School Year: [2021-22]

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date	
Central Alternative Program High School Principal Lisa Martin	43695834334488	May 14, 2021	June 15, 2021	

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:

Stakeholder Identified Needs:
The following areas were identified in 2018-19 through our WASC Self-study (mid year report) as critical areas of focus:
1. **Improve Student Attendance**
2. **Increase Graduation Rates:** address the number of drop outs
3. **Professional Development**: determine strategies that can be used cross curricularly in regards to DOK and Cycle of Inquiry and participate in site level on going Professional Development.

Additional Areas of Need:
1. **Support Student Social-Emotional Well-being**: Provide supports and strategies for students to maintain positive mental health
2. **Family Engagement:** Provide families with opportunities to support their student's academic progress

Central High School provides a diverse academic program and practical foundation for the district's at-risk student population through standards-based individualized and group instruction. Instruction and curriculum are aligned with Common Core and state standards and utilizes district adopted, state approved textbooks and curriculum. Emphasis is placed on completion of credits toward graduation along with career orientation, work experience and the development of life skills. Central is designed to meet the unique personal and educational needs of students who may have been unsuccessful in previous educational settings.

Central High School provides a climate in which students feel safe, academically challenged, and supported in their efforts toward high school graduation and transition to higher education and/or the workplace setting.

As previously mentioned, students are referred from the two comprehensive high schools in the district through academic counseling. Prior to each acceptance cycle, the CHS principal and counselor meet with the counselors from the comprehensive high schools ro

discuss students who would benefit from a credit recovery program. Students enrolled at Central are referred by counselors, the principal, or parents, and the reasons include adjustment problems, deficiency in credits, students having parental responsibilities, special needs or family support roles. Central also has referrals from probation officers, and there are walk-in students who have just moved to Morgan Hill from a continuation high school in their former district. The process is transparent and equitable for all sites in order to support all student and family situations. Emphasis is placed on enrolling seniors and juniors first, and lower classmen are admitted as space allows.

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.

Our school's plan is organized into three goals: college and career readiness, parent engagement, and school climate. These goals are aligned with the three main goals in the MHUSD LCAP, and they meet the requirements of ESSA. One of our main focuses will be on graduation rates while ensuring that students are career and college ready. We also plan to focus on parent engagement. We plan to do some root cause analysis to identify why some students are not completing graduation requirements with their cohort and will plan professional development to support that cause.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The primary creation of the SPSA was accomplished via consultation with and preliminary approval by the School Site Council. 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 2019.

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 attendance rates, 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. To continue to provide additional opprotunites for students to recover credits outside the typucal school day we will continue to offer instructional support after school two days a week.

To address communication with stakeholders, we plan to host informative presentations for parents. Parent engagement at the high school level is always a challenge, and our goal is to increase parent attendance at helpful evening presentations.s. We also want to improve the effectiveness of our website and family newsletter in order to reach more parents. To meet this need, we are dedicating fuds for extra hours for clerica staff for translation services at these events. One stipend will also be allotted to coordinate activities on campus to increase students and family participation on campus.

Goals, Strategies, Expenditures, & Annual Review

Comprehensive Support and Improvement:

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

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

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

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

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

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

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

Root Cause 3: Transferring of students to Central after they have fallen too far behind to graduate.
Action 3: Develop a review process at the point of enrollment to ensure that students transferring to Central still have a realistic opportunity to graduate. Process to include informational pamphlets and sessions.

Root Cause 4: Hosting an Advent Program Drug Rehabilitation group home for court monitored foster students from across Northern California results in Central and MHUSD owning the statistics for short term students who rarely re-enroll in their home districts once their mandatory rehabilitation is over.
Action 4: District Superintendent will work with the Judicial system and CDE to explore unintended consequences of the Advent program and fair options to address impacts to the district data reporting.

Root Cause 5: Live Oak's hosting of moderate-severe SDC class results in certificates of completion being concentrated at LOHS where they do not count on graduation rate (although they would count on Central's DASS graduation rate due to discriminatory state metric methodology).
Action 5: Explore operating moderate-severe SDC class as a satellite program under our alternative school code.

