Ours school meets social emotional needs:	3.52	3.43	3.39	Improve score on parent rubric
Our school values diversity:	3.80	3.80	3.83	Improve score on parent rubric
Parents satisfied with learning environment	3.64	3.40	3.44	Improve score on parent rubric
Our school has a challenging curriculum	3.69	3.39	3.41	Improve score on parent rubric
Parents encourage after school participation	4.37	4.24	4.27	Improve score on parent rubric
Parents have a high knowledge of support and extended programs	3.42	3.54	3.63	Improve score on parent rubric
Our school has a high variety of extended programs available.	3.46	3.28	3.36	Improve score on parent rubric
My child likes school:	3.91	3.57	3.78	Improve score on parent rubric
My child feels safe at school:	3.75	3.83	3.79	Improve score on parent rubric
Additional site specific	**Naviance Parent Usage** (as of 5/29/18): # of Parents: 158 # of Visits: 471 Avg. Visits/Parent: 3	**Naviance Parent Usage** (as of 5/29/19): # of Parents: 224 # of Visits: 821 Avg. Visits/Parent: 3.7	**Naviance Parent Usage** (as of 5/18/20): # of Parents: 275 # of Visits: 1,111 Avg. Visits/Parent: 4	

Goal 2 Action 1:   Tier 1 Parent Engagement Strategies

Students to be Served by this Strategy/Activity

All Students

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. parent/student outreach coordinator
2. parent communication
2. fingerprint fees

Proposed Expenditures for this Strategy/Activity

Goal 2 Action 1 Strategy/Activity	Amount(s)	Source(s)
parent communication	$3,000.00	68% Unrestricted Lottery; 32% LCFF
fingerprint fees	$1,000.00	Unrestricted Lottery

Goal 2 Action 2:   Tier 2 Parent Engagement Strategies

Students to be Served by this Strategy/Activity

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. parent communication - PBIS
2. bilingual support extra hours
3. ELAC food/childcare

Proposed Expenditures for this Strategy/Activity

Goal 2 Action 2 Strategy/Activity	Amount(s)	Source(s)
parent communication - PBIS	$1,500.00	68% Unrestricted Lottery; 32% LCFF
bilingual support extra hours	$3,550.00	LCFF
ELAC food/childcare	$250.00	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.

As part of our PBIS implementation, teachers sent 450 "positive posts" (postcards) to families to provide positive feedback on their students. This will continue in 2019-20. Our fingerprinting subsidies have substantially decreased now that the District's program is in its third year of implementation, as more parents are coming in already fingerprinted from their middle schools.

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

There are no major changes in this area.

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 know that in order to increase the engagement of our Spanish-speaking families, it is important to increase personalized outreach. As a result, we are increasing the community liaison's hours. The parent/student engagement coordinator will be tasked with increasing parent survey completion rates and reviewing results to inform improved family-school communication.

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

Reduce chronic absenteeism rates and suspension rates especially in high risk populations; Increase student feelings of connectedness to school

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 94.72%**	**Month 11 95.47%**	**Month 7 95.38%**	Increase by >0.2 per year
Chronic Absenteeism Rates: Overall: SWD SED Foster Homeless EL White Latino	Chronic Absenteeism Rates: (**Dashboard**) Overall: **11.8%** SWD **16%** SED **17.1%** Foster ***** Homeless **26.1%** EL **11.5%** White **11%** Latino **15.2%**	Chronic Absenteeism Rates: (**Dashboard**) Overall: **14.3%** SWD **20.4%** SED **18.8%** Foster **25.0%** Homeless **27.9%** EL **13.0%** White **13.1%** Latino **20.4%**	Chronic Absenteeism Rates: (**Dashboard**) Overall: **10.7%** SWD **18.3%** SED **17.1%** Foster ***** Homeless **24.1%** EL **16.7%** White **9.9%** Latino **15.2%**	Reduce gap to State average level by one-third per year
SARB Compliance: --# First SARB Notice --# Second SARB Notice --# Third SARB Notice --# Parent Conferences --#SARB Hearings	SARB Compliance: --# First Notice: 366 --# Second Notice: 89 --# Third Notice: 53 --# Conferences: 29 --# Hearings: 6	SARB Compliance: --# First Notice: 303 --# Second Notice: 135 --# Third Notice: 68 --# Conferences: 46 --# Hearings: 12	SARB Compliance (as of 3/6/20): --# First Notice: 227 --# Second Notice: 102 --# Third Notice: 16 --# Conferences: 23 --# Hearings: 2	Maintain attendance notice practices in compliance with attendance laws

