

rSchool 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
<b>Ann Sobrato High School</b> Principal Theresa Sage	43695830102368	TBD	TBD

## 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 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

### Additional Identified Needs:

Graduation Rate: Although we are well above the graduation rates for Low SES and SWD compared to the county and state rates, this is an area we would like to improve to be more in line with our other groups' graduation rates.

Overall Sobrato: 96.4%	Low SES Sobrato: 91.5%	SWD Sobrato: 92.5%
Overall County: 80.4%	Low SES County: 73.5%	SWD County: 64.8%
Overall State: 84.3%	Low SES State: 81.2%	SWD State: 68.4%

As part of our EOS work, we want to ensure that we have parity in our AP program. Our area of focus is encouraging low income Latinx students to enroll in at least one AP class.

Student Ethnicity	Percent of School Population	Percent of AP Program Population
<b>Asian</b>		
Med/High Income	18%	24%
Low Income	4%	5%
<b>Black/African-American</b>		
Med/High Income	1%	2%
Low Income	1%	1%
<b>Hispanic/Latinx</b>		
Med/High Income	21%	21%
Low Income	18%	12%
<b>Multiracial and Additional Races</b>		
Med/High Income	2%	2%
Low Income	0%	0%
<b>White (not Hispanic)</b>		
Med/High Income	33%	32%
Low Income	2%	2%

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 A-G eligibility to ensure that students are career and college ready. We are also focusing on parent engagement, especially for our families who speak a language other than English. To support this, we are adding coordinator positions for parent engagement and to increase communications to families. We are also focusing on student data regarding school connectedness and social emotional support. We plan to do some root cause analysis to identify why some students are not meeting A-G eligibility, 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. Administrators also met with the presidents of ELAC, School Site Council, and Home and School Club prior to approval to discuss data and receive feedback. Other stakeholders with input were site leadership team and the president and vice president of ASB. 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. 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 2021-22 to provide outreach and support to at-risk 9th grade students through the Freshmen Success program. The district will be hiring a classified position to coordinate this work at Sobrato. To address students' social-emotional needs, we will expand the use of character education lessons in our Advisory program, and address any other needs as recommended by the PBIS Tier 1 and Tier 2 teams. 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. Although we've had reasonable success with our Cash for College Nights and FAFSA workshops that are co-hosted with Cal-SOAP, this is an area of growth for us. 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 six stipends to assist with these communications. Three of those stipends will be allocated to staff who will work on our Spanish communications.

Other areas of focus for resource inequities are strategic professional development and supporting in paying for AP Exams. Our staff has been learning about culturally responsive practices this year as they try to meet the moment. One way we are going to take this equity work to the next step is to hire a professional development coordinator to continue to lead us through this work. Our specific focus will be on grading for equity. Another important allocation is funding to cover AP exam fees for students who are unable to pay for them. To have an equitable AP program, this is a critical piece that supports college readiness for students who are historically underrepresented in AP programs. As this need has increased, we have increased the allocation to this item. This allocation is one of the most substantial allocations in our school budget as we believe it has a significant positive impact on these students' college and career readiness.

# 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 rigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students.

### Identified Need

Sobrato will continue to focus on A-G eligibility and graduation support for our Students with Disabilities, Socioeconomically Disadvantaged students, and students who are English Learners.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>Graduation Rates</b> Rate, Status & Change --All Student --Low SES --w/Disabilities --White --Hispanic/Latino	Rate--Change--Status --All Student: 96.4%   +.9% --Low SES (Sobrato): 91.5%   -.9% - <i>Low SES (County)</i> 64.8%   -12.2% - <i>Low SES (State)</i> 68.4%   +0.7% --w/Disabilities: 92.5%   +12.5% --White (Sobrato): 95.9%   -.7% - <i>White (County)</i> : 86.1% - <i>White (State)</i> : 87.9% --Hispanic/Latino: 94%   +.7% - MHUSD - Santa Clara County	Maintain very high status and close gaps for less than high performing groups by > 1% per year and for less than medium performing groups by >5% per year
<b>CSU/UC Eligibility:</b> --Percent meeting A-G	-- Sobrato Percent meeting A-G: 56.8% County meeting A-G: 51.6% State meeting A-G: 42.8%	Grow percentage by >3% each yr.
<b>Biliteracy</b> --Earn Seal of Biliteracy --9th gr. Lang. GR comp. --EL status & change --EL Reclass Rate	--Seal Earner: 49 --Stat & Chg: 46.3% Low --RFEP Rate 1.4%	Maintain positive growth in all categories