Root Cause 6: Not claiming all cohort member graduates by the April census date due to using the previous June 30 date.
Action 6: Principals to conduct review and monitor registrar practices for identifying and tagging students in the student information system to ensure they are counted when graduating.

Root Cause 7: Assigning alternative school transfers to the proper cohort based on credits. ensure granting variable credit as earned at the comprehensive high schools when students transfer
Action 7: Alternative Counselor will be redirected using CSI funding to develop a system to monitor enrollments and assignments to cohorts as well as the awarding of earned variable credits for passed grading periods.

Root Cause 8: Need to maximize student engagement and relevant connection to work by deepening equitable instruction and high interest programs and pathways.
Action 8: Continue to develop capacity for culturally conscious instruction, increase access to college through work with Equal Opportunity Schools and Cal Soap, and increase relevance by continuing to develop CTE pathways.

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

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

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

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

School Plan for Student Achievement| Page 5 of 47

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

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

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

Improve student achievement in core areas with emphasis on English and Math; close Latino-White graduation gap; increase CTE opportunities; improve credit recovery rates.

Annual Measurable Outcome

Metric	Data collected in 19-20	Data collected in 20-21	Data collected in 2021-22
Graduation Rates Rate, Status & Change --All Student --Low SES --w/Disabilities --White --Hispanic/Latino	Grad Rates: 2019 --All 49.4% --SED 43.6% --SWD *** --White *** --Hisp/Lat. 50.9%	Grad Rates: 2020 --All 64% --SED 70.2% --SWD ***7.7% --White ***33.3% --Hisp/Lat. 71.2%	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
Graduation Options: --Total Senior Class -- AG Completers --220 non AG completer --180 Alternative --Cert. of completion --Returning for 5th year --Enrolling in Adult Ed. --Drop Out --% Grad or continuing	Graduation Options: class '19 --Total Senior Class: -- AG Completers 1 --220 non AG completer --180 Alternative --Cert. of completion --Returning for 5th year 0 --Enrolling in Adult Ed. --Drop Out --% Grad or continuing	Graduation Options: class '20 --Total Senior Class: 75 -- AG Completers 0 --220 non AG completer --180 Alternative --Cert. of completion1 --Returning for 5th year 1 --Enrolling in Adult Ed. --Drop Out --% Grad or continuing	Increase percentage of graduates with clear postsecondary plans
Career Technical Ed. --number enrolled --number concentrators --pathway completers	Career Technical Ed. --number enrolled:170 --number concentrators: 0 --pathway completers:0 *no capstone classes offered	Career Technical Ed. --number enrolled:162 --number concentrators: 0 --pathway completers:0 *no capstone classes offered	Increase/maintain pathway completers to at or above statewide rates
Dual Credit Earners	Dual Credit Earners	Dual Credit Earners	Increase Dual credit earners ea yr.
Biliteracy Progress --Earn Seal of Biliteracy. --EL status & change --EL Reclass Rate	Local, Dashboard, data quest): Not dashboard yet --Seal Earners (local): --EL status & change: N/A --EL Reclass Rate: 0	Local, Dashboard, data quest): Not dashboard yet --Seal Earners (local): --EL status & change: N/A --EL Reclass Rate: 0	Maintain positive growth in all categories

SAT Exam 11th/12th gr --Participation --Met ERW benchmark --Met Math benchmark --Met both benchmarks	SAT Exam -Participation 0 --Met ERW benchmark N/A --Met Math benchmark N/A --Met both benchmarks N/A	SAT Exam -Participation 0 --Met ERW benchmark N/A --Met Math benchmark N/A --Met both benchmarks N/A	Increase participation while maintaining or increasing average scores. Increase CCR score by 3% annually
PSAT Exam (Grade 11) --Participation --Met ERW benchmark --Met Math benchmark --Met both benchmarks	PSAT Exam --Participation 0 --Met ERW benchmark 0% --Met Math benchmark 0% --Met both benchmarks 0%	PSAT Exam --Participation 0 --Met ERW benchmark 0% --Met Math benchmark 0% --Met both benchmarks 0%	Increase CCR score 3 %
Credits Earned --Session 1 --Session 2 --Session 3 --Session 4 --Session 5 --Session 6 --Earned/Attempted:	Credits Earned --Session 1: 875 --Session 2: 831 --Session 3: 977.5 --Session 4: 948.5 --Session 5: 442.5 --Session 6 441.5 --Earned/Attempted: 82%	Credits Earned --Session 1 953 -- Session 2 708.5 --Session3 759.5 --Session 4 784.5 --Session 5 741.5 --session 6 pending Earned/Attempted: pending	Maintain balance of credits earned during each 6 week session. Monitor trends of total credits awarded vs attempted and digital options vs. direct instruction.
Core Area Grades (Average GPA, % F's) --English --Math --Science --History	Core Area Grades Avg GPA --English 1.9 --Math .2.1 --Science 2.1 --History 1.97	pending MP6 grades	Reduce disparities among core areas to within 0.3 GPA points and 3% failure rate by balancing supports & staffing according to need.
CAASPP Test Grade 11 ELA --All student --Low SES --SWD --EL Math --All student --Low SES	Not administered due to COVID-19	Not administered due to COVID-19	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.

