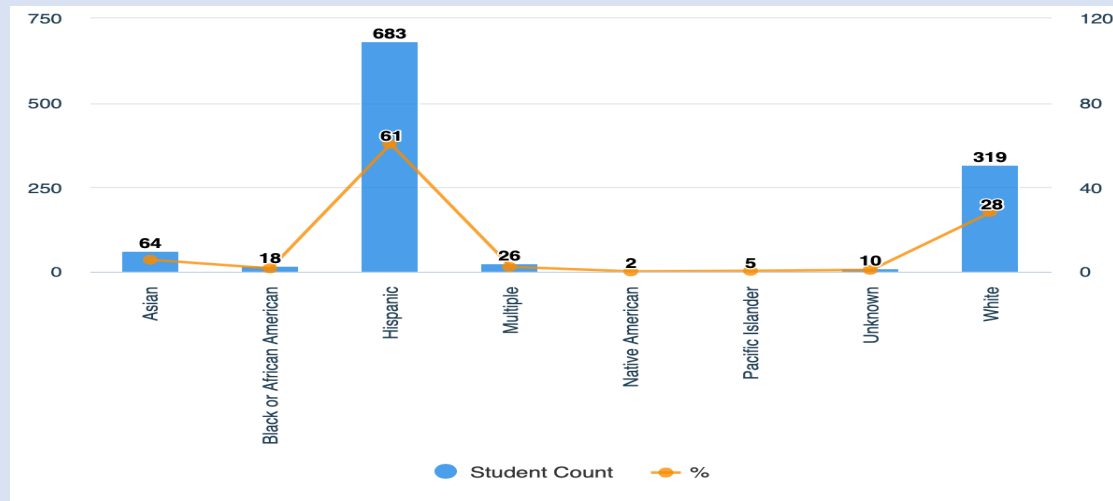# School Plan for Student Achievement (SPSA) Template

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
Live Oak High School Principal: Tanya Calabretta	43695834333951	5/1/2021	6/1/2021

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)

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

Vision Statement

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

Mission Statement

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

Beliefs about Students and Learning

❖ We believe that there should be a curriculum for all students that reflects clear expectations, high academic standards, and meaningful assessment

❖ We believe that students learn best when they are well-known, valued, and connected to a wide variety of advocates such as teachers, counselors, staff, administration, and parents.

❖ We believe students learn best when they are actively engaged through a variety of modalities and learning styles.

❖ We believe that students learn best in an environment that is emotionally and physically safe, is mutually respectful, is prejudice free, and is well-maintained with up-to-date facilities and equipment.

❖ We believe that all students should develop the necessary skills to succeed in their desired post-secondary pathways.

PBIS Motto: *Go for the GOLD!* G - Growth Minded O - Open Minded L - Leadership-Oriented D - Determined to Succeed	***What is an ACORN?*** A - Adaptive Lifelong Learners C - Collaborators & Communicators O - Ongoing Problem-Solvers & Independent Thinkers R - Respectful & Responsible Citizens N - Navigators of the Future through Technology and Innovation

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

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

Root cause analysis of **Suspension Rates** reveals that rates have decreased in students overall for 2019 and a decrease in target subgroups: SWD and ELL. We have shown an increase in subgroups: White, Asian, Homeless and SED. We attribute this to increased access to and use of vaping devices containing nicotine and THC wax but also in the increase of student/family awareness and efforts made by the city of Morgan Hill and MHUSD. During 2019-2020 and beyond, anti-vaping efforts will be an area of focus including educating students and families on the negative impacts of use of these devices, and implementing restorative justice practices and brief intervention systems. In addition, funds are set aside to support a PBIS coordinator and staff collaboration time focused on improving and responding to student behavior in ways that minimize student suspension. We had 2 suspensions in 2020-2021 school year.

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

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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

In the past the SPSA was created primarily through meetings and direction of the School Site Council. With the COVID 10 pandemic, school site closures and other circumstances, this proved slightly challenging. This also presented an opportunity for change. This year the Instructional Leadership team, English Language Learner Advisory Committee, Home and School Club as well as Live Oak High School students and staff have had the opportunity to review the plan, offer input and direction. Our SPSA is in direct alignment with the goals and LCAP of MHUSD and those identified by our WASC Self-Study in the 2018-2019 school year. Review of goals and evidence for that cycle are also taken into account for this plan. The 2021-2022 Live Oak High School SPSA is a cumulative result of engagement with all of our stakeholder groups.