Suspension Rates: Overall: SWD SED Foster Homeless EL White Latino	**Suspension Rates Dashboard** Overall: **4% (Green)** SWD **11.1%** SED **7.1%** Foster ******** Homeless **13%** EL **9.2%** White **2.2%** Latino **6.3%**	**Suspension Rates Dashboard** Overall: **5.5% (Green)** SWD **15.4%** SED **7.6%** Foster ******** Homeless **10.0%** EL **10.0%** White **3.2%** Latino **8.63%**	**Suspension Rates Dashboard** Overall: **4.7% (Green)** SWD **9.9%** SED **6.9%** Foster ******** Homeless **6.7%** EL **8.0%** White **3.3%** Latino **6.8%**	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: **22** Violence: **49** Weapons: **3** Behavior/Bullying: **10**	**Offenses (DataQuest):** Controlled Substance: **53** Violence: **33** Weapons: **4** Behavior/Bullying: **25**	**Offenses (DataQuest):** Controlled Substance: **63** Violence: **30** Weapons: **1** Behavior/Bullying: **5**	Use offense categories to inform intervention programs.
Student Expulsion Rate (DataQuest):	**Expulsion: AS: .19 % CA: .09%**	**Expulsion: AS: .13 % CA: .08%**	**Expulsion: AS: .13% CA: .08%**	Maintain low rate
Drop Out Rate (DataQuest):	**Class of 2017** **Dropout: ASHS: 4.2% CA: 9.1%**	**Class of 2018** **Dropout: ASHS: 2.2% CA: 9.6%**	**Class of 2019** **Dropout: ASHS: 7.5% CA: 9%**	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 connected to the school community.	**2.6**	**2.6**	**2.6**	
My advisory teacher knows my name and cares about how I'm doing.	**2.9**	**3.1**	**3.2**	improve over previous mark
Most of my advisory classmates know my name and care about how I'm doing.	**2.4**	**2.2**	**2.3**	improve over previous mark
My advisory teacher encourages us to share our thoughts and opinions	**3.0**	**N/A** (question updated below)	**N/A** (question updated below)	improve over previous mark

My teacher/advisory leaders have us talk in groups or partners about the lesson topics so everyone has a chance to talk each week.	not available	2.6	2.7	improve over previous mark
Advisory is a good place to get information regarding graduation and course registration	2.7	2.8	2.8	improve over previous mark
Advisory helps me think about my grades and set goals for my classes	2.4	2.7	2.6	improve over previous mark
Advisory is a valuable part of the school culture	not available	not available	2.5	
I feel connected to and cared for by… ● 4+ teachers ● 2-3 teachers ● 1 teacher ● no teachers	30.6% 52.2% 15.8% 7.1%	35.9% 49.5% 11.7% 8.0%	34.0% 52.4% 12.9% 5.6%	improve over previous mark
My teacher presents information in interesting and effective ways in… ● 4+ classes ● 2-3 classes ● 1 teacher ● no teachers	24.0% 55.6% 14.7% 5.7%	26.8% 55.2% 14.0% 4.0%	24.8% 58.1% 13.1% 4.1%	improve over previous mark
How valuable is the Tutorial period to you?	3.7	3.7	3.6	improve over previous mark
How valuable is block schedule to you?	3.4	3.3	not available	improve over previous mark
I feel physically safe at school	not available	3.14	see Datazone survey below	
I feel safe and well cared for at home	not available	3.62	see Datazone survey below	