<b>Career Technical Ed.</b> --number enrolled --pathway completers	<b>Career Technical Ed.</b> --number enrolled: 1125 (1312 including AgBio and Soil Chem) --pathway completers: 83 -- dabblers: 85  Previous Year --number enrolled: 863 --pathway completers: 81	Increase/maintain pathway completers
<b>Advanced Placement</b> --Participation per capita --3+ score per capita	--Participation per capita: 50.5% --3+ score per capita: 65.6%	Positive growth in AP participation while maintaining or growing pass rates in an equitable manner. Increase participation of historically underrepresented students.
<b>SAT Exam</b> --Participation --Met ERW benchmark --Met Math benchmark --Met both benchmarks	--Participation--213 (32.5%) --Met ERW benchmark--186 (87.3) --Met Math benchmark--164 (76.9%) --Met both benchmarks--157 (73.7%)	If the SAT is still relevant, Increase participation while maintaining or increasing average scores. Increase CCR score by 3% annually
<b>PSAT Exam (Grade 8 and 10)</b> --Participation --Met ERW benchmark --Met Math benchmark --Met both benchmarks	Participation - 708 Met ERW Benchmark - 186 (26.3%) Met Math Benchmark - 116 (16.4%) Met Both Benchmarks - 135 (19.2%)	Increase CCR score 3 %
<b>Post Secondary %</b> --Enrolled 4 yr. College --Common Scholarship --Naviance Int. Survey	--Enrolled 4 yr. College 58.9% (+2) --Common Scholarship 73.6% --Naviance Int. Survey	Increase % enrolled in 4 yr college >1% % completing CS application >5% % completing Nav. Survey >5%
<b>California <a href="#">Dashboard</a></b> % College Career Ready	N/A	
<b>Core Area Grades (Average GPA, % F's)</b> --English --Math --Science --History	<a href="#">LINK</a>	Reduce disparities among core areas to within 0.3 GPA points and 3% failure rate by balancing support system according to need.
<b>Special Education</b> --Referrals: --Qualifications: --Exits: --On track to graduate at --Grade 10 % --Grade 11 % --Grade 12 % --Certificates of Comp. --Returning for 5th yr	--Referrals: 32 (13 denied assessment) --Qualifications: 9 --Exits:2 --On track to graduate as of April 2021 --Grade 10 21% (+6) --Grade 11 23% (+5) --Grade 12 56% (+24) --Certificates of Comp. 0 (no change) --Returning for 5th yr 0 (no change)	Increase on-track rates by 5%

<b>CAASPP Test</b>  <b>ELA</b> status/change --All student --Low SES --SWD --EL  <b>Math</b> status/change --All student --Low SES --SWD --EL  <b>Science</b> status/change --All student --Low SES --SWD --EL	N/A	
<b>MAP (growth)</b>  <b>ELA</b> --Grade 9 --Grade 10 --Grade 11 --Grade 12 optional  <b>Math</b> --Grade 9 --Grade 10 --Grade 11 --Grade 12 optional	<b>MAP (growth) Fall 2020 to Winter 2021</b>  <b>ELA</b> --Grade 9 Observed growth: 0 National Percentile: 78 --Grade 10 Observed growth: -1 National Percentile: 82 --Grade 11 Taking the test in the coming weeks  <b>Math</b> --Grade 9 Observed growth: 2 National Percentile: 93 --Grade 10 Observed growth: 3 National Percentile: 95 --Grade 11 Observed growth: 0 National Percentile: 76  <a href="#">MAP Comparison: Fall 2019 and Fall 2020</a>	Goal: Meet or exceed the national normed growth rates for each student group measured Fall to Winter.
<b>California Dashboard</b> <b>Academic Indicator</b> Student Groups in need (red or orange)	N/A	

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. Constructing Meaning department leads
2. Library extra days
3. Extra hour yard duty
4. English Alignment for Assessments
5. Teacher hourly rate for school business

#### 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	\$6,760.	LCFF
Library extra days	\$4,300.00	Unrestricted Lottery
Extra hour yard duty	\$3300.00	Unrestricted Lottery