Resource Inequities

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

Although parent engagement is a focus area for all students, prior WASC, EOS and stakeholder feedback data suggest that families who are non-native English speakers are underrepresented in parent organizations and learning opportunities, despite the fact that they comprise over 60% of Live Oak families. Equitable allocation of resources will be made to provide tiered support and focused recruitment efforts to engage Spanish (and other non-English) speaking families more consistently at Live Oak. These will include funds to support parent education and awareness campaigns (Goal 3, action); home visits and individual referrals for school linked services or truancy intervention based on individual student needs (Goal 3 action 2).

Additionally, in the 2020-2021 school year, Live Oak reached the threshold to be identified as a Title 1 school, having 45% of our students qualified as SED. For the 2021-2022 school year, Live Oak High school will receive Title 1 funds and those will greatly increase the funding allocated to the goals mentioned above, but also to increase access and availability of rigorous curriculum to our Hispanic/LatinX and Multilingual Learner student populations.

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

After a careful analysis of CAASPP data, MAP data, department formative and summative assessments, CELDT and ELPAC data, AP participation and performance, A-G completion, and Graduation Rates. The greatest areas of need include A-G success and graduation rates for all students. In addition, there are significant performance gaps between white students and LatinX students, and Students with Disabilities, students with low Socioeconomic Status, and the general student population. Additionally, we have the goal and need of increasing access to rigor and advanced academics. Our current enrollment in AP courses indicates that our subpopulations can use targeted supports and outreach to access the program.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rates Rate, Status & Change --All Student --Low SES --w/Disabilities --White --Hispanic/Latino	**Grade Rates: 2019** 　　　　　Rate--Change--Status --All　　88.5%　-2.3%　Medium --SED　　81.5%　-7.9%　Medium --SWD　　51.3%　-24.7% V. Low --White　89.8%　-2.7%　Medium --Hisp/La 86.5%　-3.2%　Medium	Maintain very high status and close gaps for less than high performing groups by > 1% per year and for less than medium performing group s by >5% per year
CSU/UC Eligibility: --Percent meeting A-G	**CSU/UC Eligibility 2020** --Percent meeting A-G: 53.6%	Grow percentage by >2% each yr.
Biliteracy **--**Earn Seal of Biliteracy --9th gr. Lang. GR comp. --EL status & change --EL Reclass Rate	**Biliteracy 19-20** **--**Earn Seal of Biliteracy: 50 --9th gr. Lang. GR comp: 82% --Stat & chge: 51.5% Medium --EL Reclass Rate:4.6	[Add expected outcome here]
Advanced Placement --Participation per capita --3+ score per capita		

SAT Exam 11th/12th gr --Participation --Met ERW benchmark --Met Math benchmark --Met both benchmarks	**SAT Exam 2019-2020** --Participation: **35%** --Met ERW benchmark: **87%** --Met Math benchmark: **66.5%** --Met both benchmarks: **66%**	
PSAT Exam (Grade 10) --Participation --Met ERW benchmark --Met Math benchmark --Met both benchmarks	**PSAT Exam 2019-2020** --Participation: **66.1%** --Met ERW benchmark: **38.2%** --Met Math benchmark: **34.2%** --Met both benchmarks: **36.6%**	
Career Technical Ed. --number enrolled --number concentrators --pathway completers	**Career Technical Ed. 2020** --675 enrolled (972 seats/course) --number concentrators: 529 --pathway completers:3.3%	Increase/maintain pathway completers to at or above statewide rates
Enrollment Demographics --% Hispanic/LatinX --% SED --% Students with IEPs --% EL	**Enrollment Demographics 2020-2021** --% Hispanic/LatinX: 60.66% --% SED: 42.72% --% Students with IEPs: 13.85% --% EL: 10.92%	
California Dashboard % College Career Read	**62.5%** College/Career Ready	Increase CCR status by >1% per year
Core Area Grades **(Average GPA, % F's)** --English --Math --Science --History	**Core Area Grades Fall Semester 2020** %F Avg GPA Overall --English 8.5 2.46 --Math I 18.5 2.70 --Science 15.9 2.66 --History 12.7 2.73 SpEd --English 13.7 3.03 --Math 19.4 1.53 --Science 18.6 2.87 --History 31 2.15	Reduce disparities among core areas to within 0.3 GPA points and 3% failure rate by balancing support systems according to need.