CA Healthy Kids Survey	Student surveys: CHKS survey is scored as percent of students responding favorably (Grades 9, 11)			
Chronic sadness or hopelessness	**9th: 34** **11th: 42**	Survey is every other year		
Current alcohol or drug use	**9th: 12** **11th: 28**	Survey is every other year		
Has experienced harassment or bullying	**9th: 32** **11th: 31**	Survey is every other year		
High level of school connectedness	**9th: 14** **11th: 13**	Survey is every other year		
High level of caring staff	**9th: 20** **11th: 27**	Survey is every other year		
Feeling very safe at school	**9th: 60** **11th: 58**	Survey is every other year		
Project Cornerstone Survey	**[Link to Developmental Assets Survey 2016-17](#)**, next survey in 2019-20			
Students attending Extended Day:	# Attending Ext. Day: N/A Extended day funds will be used for Summer Credit Recovery stipends	# Attending Ext. Day: N/A Extended day funds will be used for Summer Credit Recovery stipends	# Attending Ext. Day: N/A Extended day funds will be used for Summer Credit Recovery stipends	
Students participating Extracurricular sports:	**Female:** 347 **Male:** 318	**Female:** 338 **Male:** 336	**Female:** 371 **Male: 333**	Maintain consistent program
Staff Survey PBIS Implementation: **School-Wide** **Non Classroom** **Classroom** **Individual**	In-place:42% Partial: 40% Not: 18% In-place:36% Partial:36% Not:28% In-place:44% Partial:48% Not:8% In-place:40% Partial:42% Not:19%	In-place:38% Partial: 48% Not: 15% In-place:30% Partial:46% Not:24% In-place:32% Partial:58% Not:10% In-place:25% Partial:48% Not:27%	In-place:48% Partial: 43% Not: 9% In-place:42% Partial:40% Not:18% In-place:39% Partial:52% Not:9% In-place:29% Partial:54% Not:17%	Close ⅓ gap to survey score of 5
Support Referrals	Discovery Counseling: 5 students Clothing referrals: 2 students Food Pantry referrals: 2 students VTA/Free passes: 3 students	Discovery Counseling: 6 students Clothing referrals: 15 students Food Pantry referrals: 5 students VTA/Free passes: 5 students	Discovery Counseling: X students Clothing referrals: X students Food Pantry referrals: X students VTA/Free passes: X students	
Additional site specific:	Number of students recognized at Academic Assemblies (3.5+, 3.0-3.49) each semester	Number of students recognized at Academic Assemblies (3.5+, 3.0-3.49) each semester	Number of students recognized at Academic Assemblies (3.5+, 3.0-3.49) each semester	

			2019-20	2020-21
Positive Behavior awards, positive attendance programs, participation in clubs,, sports participation and awards etc.	● Spring 2017 - 589* ● Fall 2018 - 836 *only students in grades 9-11*	● Spring 2018* - 558 ● Fall 2019 - 832 *only students in grades 9-11*	● Spring 2019* - 613 ● Fall 2020 - 919 *only students in grades 9-11*	

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.			4.2	
1. I feel like I belong in this school.			3.6	
1. I feel like students at my school respect me.			3.6	
1. I set learning goals.			3.4	
1. I try to understand other students' points of view.			4.0	
1. I work hard to achieve learning goals even if things get in the way.			3.9	
2. Adults at my school treat students with respect.			3.6	
2. I come to class prepared.			4.1	
2. I make a plan for how I'm going to reach my learning goals.			3.4	
2. I think about other students' feelings.			4.0	

2. I want to be a good student.			4.4	
2. If I fail to reach an important learning goal, I try again.			3.9	
3. I get along well with students who are different from me.			3.9	
3. I know what to do if I get stuck.			3.6	
3. I like it when schoolwork is challenging.			3.0	
3. I pay attention in class.			4.0	
3. If I fail to solve a problem, I try again until I find the solution.			3.9	
3. Students are treated equally when they break school rules.			3.1	
4. I actively participate in class discussions.			3.6	
4. I am comfortable asking my teacher(s) for help.			3.6	
4. I am good at learning new things.			3.7	
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			4.0	

of different ways to do it.				
4. My teachers really listen to what I have to say.			3.5	
5. I can clearly describe my feelings.			3.4	
5. I feel comfortable asking questions.			3.5	
5. I keep going with work even when it takes longer than I thought it would.			3.9	
5. I stop to make sure I understand what I'm doing when I do my schoolwork.			3.7	
5. Mistakes help me learn.			3.9	
5. There is at least one adult at my school that I can talk to about my problems.			3.7	
6. I actively participate in small group work.			4.0	
6. I am able to stand up for myself without putting others down.			3.7	
6. I feel safe at my school.			3.7	
6. I look forward to class.			2.9	

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.			3.9	
7. I am good at sharing work in a group.			3.9	
7. I can stay focused on schoolwork even when I want to do other things.			3.3	
7. I set aside time to do my schoolwork or study.			3.8	
7. People of different cultural backgrounds, races, ethnicities, and abilities get along well at my school.			3.9	
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.			3.7	
8. Even if the work in my classes is hard, I can learn it.			3.7	
8. I recognize a good idea even if it wasn't mine.			4.2	
8. I turn in my schoolwork even when it's hard to do.			4.0	

8. I use strategies to remember facts.			3.8	
8. When I finish an assignment, I check my work before I turn it in.			3.5	
9. I am able to disagree with others without starting an argument.			3.9	
9. I finish what I begin.			3.9	
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.			3.8	
9. My effort makes a difference in my success at school.			4.0	
10. I keep track of my assignments so I know when to turn them in.			3.8	
10. I plan to attend college.			4.4	
10. I think of different ways to solve a problem.			3.8	
10. I work well with others.			3.9	
11. I can get smarter.			4.3	
11. I look at the quality of my work so that I can improve.			3.7	