--SWD --EL Science --All student --Low SES --SWD --EL			
MAP (growth) ELA --Grade 10 --Grade 11 --Grade 12 optional Math --Grade 10 --Grade 11 --Grade 12 optional	Fall to winter growth ELA --Grade 10 no scores --Grade 11 + 3 --Grade 12 no change Math --Grade 10 no scores --Grade 11 +4 --Grade 12 no change	Fall to winter growth ELA --Grade 10 no scores --Grade 11 -- no change --Grade 12 no change Math --Grade 10 no scores --Grade 11 +8 --Grade 12 no change	Goal: Meet or exceed the national normed growth rates for each student group measured Fall to Winter.
California Dashboard % College Career Ready	California Dashboard 2.5 % College Career Ready	California Dashboard 2.7 % College Career Ready	Increase CCR status by >3% per year

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

Strategy/Activity 1

Goal 1 Action 1:   Tier 1 Staff

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding and services provided through the District Level LCAP for reference include:
1. Hiring general education teachers
2. Providing new teacher induction mentors
3. Providing site administrative, classified, and support staff

Programs and services funded in this School Plan include:

1. 1. Provide resources for additional hours staff coverage as needed.

Proposed Expenditures for this Strategy/Activity

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

Goal 1 Action 1 Strategy/Activity	Amount(s)	Source(s)
Provide resources for additional hourly staff coverage as needed.	$122.31	LCFF
Provide extra hours for Clerical/Yard Supervisors	$122.30	LCFF

Goal 1 Action 2: Tier 2-3 Staff

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students 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. 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

Proposed Expenditures for this Strategy/Activity

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

Goal 1 Action 2 Strategy/Activity	Amount(s)	Source(s)
N/a		

Goal 1 Action 3:   Professional Development

Students to be Served by this Strategy/Activity

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

All Students

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. Extra hours
2. Substitute
3. Program Development stipends.
4. Contract for presenters
5. Conferences

Proposed Expenditures for this Strategy/Activity

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

Goal 1 Action 3 Strategy/Activity	Amount(s)	Source(s)
Substitute/Counselor	$1969.27	Title 1
Conference Registrations and Fees/Professional Memberships	$4780	Title 1

Goal 1 Action 4: Tier 1 Instructional Program

Students to be Served by this Strategy/Activity

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

All Students

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. Software and program licenses
2. Chromebook replacement and repairs
3. Instructional materials (novels, common core supplementals)
4. Site copies and office/stationery supplies (Central, Workability, Transitional Partnership Program)
5. Supplemental Classroom supplies and activities.

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 4 Strategy/Activity	Amount(s)	Source(s)
Software and program licenses/Hot spots	$6900 *(title 1 5,000)* +($3900) *LCFF)* + 500 *(lottery)*	Title 1 & LCFF & Lottery
Instructional Materials	*$ 6219.66 + $3221.09 (lottery)*	LCFF + lottery
Site copies and office/stationery supplies	$7800 +$1000 (LCFF)	Lottery & LCFF
Supplemental Classroom Supplies and activities	$8100	Title 1

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

Students to be Served by this Strategy/Activity

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

Underperforming or disadvantaged students 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:

School Plan for Student Achievement| Page 14 of 47

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. Provide students with opportunities to explore post secondary opportunities.