Department Alignment for Assessments	\$768	LCFF
Teacher hourly rate for school business	\$1600	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

Programs and services funded in this School Plan include:

1. ELD Facilitator

### 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)
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ELD Facilitator stipend	\$5070	LCFF
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### **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. 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
5. Equity Professional Development Lead
6. Admin/Counseling Conferences
7. Mileage, Classified and Certificated
8. Association Membership Fees

**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.

<b>Goal 1 Action 3 Strategy/Activity</b>	<b>Amount(s)</b>	<b>Source(s)</b>
PD for teachers / subs	\$10,000	70.51% Unrestricted Lottery; 29.49% LCFF
AP Summer Institutes	\$6,000	70.51% Unrestricted Lottery; 29.49% LCFF
AVID Summer Institute	Pending carryover	LCFF
Site PD/collaboration/data subs	\$8320	70.51% Unrestricted Lottery; 29.49% LCFF
Cultural Responsiveness book study	Pending carryover	Unrestricted Lottery
Equity Professional Development Lead	\$1690	LCFF
Admin/Counseling Conferences	\$900	70.51% Unrestricted Lottery; 29.49% LCFF
Mileage, Classified and Certificated	\$1650	Unrestricted Lottery
Association Membership Fees	\$1600	Unrestricted Lottery

## **Goal 1 Action 4: Tier 1 Instructional Program**

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

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

All Students

### **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/license
3. Supplemental materials
4. Turnitin.com
5. CodeHS license
6. Smart Music Assessments
7. Classroom technology
8. Chromebooks
9. Illuminate license
10. CTE program support
11. Pear Deck
12. Cengage Learning - Sports
13. Explore learning (Gizmos)

### 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)
Classroom supplies	\$22032.93	70.51% Unrestricted Lottery; 29.49% LCFF
Library materials/license	\$2,234.67	70.51% Unrestricted Lottery; 29.49% LCFF
Supplemental materials	Pending Carryover	Unrestricted Lottery
Turnitin.com license	Pending Carryover	Unrestricted Lottery
CodeHS license	\$6500	70.51% Unrestricted Lottery; 29.49% LCFF
Smart Music Assessments	\$1,300.00	Unrestricted Lottery
Classroom technology	Pending Carryover	Unrestricted Lottery
Chromebooks	\$74764.10	Unrestricted Lottery
Illuminate license	\$16164.70	Unrestricted Lottery
CTE program support	Pending Carryover	Unrestricted Lottery
Pear Deck	\$3330.30	Unrestricted Lottery
Cengage Learning - Sports	Pending Carryover	70.51% Unrestricted Lottery; 29.49% LCFF
Explore learning (Gizmos)	201.83	Unrestricted Lottery
SchoolSavers (Math)	698.6	Unrestricted Lottery
Agendas (School Datebooks)	3366.75	Unrestricted Lottery

### 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:

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. Ninth Grade Academy
3. RSP extra days
4. AP summer bootcamp
5. Chromebook repair subsidies
6. Mobile HotSpots
7. EL classroom materials
8. AP exam subsidies
9. Credit recovery (Fall/Spring/Summer)

#### 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)**

Tutoring	\$9472	70.51% Unrestricted Lottery; 29.49% LCFF
Ninth Grade Academy	\$6888	Extended Day
RSP extra days	\$480	Unrestricted Lottery
AP summer boot camp	\$5,000.00	Extended Day
Chromebook repair subsidies	Pending Carryover	LCFF
Mobile HotSpots	\$2,280.00	LCFF
EL classroom materials	Pending Carryover	LCFF
AP exam subsidies	\$10,000.00	LCFF
Credit recovery	\$7960	Extended Day

## Goal 1 Action 6: Development of the School Plan

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

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

All Students

### Strategy/Activity

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

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

Programs and services funded in this School Plan include:

1. Safety Team Supplies
2. Golf Cart Repairs
3. New Golf Cart

### Proposed Expenditures for this Strategy/Activity

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

Goal 1 Action 6 Strategy/Activity	Amount(s)	Source(s)
Safety Team Supplies	\$1,000	Unrestricted Lottery
Golf Cart Repairs	\$1,000	Unrestricted Lottery
New Golf Cart	\$10,000	50% Unrestricted, 50% Extended Day

## 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. 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

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)
College Day	Pending Carryover	Unrestricted Lottery
Career Expo	Pending Carryover	Unrestricted Lottery



College/Career coordinator	1691	70.51% Unrestricted Lottery; 29.49% LCFF
Graduation	Pending Carryover	Unrestricted Lottery
New Teacher Orientation	Pending Carryover	Unrestricted Lottery
Facility Maintenance	19095	Unrestricted 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.