Special Education
--Referrals:
--Qualifications:
--Exits:
--On track to graduate at
  --Grade 10 %
	Special Education-non SLP only
	--Referrals:
	--Qualifications:
	--Exits:
	--On track to graduate at
	  --Grade 10 **23.5%**	

--Grade 11 % --Grade 12 % --Certificates of Comp. --Returning for 5th yr	--Grade 11 **24.3%** --Grade 12 **50.0%** --Certificates of Comp: **1** --Returning for 5th yr: **5**	
MAP (growth) **ELA** --Grade 9 --Grade 10 --Grade 11 --Grade 12 optional **Math** --Grade 9 --Grade 10 --Grade 11 --Grade 12 optional	**MAP Fall 2019 to Fall 2020 Growth** **ELA** school --Grade 9 0 --Grade 10 +27 --Grade 11 0 --Grade 12 -1 **Math** --Grade 9 -2 --Grade 10 0 --Grade 11 +5 --Grade 12 +29	Goal: Meet or exceed the national normed growth rates for each student group measured Fall to Winter.
CAASPP Test **ELA** status/change --All student --Low SES --SWD --EL **Math** status/change --All student --Low SES --SWD --EL **Science** status/change --All student --Low SES --SWD --EL	**CAASPP Gr 11 ([Dashboard](#)) 2019** **ELA** status/change --All student Medium -36.4 --Low SES V. Low -44.2 --SWD V. Low -31.6 --EL Low -36.1 **Math** status/change --All student Low -11.9 --Low SES V. Low -23.3 --SWD V. Low -45.2 --EL Low -27.8 **Science** status/change --All student No scores yet --Low SES --SWD --EL	Exam was not administered in the 2020 or 2021 school year due to distance learning and the COVID 19 pandemic. Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.
California Dashboard **Academic Indicator** Student Groups in need (red or orange)	**Suspension** 2019 Red: Hispanic, Homeless, SEDr Orange:Asian, EL, 2Races, White **Chronic Absenteeism** No Data **College and Career Ready** Orange: Hispanic, SED	There were only 2 suspensions in the 2020-2021 school year.

| | Red: None
Grad Rate
Orange: Hispanic, SED, White
Red: None
ELA
Red: SED, SWD
Orange: Hispanic
Math
Red: SED, SWD
Orange: Hispanic | |

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. Light Grant Stipend

2. Campus Supervisor

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 identifies the Title and Part, as applicable), Other State, and/or Local.

Goal 1 Action 1 Strategy/Activity	Amount(s)	Source(s)
Light Grant Stipend	$1690.00	Light Grant
Campus Supervisor	$9719.40	Title 1
Benefit Costs for Staffing mentioned above	$364.49 $3281.03	Light Grant Title 1

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. EL Facilitator Release Period

  2. Migrant Tutoring

  3. Bilingual Instructional Aides (1)

Proposed Expenditures for this Strategy/Activity

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

Goal 1 Action 2 Strategy/Activity	Amount(s)	Source(s)
EL Facilitator Release Period (0.2FTE)	**$ 13,886.20**	LCFF
Migrant Tutoring Staff	$1690.00	Title 1
Bilingual Instructional Aides (1 5hr)	$ 18, 323.30	Title 1
Benefit Costs for Staffing Above	$838.16 $364.49 $6185.49	LCFF Title 1 Title 1

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. Instructional Rounds - release/subs
2. Conference Expenses - AP, NGSS, CCSS etc…
3. AVID Team Training
4. AVID College Visits: Subs/Release Time
5. AVID College Visits: Bus Transportation
6. AVID Teacher Collaboration - release/subs
7. AP Bootcamp Training
8. Equity PD in alignment with Light Grant Proposal

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 identifies the Title and Part, as applicable), Other State, and/or Local.

Goal 1 Action 3 Strategy/Activity	Amount(s)	Source(s)
Instructional Rounds (release and subs)	$3200.00	LCFF
AVID Team Training	$4500.00	LCFF
AVID Teacher Collaboration (subs/release)	$1170	LCFF
AVID College Visits:	$2000.00	LCFF
AP Bootcamp Training/Prep	$150	LCFF
Benefit Costs for Staff mentioned above	$493.90	LCFF
Equity PD in alignment with Light Grant Proposal	$6658.51	Light Grant Year 2

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. Student Chromebooks - maintenance, purchase and licenses

  2. Mobile Hotspots (in addition to district provided)

  3. Technology Coordinator (2FTE units)

  4. Textbooks/Supplemental Materials

  5. Peardeck License

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 identifies the Title and Part, as applicable), Other State, and/or Local.