Proposed Expenditures for this Strategy/Activity

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

Goal 1 Action 5 Strategy/Activity	Amount(s)	Source(s)
Provide transportation and fees for post secondary visits	$3000	LCFF

Goal 1 Action 6: Development of the School Plan

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized links available in the District Level LCAP for reference include:
   1. Links to all school accountability report cards.
   2. Links to all school safety plans
   3. Links to all school plans for student achievement
   4. Links to all school California Public School Dashboards.

Programs and services funded in this School Plan include:

Proposed Expenditures for this Strategy/Activity

 1. none, expenses for plan development are embedded in existing job descriptions.

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

Goal 1 Action 6 Strategy/Activity	Amount(s)	Source(s)
n/a		

Goal 1 Action 7: Basic Services and Supplies

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Centralized funding for basic services provided through the District Level LCAP for reference include:
  1. Facility maintenance and improvement projects
  2. Transportation
  3. Food Service
  4. Maintenance and custodial costs
  5. Furniture and Fixtures
  6. Technology equipment

Programs and services funded in this School Plan include:

  1. Office and operating costs

  2. Additional maintenance expenses/hour

  3. Santa Clara VTA bus passes

  4. Duplication and printing maintenance

Proposed Expenditures for this Strategy/Activity

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

Goal 1 Action 7 Strategy/Activity	Amount(s)	Source(s)
Santa Clara VTA	$500	Title 1
Website	$2259.53	Lottery

Annual Review

SPSA Year Reviewed: 2020-21 to inform the 2021-22 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.

Goal 1 ANALYSIS

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

Central invested funds for teacher and counselor Professional Development opportunities to support student success. This is an ongoing expenditure to provide staff with the tools necessary to support students.

In order to support students in all programs licensing fees were paid to ensure access to A-G approved curriculum to meet their post secondary goals. Central also supported students by funding Professional Development of staff to ensure best practices are up to date and innovative.

Goal 1 Action 2 will be funded through CSI funding. The goal is to implement systems to closer monitor graduation rates to support all 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.

Central did not exceed or underspend allocations provided to goal #1. What is allocated and budgeted has been updated with the new CSI allocation.

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.

Through CSI funding focus will be on Goal 1 Action 2. CHS strives to develop systems with the use of data analysis as well as student support personnel to create an environment and school which is able to support students in completing graduation requirements with their cohort.

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

Increase parent monitoring of student progress and measure feeling like valued partners in child's education.

Annual Measurable Outcomes

Metric	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21
SSC Agenda and Minutes	Link to October 3 SSC Link to November 7 SSC Link to December 5 SSC Link to May 1 SSC	October SSC Nov. SSC	SSC Agendas
ELAC Agenda and minutes	**No ELAC, less than 21 EL's**	October ELAC	ELAC 20-21
Home and School Club Agenda and Minutes	**No HSC**	**No HSC**	**No HSC**
Parent Volunteers cleared through HR.	**Parent Volunteers** **# cleared through HR: 1**	**Parent Volunteers** **# cleared through HR: 1**	**Parent Volunteers** **none due to COVID**
Mass Phone completion rates (Blackboard)	**Mass Phone** **completion rate: 81%**	**Mass Phone** **completion rate: 90.5%**	**Mass Phone** **completion rate: 87%**
Mass email completion rates	**Mass email** **completion rate: 96%**	**Mass email** **completion rate: 96.5%**	**Mass email** **completion rate: 94%**
Parent monitoring percent (Aeries)	**Parent monitoring** **percent accessing Aeries: 61%** **Avg visits per student: 108**	**Parent monitoring** **percent accessing Aeries: pending** **Avg visits per student: pending**	**Close gap to 100%**

Goal 2 Action 1: Tier 1 Parent Engagement Strategies

Students to be Served by this Strategy/Activity

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

All Students

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. Postage for mailings to families

2. End of year graduation expenses

3. Volunteer fingerprinting

Proposed Expenditures for this Strategy/Activity

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

Goal 2 Action 1 Strategy/Activity	Amount(s)	Source(s)
Postage	$1000	Title 1
Graduation Expenses	$2535	State Lottery
Fingerprinting expenses	$105	State Lottery

Goal 2 Action 2: Tier 2 Parent Engagement Strategies

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Programs and services funded in this School Plan include:
   1. At Risk student parent conference expenses.
   2. Outreach to increase parent volunteers
   3. Home visits

Proposed Expenditures for this Strategy/Activity

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

Goal 2 Action 2 Strategy/Activity	Amount(s)	Source(s)
Staff mileage	$200	Unrestricted State Lottery

Annual Review

SPSA Year Reviewed: 2020-21 to inform the 2021-22 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.