11. I work hard in school.			4.1	
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

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 support
  2. PBIS subs/hourly
  3. PBIS activities
  4. restorative practices book study
  5. athletics misc. expenses

Proposed Expenditures for this Strategy/Activity

Goal 3 Action 1 Strategy/Activity	Amount(s)	Source(s)
PBIS support	$2,000.00	Unrestricted Lottery
PBIS subs/hourly	$2,500.00	Unrestricted Lottery
PBIS activities	$1,000.00	Unrestricted Lottery
Athletics	$38,148.00	Unrestricted Lottery $1,500; Extracurricular $36,648

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

Students to be Served by this Strategy/Activity

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 tof 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 contract
2. AVID materials
3. AVID college visits
4. Cal-SOAP services
5. Advisory coordinator
6. Advisory curriculum
7. CARE supplies

Proposed Expenditures for this Strategy/Activity

Goal 3 Action 2 Strategy/Activity	Amount(s)	Source(s)
AVID contract	$3,999.00	LCFF
AVID materials	$1,000.00	LCFF

AVID college visits	$1,500.00	LCFF
Cal-SOAP services	$3,500.00	LCFF
Discovery Counseling	$1,490.80	68% Unrestricted Lottery; 32% LCFF
Camp Everytown	$8,000.00	68% Unrestricted Lottery; 32% LCFF
Advisory coordinator	$4,116.39	Unrestricted Lottery
Advisory curriculum	$2,000.00	68% Unrestricted Lottery; 32% LCFF
CARE supplies	$500.00	LCFF

Goal 3: Annual Review

SPSA Year Reviewed: 2019-20 to inform the 2020-21 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.

Sobrato successfully completed the PBIS program fidelity assessment in January for its Tier 2 program implementation. The team implemented an acknowledgment system which includes personalized notes to students and a raffle that includes prizes such as t-shirts and other Sobrato swag. Our staff has also been focusing on cell phone policies and interventions, since that is what our school's discipline data indicates is a tier 1 issue. As a result, our cell phone violations in Aeries are significantly less than last year. Our staff also agreed upon a common in-class cell phone procedure to implement next year in order to continue working on this challenging issue.

The Sobrato AVID program continues to prepare students for college eligibility at the lower levels, and helps students through the application process at the senior level. This year 93% of AVID seniors applied to a four-year college. More than 70% of our 11th and 12th grade AVID students are taking at least one AP class.

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

In past years, funds have been allocated toward Chromebook monitoring software. A district license has been purchased, eliminating the need for a site license.

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.

With our PBIS focus, we will provide after school support to identified at-risk ninth graders.

Budget Summary:

	Unrestricted Lottery	LCFF Supplemental	Extracurricular	LO Foundation Grant	Extended Day
Allocated	**$190,875.00**	**$83,312.03**	**$36,648.00**	**TBD Carryover**	**$35,000**

Budgeted*	$190,875.00	$83,312.03	$36,648.00	TBD Carryover	$35,000
Spent YTD					
Encumbered					
Available					
*SPSA budget by action tracker	Unrestricted Lottery	LCFF Supplemental	Extracurricular	LO Foundation Grant	Extended Day
Action 1.1 CM dept leads tech coordinator library extra days extra hour stu. supervis.	 $2,053.58 $4,000.00 $4,000.00	$6,174.59			
Action 1.2 ELD Facilitator		$6,174.59			
Action 1.3 PD for teachers/subs AP Summer Institute AVID Summer Institute Site PD/collab/data subs Cultrl Resp book study	$13,600.00 $3,400.00 $2,040.00 $500.00	$6,400.00 $1,600.00 $10,000.00 $960.00			
Action 1.4 Classroom supplies Library material/licenses Supplemental materials Turnitin.com (3 yr lic.) CodeHS license Smart Music Assess. Classroom technology Chromebk replacement Illuminate license CTE program support	$13,600.00 $4,760.00 $2,851.86 $4,500.00 $6,800.00 $1,000.00 $2,000.00 $45,000.00 $16,500.00 $5,000.00	$6,400.00 $2,240.00 $3,200.00			
Action 1.5					