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

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Student Chromebooks - maintenance, purchase and licenses (firefly)	$3000.00	State Lottery
Mobile Hotspots	$2000.00	LCFF
Technology Coordinator	$3380.00	State Lottery
Textbooks/Instructional Materials	$13627.80	LCFF
PearDeck License	$3500.00	LCFF
Benefit Cost for Staffing mentioned Above	$728.98	State 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. Cal-Soap Tutoring Program
3. Summer School Credit Recovery
4. Teacher Collaboration Release Time
5. AP Bootcamp (curriculum and staffing)

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)
Cal-Soap Tutoring Program	$17859.01	State Lottery
Summer School Credit Recovery (staffing)	$14099.98	Extended Day
Teacher Collaboration Release Time	$2400.00	LCFF
AP Bootcamp (curriculum and staffing)	$5000.00	LCFF
Benefit Costs for Staff mentioned above	$3041.01 $517.62	Extended Day 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:
   1. None

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)**

Goal 1 Action 7:   Basic Services and Supplies

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Programs and services funded in this School Plan include:

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

Proposed Expenditures for this Strategy/Activity

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

Goal 1 Action 7 Strategy/Activity	Amount(s)	Source(s)
General Operating Expenses	[Add Amount(s) here]	LCFF State Lottery Title 1 Extended Day Extracurricular Donations Light Grant Year 2
WASC Coordinator	$1690	State Lottery
Website Coordinator/Title 1 Outreach	$1690	Title 1
Benefit Cost for Staffing Mentioned Above	$728.98 $728.98	

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.

Live Oak engaged in a variety of strategies aimed at progress toward college and career readiness for all students as well as increase in academic rigor for students in all classes. The goals were identified using MAP data, department formative and summative assessments, CELDT and ELPAC data. The greatest areas of need include reading, writing, and math support for our English Learners, Students with Disabilities, and LatinX students. Live Oak SPSA for 2020-2021 included funds to support tutoring, professional learning for teachers, EL Facilitator, Constructing Meaning Coach, and AVID program implementation to address goal #1. As stated previously, gains have been made, but there is a lingering performance gap between white students and LatinX students, and Students with Disabilities and the general student population. While some of this work and data is reflective/dependent upon the COVID19 pandemic, the data does not indicate that decreased or non-changed results are solely a result of the pandemic.

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

There were no major differences in the implementation of budget expenditures. Any differences were in adjustment for distance learning or added funding from Covid relief.

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 continuing and adjusting this goal on our demographic data changes and qualification for Title 1 funds in the 2021-2022 school year. These changes can be found within the budget and action items for targeted support for the ELD and LatinX student populations. Our enrollment of SED and LatinX students has increased by more than 5% in the last three years. Additionally we will continue our partnership with EOS (Equal Opportunity Schools) to increase advanced academics opportunities for students within our special populations. CAASPP and 10th grade PSAT data will not occur in the metrics of this plan due to them not being administered in the 2020-2021 school year.

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

Expected	Actual
Increase mass messaging communication rates: Phone contacts/enrollment: 84.6% Email contacts/enrollment 93.3% Phone success: 81.6% Email success: 96.3 %	**New mass messaging communication rates:** Phone contacts/enrollment: 100% Email contacts/enrollment 97.6% Phone success: 89% Email success: 96%
Increase Parent monitoring rates Accessing Aeries: 67.4% Average Hits / student: 111	**Parent monitoring rates** Accessing Aeries: 89.2%% Average Hits / student: 173