Goal 2 ANALYSIS

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

Parent Participation is an area of growth for Central. By continuing to fund parent contact/communication Central will continue to provide parents with information regarding involvement opportunities as well as of school activities.

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

We did not exceed or underspend allocations provided to goal #2. Due to IEP meetings and the virtual setting, we did not require the use of sub release time.   What is allocated and budgeted has been adjusted by being flexible with times and coverage and looking into providing childcare if needed for parent events due to Covid 19 Spring Open house and Back to School Nights were held virtually, therefore the funds for babysitting were not spent. Monies were then allotted for staff mileage to conduct home visits.

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.

It is important to maintain the high level of parent participation with consistent traditions annually and communicate the impact of parent engagement both at school and at home. While we want to maintain the school level parent support, not all parent engagement needs to occur at school. For the working parents it is important to recognize that home support of consistent homework, grades, nutrition, attendance, and behavior need to be purposefully highlighted as contributing factors to student success and raise the level of awareness to these purposeful contributions as parent engagement. We plan to make these purposeful connection in our parent

meetings and to support them by providing childcare during the meetings. We also will continue to implement home visits to provide conection with parents who are unable to physcially come to the school.

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. Increase graduation rates.

Annual Measurable Outcomes

Metric	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21	Datacollected 21-22
Attendance Rate:	Month 6 (website) 90.12%	Month 6 (website) 90.12%	Month 9 (website) 92.6%	Increase by 3%
Chronic Absenteeism Rates: Overall: SWD SED Foster Homeless EL White Latino	**Chronic Absenteeism Rates** (**Dashboard**) Overall: 75.3% SWD 80.6% SED 77.6% Foster 100% Homeless 78.3% EL 75% White 68.6% Latino 78.4%	**Chronic Absenteeism Rates** (**Dashboard**) Overall: 63% SWD SED 59% Foster Homeless EL 64% White 60% Latino 66%	**Chronic Absenteeism Rates** (**Dashboard**) Overall: SWD SED Foster Homeless EL White % Latino pending final month percentages	
SARB Compliance: --# First SARB Notice --# Second SARB Notice --# Third SARB Notice --# Parent Conferences --#SARB Hearings	**SARB Compliance:** --# First Notice: 37 --# Second Notice: 10 --# Third Notice: 0 --# Conferences: 12 --# Hearings: 0	**SARB Compliance:** --# First Notice: 83 --# Second Notice: 61 --# Third Notice: 40 --# Conferences: 23 **scheduled 15 attended** --# Hearings: 6 **scheduled 4 attended** #-- Chronic Absences Notices: **2**	**SARB Compliance:** --# First Notice: 56 --# Second Notice: 26 --# Third Notice: 23 --# Conferences: 21 --# Hearings: 10 Scheduled 6 attended #-- Chronic Absences Notices:0 as of May 1, 2021	Maintain attendance notice practices in compliance with attendance laws
Suspension Rates: Overall: SWD SED Foster Homeless EL White Latino	**Suspension Rates** **Dashboard** Overall: **7.1%** SWD **16.7%** SED **9.3%** Foster **31.3%** Homeless **14.3%** EL **7.5%** White **5.9%**	**Suspension Rates** (**Dashboard**) Overall: **9.8%** SWD **16.2%** SED **10%** Foster **21.4%** Homeless **7.4%** EL **17.9%** White **12.5%**	**Suspension Rates** (**Dashboard**) Overall: 14.9% SWD 21.1% SED 18.8% Foster Homeless 4.8% EL 21.4% White 2.6% Latino 18.5%	Reduce suspension rates to very low and reduce student group gaps by one third