As a result of the professional development allocation, we sent many teachers to a variety of trainings such as AP Summer Institutes, AVID Summer Institute, and Constructing Meaning. We will continue to have a Constructing Meaning site lead as well as department leads as we have for the last two years, as a means to support all teachers in learning about and utilizing CM strategies. In order to support staff development, we will add a site coordinator that will plan appropriate professional development activities for staff meetings and leadership meetings. We continue to offer math support in the form of a certificated math teacher providing tutoring after school. Attendance to this program has remained high over the last year, even during distance learning. Although it is open to all students, referrals to this program are also made via SST meetings, counselor/parent meetings, and IEP meetings. We are looking forward to merging our Ninth Grade Academy program with a new Freshman Success program that will be funded and supported by the Ed Services Department. Technology licenses continue to be renewed to enhance instructional strategies given our 1:1 device model. HotSpots and subsidies were increased in the 2020-21 year, and we will continue to fund them as long as they are needed to serve 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.

Since our school had to close in March of 2020 due to shelter-in-place orders, we ended up spending approximately four times the amount of money planned on mobile hotspots to support students in accessing online learning. We also spent more money than planned on purchasing novels to build a more inclusive reading collection for our students in their English classes, in response to other events in 2020.

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.

One change from last year's plan is the addition of an Equity Professional Development Lead to support our staff in implementing equitable grading strategies. We are also funding more online learning platforms such as Pear Deck and Gizmos to support instruction.

## 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>SSC</b> Agenda and Minutes	<a href="#">Links to agendas and minutes documenting all required topics</a>	Links to agendas and minutes documenting all required topics
<b>ELAC</b> Agenda and minutes	<a href="#">Links to agendas and minutes documenting all required topics</a>	Links to agendas and minutes documenting all required topics
<b>Home and School Club</b> Agenda and Minutes	<a href="#">Links to agendas and minutes documenting all required topics</a>	Links to agendas and minutes documenting all required topics
<b>Parent Volunteers</b> cleared through HR.		Maintain consistent annual trend
<b>Fundraising</b> Total from Parent Organizations	<b>Fundraising</b> Home & School Club: --Total Raised: \$7810.62 --allocated: \$6734.50 Athletics Boosters --Total Raised: \$X --allocated \$X Ag Boosters --Total Raised: \$40 --allocated \$0	Maintain consistent annual trend

<b>Mass Phone</b> completion rates (Blackboard)	<b>Mass Phone</b> completion rate English: 99% (up from 93%) completion rate Spanish: 96% (up from 82%) <i>Parent opt-outs English: 24 (no change)</i> <i>Parent opt-outs Spanish: 8 (no change)</i>	Close gap to 100%
<b>Mass email</b> completion rates	<b>Mass email</b> completion rate English: 96% (up from 95%) completion rate Spanish: 85% (down from 86%) <i>Parent opt-outs English: 26 (down from 43)</i> <i>Parent opt-outs Spanish: 6 (down from 17)</i>	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. Parent Communication
2. Fingerprint Fees

### 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)
Parent Communication	\$13840	\$8770 Unrestricted Lottery, \$5070 LCFF
Fingerprint Fees	\$875	Unrestricted Lottery

## Goal 2 Action 2: Tier 2 Parent Engagement Strategies

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

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

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

### Strategy/Activity

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

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

Programs and services funded in this School Plan include:

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

### Proposed Expenditures for this Strategy/Activity

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

Goal 2 Action 2 Strategy/Activity	Amount(s)	Source(s)
Parent Communication - PBIS	Pending Carryover	

Bilingual Support Extra Hours	\$7944.40	\$1,000 Unrestricted Lottery, \$6944.40 LCFF
ELAC Food/Childcare	Pending Carryover	LCFF

# 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.

We are still allocating money for fingerprinting this year because of the break in on-campus activities due to COVID-19. We are still prioritizing multiple ways to communicate with parents, both in English and Spanish. We currently use Blackboard Connect to send mass emails and phone calls, but we also want to include a texting function that is more parent friendly.