Increase Parent Volunteers Volunteers in database: 2471, 507 added this year.	**New Parent Volunteers** Volunteers in database: 3052, 476 added this year.
Increase Project to Inspire graduates: Graduates Prior Year: 18	**New Project to Inspire graduates:** Graduates Prior Year: 16 (30 anticipated for 2019-20)
Improve Survey Results: **Schools encourage decision making participation** 3.97 English 271 responded in English 3.77 Spanish 11 responded in Spanish	**New Survey Results:** **Schools encourage decision making participation** 3.82 English 388 responded in English 3.88 Spanish 16 responded in Spanish
Improve Survey Results: **Schools encourage parent volunteers** 3.97 English 3.91 Spanish	**New Survey Results:** **Schools encourage parent volunteers** 3.90 English 3.63 Spanish
Improve Survey Results: **Parents feel like valued partners** 3.87 English 4.00 Spanish	**New Survey Results:** **Parents feel like valued partners** 3.68 English 3.69 Spanish
Improve Survey Results: **Parents are Satisfied with 2-way communication** 3.88 English 4.27 Spanish	**New Survey Results:** **Parents are Satisfied with 2-way communication** 3.80 English 3.44 Spanish
Improve Survey Results: **Have access to adequate monitoring information** 3.79 English 4.00 Spanish	**New Survey Results:** **Have access to adequate monitoring information** 3.83 English 3.56 Spanish
Improve Survey Results: **Our School is Safe**	**New Survey Results::** **Our School is Safe**

3.75 English 3.09 Spanish	3.59 English 3.00 Spanish
Improve Survey Results: **School values diversity** 3.58 English 3.45 Spanish	**New Survey Results:** **School values diversity** 3.84 English 3.25 Spanish
Improve Survey Results: **Our school meets Soc. Emot. needs of students** 3.94 English 3.64 Spanish	**New Survey Results:** **Our school meets Soc. Emot. needs of students** 3.38 English 3.13 Spanish
Improve Survey Results: **Our school has a Curriculum that is challenging** 3.64 English 3.63 Spanish	**New Survey Results:** **Our school has a Curriculum that is challenging** 3.39 English 3.29 Spanish
Improve Survey Results: **We are Satisfied with environment at our school** 3.55 English 3.45 Spanish	**New Survey Results:** **We are Satisfied with environment at our school** 3.44 English 3.25 Spanish
Improve Survey Results: **Parents encourage after school participation** 4.29 English 4.09 Spanish	**New Survey Results:** **Parents encourage after school participation** 4.04 English 3.75 Spanish
Improve Survey Results: **Parents have high awareness of programs** 3.57 English 3.64 Spanish	**New Survey Results:** **Parents have high awareness of programs** 3.59 English 3.25 Spanish
Improve Survey Results: **Our school has a good variety of extended activities that match student interests**	**New Survey Results:** **Our school has a good variety of extended activities that match student interests**

3.29 English 3.55 Spanish	3.34 English 3.00 Spanish
Improve Survey Results: **My child likes school** 3.90 English 3.82 Spanish	**New Survey Results:** **My child likes school** 3.78 English 3.50 Spanish
Improve Survey Results: **My child is safe at school** 3.94 English 3.64 Spanish	**New Survey Results:** **My child is safe at school** 3.80 English 3.31 Spanish

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. Volunteer Screening (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)
Volunteer Screening (fingerprinting)	$1470.00	LCFF

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:

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 Engagement Expenses	$3179.64	Title 1

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.

Review of last year's activities and expenditures supported by 2020-2021 SPSA indicated that some progress was made, but that more extensive efforts are needed to ensure future gains in parent engagement. Although funds were allocated to provide childcare and other program costs in the past year, those did not occur during the pandemic. Stakeholder feedback indicates that moving more parent organization meetings to the evening or moving location (HSC, ELAC, SSC, Booster organizations) may result in more parent engagement at those meetings; therefore, we fully anticipate needing funds to support childcare and other program costs for 2021-2022 school year. With the addition of Zoom capabilities and translation, we were able to increase access to information which has proved positive and will support this goal in the 2021-2022 school year.

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

There were no major differences in the implementation of budget expenditures. Any differences were in adjustment for distance learning or added funding from Covid relief.

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

We will continue to support this goal with providing childcare at meetings, translation during meetings, variations of access and by focusing our website coordinator in migrant, ELD and LatinX outreach. The addition of Title 1 funding will financially support increased parent engagement options. These changes can be found in the action items and budget.

Goal 3

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

Identified Need

The goals were identified using CA Healthy Kids Survey data, School Discipline and Attendance Data, as well as local surveys and stakeholder focus group input. The greatest areas of need include reducing truancy/chronic absenteeism and suspension rates, which are high for all students. In addition, there are significantly higher rates of absenteeism and suspension among our LatinX students and Students with Disabilities than in and the general student population. In returning from the SIP and COVID 19 closures, we have an overarching school wide goal to create a safe, nurturing environment that supports our students with SEL and academics.