Tutoring Credit Recovery Staffing Ninth Grade Academy RSP extra days AP summer boot camp CB repair subsidies HotSpots EL Classroom materials AP exam subsidies	$6,800.00 $6,000.00 $3,000 $3,000	$3,200.00 $500.00 $2,000.00 $2,368.03 $12,000.00			$35,000
Action 1.6 Safety Team supplies golf cart repairs	$1,000.00 $1,500.00				
Action 1.7 College Day expenses Career Expo expenses College/Career coord. Graduation ceremony NTO supplies Facility maintenance	$600.00 $500.00 $1,399.57 $7,000.00 $500.00 $5,000.00	$658.62			
Action 2.1 Parent communication Fingerprint fees	$2,070.00 $1,000.00	$930.00			
Action 2.2 Parent comm. - PBIS Bilingual support ELAC food/childcare	$1,020.00	$480.00 $3,550.00 $250.00			
Action 3.1 PBIS support PBIS subs/hourly PBIS activities Athletics	$2,000.00 $2,500.00 $1,000.00 $1,500.00		$36,648.00		
Action 3.2 AVID contract AVID materials AVID college visits	,	$3,999.00 $1,000.00 $1,500.00			

Cal-SOAP services		$3,500.00			
Discovery Counseling	$993.60	$497.20			
Camp Everytown	$5,440.00	$2,560.00			
Advisory coordinator	$4,116.39				
Advisory curriculum	$1,360.00	$640.00			
CARE supplies		$500.00			

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	$ 345,835.03

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 ($)
LCFF Supplemental (included extended day)	$118,312.03
Unrestricted Lottery (includes extracurricular)	$227,523
Live Oak Foundation Grant (carryover to be determined)	$TBD
Subtotal of state or local funds included for this school:	$345,835.03

Total of federal, state, and/or local funds for this school: **$345,835.03**

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 makeup of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1. Courtney Macko	School Staff	MackoC@mhusd.org	5/18/20
2. Mitzi Clark	School Staff	ClarkM@mhusd.org	5/18/20
3. Violeta Salinas	School Staff	SalinasV@mhusd.org	5/18/20
4. Kim Stubbe	School Staff	StubbeK@mhusd.org	5/18/20
5. Hannah Tool	School Staff	ToolH@mhusd.org	5/18/20
6. Art Cohen	Community	alouis7@gmail.com	5/18/20
7. Laurie Faulk	Community	9faulks@gmail.com	5/18/20
8. Nhien Luong	Community	thiennhien.luong@gmail.com	5/18/20
9. Julie Raia	Community	zuzuspetals17@aol.com	5/18/20
10. Eva Swope	Community	evaswope@yahoo.com	5/18/20
11. Crystal Garcia	Student	n/a	5/18/20
12. Jenni Romero	Student	n/a	5/18/20
13. Areli Zarate	Student	n/a	5/18/20

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	3	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

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 5/18/20.

Attested:
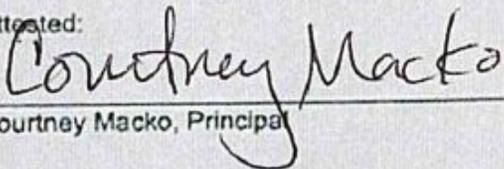
Courtney Macko	*Courtney Co*	5-22-20
Courtney Macko, Principal	Signature of School Principal	Date
Laurie Faulk	*Laurie Faulk*	5-22-20
Laurie Faulk, President	Signature of SSC Official	Date
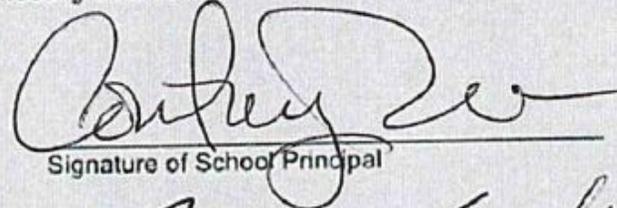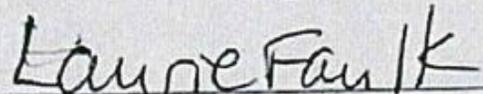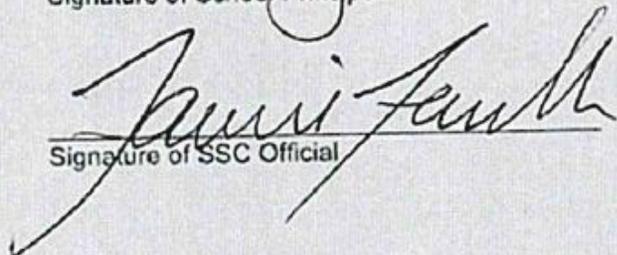
Instructions

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 Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: 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.

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for

schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

      b. use methods and instructional strategies that:

         i. strengthen the academic program in the school,

         ii. increase the amount and quality of learning time, and

         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

         i. strategies to improve students' skills outside the academic subject areas;

         ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

         iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

         iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

         v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.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/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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