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 use any funds to fingerprint parents this year as volunteers were not permitted to be on campus due to COVID restrictions.

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.

To increase our parent engagement, we will allocate 2 stipends to staff who will help us publish our website and parent newsletter, so that these resources are more engaging and useful for our parent community. One of the stipends will be to support this work in Spanish, and the other English.



## 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>Attendance Rate:</b>	Month 9: 97.83% (last year, month 7: 95.38%)	Increase by >0.2 per year
<b>Chronic Absenteeism Rates:</b> Overall: SWD SED Foster Homeless EL White Latino	<b>Chronic Absenteeism Rates:</b> Overall: 4.37% (-6.33) SWD: 12.74% (-5.56) SED: 8.49% (8.61%) Foster: Homeless: 9.18% (-14.92) EL: 2.78% (-13.92) White: 7.93% (1.97) Latino: 6.96% (8.24)	Reduce gap to State average level by one-third per year
<b>SARB Compliance:</b> --# First Truancy Notice --# Second Truancy Notice --# Third Truancy Notice --# Parent Conferences --#SARB Hearings	--# First Truancy Notice: 94 (-133) --# Second Truancy Notice: 48 (-54) --# Third Truancy Notice: 24 (+8) --# Parent Conferences: 17 (-6) --#SARB Hearings: 2 (same)	Maintain attendance notice practices in compliance with attendance laws
<b>Suspension Rates:</b> Overall: SWD SED	There has been 1 suspension so far in the 2020-21 School Year.	Reduce suspension rates to very low and reduce student group gaps by one third

Foster Homeless EL White Latino		
<b>Suspension Offenses:</b> Controlled Substance Violence Weapons Behavior/Bullying		Use offense categories to inform intervention programs.
<b>Student Expulsion Rate (<a href="#">DataQuest</a>):</b>	<b>Expulsion: AS: .13% CA: .0%</b>	Maintain low rate
<b>Drop Out Rate (<a href="#">DataQuest</a>):</b>	<b>Class of 2019 Dropout: ASHS: 3% CA: 8.9%</b>	Maintain below state rate
<b>Local Student Survey</b>	<b>Student surveys: Local survey is rated on a 4 point scale, with 1 being not at all, and 4 being very, all grades combined</b>	
I feel connected to the school community.	2.6 (4 point scale)	improve over previous mark
My advisory teacher knows my name and cares about how I'm doing.	3.3 (4 point scale)	improve over previous mark
Most of my advisory classmates know my name and care about how I'm doing.	2.3 (4 point scale)	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.	2.4 (4 point scale)	improve over previous mark
Advisory is a good place to get information regarding graduation and course registration	3.0 (4 point scale)	improve over previous mark
Advisory helps me think about my grades and set goals for my classes	2.7 (4 point scale)	improve over previous mark
Advisory is a valuable part of the school culture	2.8 (4 point scale)	improve over previous mark
How valuable is the Tutorial period to you?	3.0 (4 point scale)	improve over previous mark
I feel physically safe at school	4.1 (5 point scale)	improve over previous mark
I feel safe and well cared for at home	4.7 (5 point scale)	improve over previous mark

<b>Students attending Extended Day:</b>	# Attending Ext. Day: N/A Extended day funds will be used for Summer Credit Recovery stipends, and district funds credit recovery stipends during the school year.	
<b>Students participating Extracurricular sports:</b>	392	Maintain consistent program
<b>Staff Survey PBIS Implementation:</b>  <b>School-Wide</b> <b>Non Classroom</b> <b>Classroom</b> <b>Individual</b>	School Wide: In place 47% Partially 39% Not 14% Non-Classroom: In place 37% Partially 41% Not 22% Classroom: In place 44% Partially 49% Not 7% Individual: In place 28% Partially 54% Not 18%  Previous year School-Wide: In-place:48% Partial: 43% Not: 9% Non-Classroom: In-place:42% Partial:40% Not:18% Classroom: In-place:39% Partial:52% Not:9% Individual: In-place:29% Partial:54% Not:17%	Close 1/3 gap to survey score of 5
<b>Support Referrals</b>		
<b>Additional site specific:</b> <i>Positive Behavior awards, positive attendance programs, participation in clubs,, sports participation and awards etc.</i>		