Annual Measurable Outcomes

Goal 3: Student Engagement & School Climate:		Link to metric instructions
Metric	**Data**	**Measurable Outcomes**
Attendance Rate:	Month 9 (20-21): 95.92%	Increase by >0.2 per year

Chronic Absenteeism Rates: Overall: SWD SED Foster Homeless EL White Latino	**Chronic Absenteeism Rates 20-21 (Datazone)** Overall: 10.67% SWD 25.48% SED 17.67% Foster 0 Homeless 27.63% EL 28.46% White 6.31% LatinX 13.76%	Reduce gap to State average level by one-third per year
SARB Compliance: --# First SARB Notice --# Second SARB Notice --# Third SARB Notice --# Fourth SARB Notice --# Fifth SARB Notice --# SARB/Conf.Notice --# Parent Conferences --#SARB Hearings	**SARB Compliance:** --# First Notice: 311 --# Second Notice: 184 --# Third Notice: 135 --#SART Hearings: 17 --#SARB Hearings: 4	Maintain attendance notice practices in compliance with attendance laws
Suspension Rates: Overall: SWD SED Foster Homeless EL White Latino	**Suspension Rates Dashboard 2019** Overall: 9.7% SWD 18.5% SED 14.3% Foster <11 students Homeless 15.5% EL 22.6% White 9.2% Latino 10.9%	Reduce suspension rates to very low and reduce student group gaps by one third
Suspension Offenses: Controlled Substance Violence Weapons Behavior/Bullying	**Offenses (DataQuest): (18-19)** Controlled Substance: 34 Violence: 30 Weapons: 3 Defiance/Bullying: 392	Use offense categories to inform intervention programs.

Student Expulsion Rate ([DataQuest](#)):	Expulsion Rate 2020: 0%	Maintain low rate
Drop Out Rate ([DataQuest](#)):	**2019** **Drop Out Rate: 11.6%** **State Rate: 14.6%**	Maintain below state rate
Local Student Survey	**Student surveys: Local survey is rated on a 4 point scale, with 1 being not at all, and 4 being very, all grades combined**	
I feel safe at school	[2019-2020 SEL Survey](#)	Improve score over prior
I feel safe at home	See Above	Improve score over prior
I have a safe staff connection to talk to.	See Above	Improve score over prior
I participate in school activities	See Above	Improve score over prior
I am happy at school	See Above	Improve score over prior
I am proud of my school	See Above	Improve score over prior
My school is an outstanding school	See Above	Improve score over prior
CA Healthy Kids	**Student surveys: CHKS survey is scored as percent of students reporting HIGH Levels (Grades 9, 11)**	
Chronic sadness or hopelessness	Reduce below prior measurement	Reduce below prior measurement
Current alcohol or drug use	Reduce below prior measurement	Reduce below prior measurement
Has experienced harassment or bullying	Reduce below prior measurement	Reduce below prior measurement
High level of school connectedness	Increase over prior measurement	Increase over prior measurement
High level of caring staff	Increase over prior measurement	Increase over prior measurement

Feeling very safe at school	Increase over prior measurement	Increase over prior measurement
Students attending Extended Day:	Increase participation by 10% for underperforming students	Increase participation by 10% for underperforming students
Students participating Extracurricular sports:	Maintain consistent program	Maintain consistent program
PBIS Implementation: **School-Wide** **Non Classroom** **Classroom** **Individual**	Close ⅓ gap to survey score of 5	Close ⅓ gap to survey score of 5
Support Referrals --To CBO counseling --To SLS (food/clothing) --Small Group Programs	Student Linked Service- # referrals EL Joven Noble 20 Students Discovery Counseling 65 students Clothing Referrals: 5 Food Pantry referrals 4 VTA/Free passes: 10 students	
Additional site specific:	Number of students recognized at Academic Assemblies (3.5+, 3.0-3.49) each semester ● Fall - 416 ● Spring - 548 Green and Gold Awards - 85 Senior Awards Night -	
Datazone Social Emotional Survey Implemented 2019-20 school year: 5 point rubric		
	2019-20	
1. I feel it is important to come to class every day.	**4.0**	
1. I feel like I belong in this school.	**3.4**	
1. I feel like students at my school respect me.	**3.4**	
1. I set learning goals.	**3.4**	
1. I try to understand other students' points of view.	**3.9**	