School Plan for Student Achievement| Page 25 of 47

		Latino 5.1%	Latino 9.4%		
Suspension Offenses: Controlled Substance Violence Weapons Behavior/Bullying	**Offenses (DataQuest):** **Controlled Substance:** 2 **Violence:** 6 **Weapons:** 0 **Behavior/Bullying:** 2	**Offenses (DataQuest)** **Controlled Substance:** 4 **Violence:** 1 **Weapons:** 5 **Behavior/Bullying:** 0	**Offenses (DataQuest)** **Controlled Substance:** 6 **Violence:** 1 **Weapons:** 0 **Behavior/Bullying:** 0	Use offense categories to inform intervention programs.
Expulsion Rate	**Expulsion Rate:** 0%	**Expulsion Rate:** 0%	**Expulsion Rate:** 0%	none as of 5/14/21

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

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Programs and services funded in this School Plan include:

1. Continue PBIS Implementation

2. Provided Extended day program including extracurricular program stipends for supervision and coaching, activities and credit recovery.

3. Provide Transportation

3. Continue weekly system of truancy letters to ensure SARB compliance. Postage and stationary costs.

4. Continued implementation of weekly notice to parents for chronic absenteeism.

5. Provide ongoing data analysis support for needs assessment and root cause analysis as part of the comprehensive support and improvement program (Datazone and Schoolwise press).

Proposed Expenditures for this Strategy/Activity

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

Goal 3 Action 1 Strategy/Activity	Amount(s)	Source(s)
Extended Day Stipends	$18,000	Extended Day
Coaches/Advisors	$3378 (Lottery) + 2054.36 (title 1)	Lottery & Title 1
Transprotation	$1500	Lottery
Data tools and data analysis consultation to support needs assessment and root cause analysis.	$22,983	Comprehensive Support and Improvement.

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

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Centralized funding for Tier 1 student engagement provided through the District Level LCAP include:
 1. Provide after school activity bus for disadvantaged students
 2. Provide college and career awareness through Cal-SOAP and AVID.
 3. Provide Naviance at grades 6-12.
 4. Support AVID at middle grades .
 5. Provide social emotional support and services through community based organizations.
 6. Assist sites with attendance accounting compliance and intervention for chronic absentees.
 7. Provide ADVENT program for foster youth
 8. Provide CARE team services 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. Small Group Social Emotional intervention and rehabilitation programs

2. Develop and Implement tiered restorative practices and restorative justice as alternatives to suspension

3, Provide California Student Opportunity and Access resources and services to Central Students

Proposed Expenditures for this Strategy/Activity

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

Goal 3 Action 2 Strategy/Activity	Amount(s)	Source(s)
Ongoing Discovery Counseling	*no cost to site*	
Cal-Soap	$2000	Title 1

Annual Review

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

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

Goal 3 ANALYSIS

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

In an effort to continually remind our community regarding the importance of positive attendance and academic success, our school strives to increase credit completion rates. More parent communication and meetings are occurring. We will continue to notify families as well as create more positive rewards to incentivise credit completion rates.

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

Central did not exceed or underspend allocations provided to goal #3. What is allocated and budgeted remains cost neutral for the following year with the exception of the additional CSI funding and attendance focus.

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.

While we are purposefully notifying parents of graduation plans, we are committed to educating our target families of the importance of student achievement. We plan to continue home visits and personal notification to support families while also rewarding positive progress towards graduation as in goal # 3.1. Also in goal #3.1 is the use of CSI funds to develop and implement data tools and data analysis consultation to support needs assessment and root cause analysis. Moreover, maintaining campus expectations for learning behaviors must remain consistent for fidelity of school wide expectations. Continued PBIS training and staff development will continue.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$26,235 (title 1)
Total Federal Funds Provided to the School from the LEA for CSI	$ 51,607 (CSI)
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ 129,496

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title 1 funds	$26,235

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
CSI Funding	$ 51,607
LCFF Supplemental (including extended day)	$ 32,364
Unrestricted Lottery	$ 25,000
Subtotal of state or local funds included for this school:	$108,971

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 Federal Programs and Reporting 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 describe the process used to develop, in partnership with stakeholders, the CSI 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, in partnership with stakeholders (including principals and other school leaders, teachers, and parents), 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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