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

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

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

All Students

### Strategy/Activity

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

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

Programs and services funded in this School Plan include:

1. PBIS support
2. PBIS subs/hourly
3. PBIS activities
4. restorative practices book study
5. athletics misc. expenses
6. Advisory coordinator
7. Advisory curriculum

### Proposed Expenditures for this Strategy/Activity

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

Goal 3 Action 1 Strategy/Activity	Amount(s)	Source(s)
PBIS Support	\$1000	Unrestricted Lottery
PBIS subs/hourly	Pending Carryover	Unrestricted Lottery
PBIS activities/supplies	\$236.82	Unrestricted Lottery
PBIS Coordinator	\$1,690	Unrestricted Lottery
Athletics	\$38,624	\$1760 Unrestricted Lottery, \$36,864 Extracurricular
Advisory Coordinator	\$3380	Unrestricted Lottery
Advisory Curriculum	\$249	Unrestricted Lottery/LCFF

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

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

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

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

#### Strategy/Activity

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

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

11. Fund alternative placements for expelled students.

Programs and services funded in this School Plan include:

1. AVID contract
2. AVID materials
3. AVID college visits
4. Cal-SOAP services
5. Discovery Counseling
6. CARE supplies

### Proposed Expenditures for this Strategy/Activity

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

Goal 3 Action 2 Strategy/Activity	Amount(s)	Source(s)
AVID Contract	4099	LCFF
AVID Materials	Pending Carryover	LCFF
AVID College Visits	1340	\$700 Unrestricted Lottery, \$640 LCFF
Cal-SOAP Services	Pending Carryover	Unrestricted Lottery
Discovery Counseling	Pending Carryover	Unrestricted Lottery, LCFF
CARE Supplies	Pending Carryover	LCFF

## 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.

Sobrato's PBIS program looks a bit different this year due to the virtual learning environment, but our teams are still focusing on supporting students who have barriers to success and engagement in distance learning. Our Tier 1 team developed online learning norms for students and staff, and continued our positive post program in a digital format. Our Tier 2 team reviewed student data weekly to plan and implement interventions for our struggling students.

The Sobrato AVID program continues to prepare students for college eligibility at the 9th, 10th, and 11th grade levels, and helps students through the application process at the 12th level. This year 72% of AVID seniors applied to a four-year college, which is down from 93% from last year. We believe the decrease in this number is due to a number of factors related to the pandemic. Many students have chosen to not attend 4-year schools because many of them will be virtual only, and other students struggled to maintain their grades in the distance learning environment due to barriers at home and in their lives. Our continued partnership with Cal-SOAP supported many students in remaining college eligible this year.

Our partnership with Discovery Counseling has continued to support students who need therapeutic services but may not have access to them outside of school.

Our CARE technician supports students who are unhoused or in the foster care system.

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

Due to COVID, our AVID students did not go on a field trip, though they did attend a virtual field trip and visited colleges that way. Although we had successful Camp Everytown trips in the past, this event did not happen this year due to COVID and then due to the organization no longer operating.

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

We will be implementing a Wellness Center in the 2021-2022 school year in partnership with the district. We are hoping that we will create a student advisory panel and work with our staff to create a vision for our wellness center. We are hopeful to house many Tier 2 and 3 supports in this center.

# 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	\$ 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	\$ 349482.56

## 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



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 (\$)
LCFF Supplemental	\$85618.56
Unrestricted Lottery	\$192000
Extended Day	\$35000
Extracurricular	\$36864

Subtotal of state or local funds included for this school: \$ 349482.56

Total of federal, state, and/or local funds for this school: \$ 349482.56

# 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.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and

tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

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

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

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

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

### Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## Students to be Served by this Strategy/Activity

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

*[This section meets the requirements for CSI.]*

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

## Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the

expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

## Annual Review

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

## Analysis

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

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

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

## Budget Summary

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

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total*

*allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## **Budget Summary**

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

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

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

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

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

# **Appendix A: Plan Requirements**

## **Schoolwide Program Requirements**

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

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

### **Requirements for Development of the Plan**

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

### **Requirements for the Plan**

- II. The SPSA shall include the following:



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

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

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

## Appendix B:

### Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

#### Comprehensive Support and Improvement

The LEA shall, 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/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

#### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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