1. I work hard to achieve learning goals even if things get in the way.	3.8	
2. Adults at my school treat students with respect.	3.3	
2. I come to class prepared.	4.0	
2. I make a plan for how I'm going to reach my learning goals.	3.3	
2. I think about other students' feelings.	3.8	
2. I want to be a good student.	4.3	
2. If I fail to reach an important learning goal, I try again.	3.8	
3. I get along well with students who are different from me.	3.9	
3. I know what to do if I get stuck.	3.4	
3. I like it when schoolwork is challenging.	2.9	
3. I pay attention in class.	3.8	
3. If I fail to solve a problem, I try again until I find the solution.	3.8	
3. Students are treated equally when they break school rules.	2.9	
4. I actively participate in class discussions.	3.5	
4. I am comfortable asking my teacher(s) for help.	3.4	
4. I am good at learning new things.	3.6	
4. I remain calm even when someone is bothering me.	3.6	

4. If the way I'm doing something isn't working, I try to think of different ways to do it.	3.9	
4. My teachers really listen to what I have to say.	3.2	
5. I can clearly describe my feelings.	3.3	
5. I feel comfortable asking questions.	3.4	
5. I keep going with work even when it takes longer than I thought it would.	3.8	
5. I stop to make sure I understand what I'm doing when I do my schoolwork.	3.6	
5. Mistakes help me learn.	3.8	
5. There is at least one adult at my school that I can talk to about my problems.	3.5	
6. I actively participate in small group work.	3.9	
6. I am able to stand up for myself without putting others down.	3.7	
6. I feel safe at my school.	3.4	
6. I look forward to class.	2.8	
6. I put what I am studying into my own words to understand it.	3.6	
6. I try to do well on my schoolwork even when it isn't interesting to me.	3.8	
7. I am good at sharing work in a group.	3.7	
7. I can stay focused on schoolwork even when I want to do other things.	3.2	
7. I set aside time to do my schoolwork or study.	3.5	

7. People of different cultural backgrounds, races, ethnicities, and abilities get along well at my school.	3.7	
7. The harder I work, the more I learn.	3.6	
7. When I am learning, I think about what I already know and what I still need to learn.	3.6	
8. Even if the work in my classes is hard, I can learn it.	3.6	
8. I recognize a good idea even if it wasn't mine.	4.1	
8. I turn in my schoolwork even when it's hard to do.	3.8	
8. I use strategies to remember facts.	3.7	
8. When I finish an assignment, I check my work before I turn it in.	3.3	
9. I am able to disagree with others without starting an argument.	3.7	
9. I finish what I begin.	3.8	
9. I get my schoolwork done right away instead of waiting until the last minute.	3.0	
9. I use strategies to make sense of new ideas.	3.7	
9. My effort makes a difference in my success at school.	3.8	
10. I keep track of my assignments so I know when to turn them in.	3.6	
10. I plan to attend college.	4.2	
10. I think of different ways to solve a problem.	3.8	
10. I work well with others.	3.8	

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

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

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Programs and services funded in this School Plan include:

1. PBIS Training & Substitutes to support positive behavior, intervention, and support implementation at LOHS.

2. PBIS Coordinator Stipend to support school-wide PBIS Tier 2 and MTSS intervention activities.

3. Camp Everytown - leadership and inclusive culture-building training for LOHS student leaders.

4. Camp Everytown - substitute costs for teachers to attend/chaperone Camp Everytown with student leaders.

6. Extracurricular Activities - including costs for officials, equipment, concussion baseline testing, coach training, AEDs, etc.

7. Advisory Program materials and curriculum

8. Advisory Committee Stipends

Proposed Expenditures for this Strategy/Activity

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

Goal 3 Action 1 Strategy/Activity	Amount(s)	Source(s)
PBIS Training and Substitutes	$640.00	LCFF
PBIS Coordinator Stipend	$3380.00	LCFF
Camp Everytown - Substitute/Chaperones	$960.00	Title 1
Camp Everytown - Buses	$2000.00	LCFF
Extracurricular Activities	$26232.00	Extra Curricular
Advisory Materials and Curriculum	$500.00	Title 1
Advisory Committee Stipend	$3380	Title 1
Benefit Cost for Staffing Mentioned Above	$867.01 $936.03	LCFF Title 1

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)

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

Strategy/Activity

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

Programs and services funded in this School Plan include:

 1. AVID site membership - to support first to college students and college/career readiness of target subgroups. .

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 Membership Cost	$580.00	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.

In the 2020-2021 school year we had some staff development and training be put on hold or turned virtual due to the COVID 19 school closure and SIP. The SPSA and PD plans still supported AP Summer Institute Trainings, AntiBias AntiRacist training, AVID summer institute, PBIS training, Character and SEL training and additionally technology training. All of this work has proven successful in meeting the needs of our learners in distance learning and supporting our staff through the constant changes of instruction formats. While there has been a year of students not on site, these efforts and work have the intention of positively impacting the 2021-2022 school year.

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

There were no major differences in the implementation of budget expenditures. Any differences were in adjustment for distance learning or added funding from Covid relief.

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.

The plan will continue from the 2020-2021 school year. Additions are in the Title 1 budget to support increased SEL and targeted supports for student engagement. This can be found in the budget.

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 by Action:						
	LCFF Supplemental	State Lottery	Title 1	Extended Day	Extracurricular	Light Grant
Allocated	**$93,179**	**$136,625**	**$109,221**	**$35,000**	**$26,232**	**$10,000**
Budgeted*	$93,179	$136,625	$109,221	$35,000	$26,232	$10,000
Spent YTD						
Encumbered						
Available						
Links to Action Details	LCFF Supplemental	State Lottery	Title 1	Extended Day	Exracurricular	Light Grant
Action 1.1						
Light Grant Stipend						$1,690.00
Campus Supervisor			$9,719.40			

Benefit Costs for Staffing mentioned above			$3,281.03			$364.49
Action 1.2					
EL Facilitator Release Period (0.2FTE)	**$13,886.20**				
Migrant Tutoring Staff			$1,690.00		
Bilingual Instructional Aides (1 5hr)			18323.3		
Benefit Costs for Staffing Above	$838.16		$6,549.98		
Action 1.3					
Instructional Rounds (release and subs)	$3,200.00				
AVID Team Training	$4,500.00				
AVID Teacher Collaboration (subs/release)	$1,170				
AVID College Visits:	$2,000.00				

AP Bootcamp Training/Prep	$150				
Benefit Costs for Staff mentioned above	$493.90				
Equity PD in alignment with Light Grant Proposal					$6,658.51
Action 1.4					
Student Chromebooks - maintenance, purchase and licenses (firefly)		$3,000.00			
Mobile Hotspots	$2,000.00				
Technology Coordinator		$3,380.00			
Textbooks/Instructional Materials	$13,627.80				
Benefit Cost for Staffing mentioned Above		$728.98			
PearDeck License	$3,500.00				

Action 1.5					
Cal-Soap Tutoring Program		$17,859.01			
Summer School Credit Recovery (staffing)				$14,099.98	
Teacher Collaboration Release Time	$2,400.00				
AP Bootcamp (curriculum and staffing)	$5,000.00				
Benefit Costs for Staff mentioned above	$517.62			$3,041.01	
Action 1.6					
Action 1.7					
General Operating Expenses	$32,578.00	$107,938.00	$59,243.00	$17,859	
WASC Coordinator		$1,690			
Website Coordinator/Title 1 Outreach			$1,690.00		

Benefit Cost for Staffing Mentioned Above		$728.98	$728.98			
Action 2.1						
Volunteer Screening (fingerprinting)	$1,470.00					
Action 2.2						
Parent Engagement Expenses			$3,179.64			
Action 3.1						
PBIS Training and Substitutes	$640.00					
PBIS Coordinator Stipend	$3,380.00					
Camp Everytown - Substitute/Chaperones	$960.00					
Camp Everytown - Buses		$720.00				

Extracurricular Activities					$26,232.00	
Advisory Materials and Curriculum			$500.00			
Advisory Committee Stipend			$3,380.00			
Benefit Cost	$867.01		$936.03			
Action 3.2						
AVID Subscription & Membership		$580.00				
Totals:	$93,178.69	$136,624.97	$109,221.36	$34,999.99	$26,232.00	$8,713.00
Budgeted:	$93,179	$136,625	$109,221	$35,000	$26,232	$10,000

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	$ 109221.10
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ 301035.69

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	$109221.10

Subtotal of additional federal funds included for this school: $ 109221.10

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	$93178.69
State Lottery	$136625.00
Light Grant Year 2	$10000.00
Extended Day	$35000.00
Extracurricular	$26232.00

Subtotal of state or local funds included for this school: $ 301035.69

Total of federal, state, and/or local funds for this school: $410256.79

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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