

School Year: **2019-20**

# 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
John Swett High School	07 61697 0737023	6/1/2020	June 10, 2020

## 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)

Schoolwide Program

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.

The purpose of the plan is to guide student achievement to increase in all indicated areas.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Yearly teacher and student surveys are given to students each year. Our annual Senior Survey is very detailed with post secondary information. Data from these surveys is analyzed by the school and district to determine programs and needs for the following school year. Additionally a specific teacher technology survey will be given out

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The administrators at the school conduct routine informal classroom observations of the classes at the school 2-3 times a week. In addition, there are formal observations conducted yearly, and monthly district level walk-throughs of the school. During each of these observations, administrators and other staff provide feedback to teachers to ensure that the teachers are using research based instructional practices that are rigorous and aligned to the common core standards. In addition the walk-throughs utilize AVID WICOR strategies.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

John Swett High School currently uses the CAASPP interim blocks in Math and ELA to assess student progress towards proficiency in the common core standards. These assessments are given to all students and the data is analyzed by the administration and departments. After the data is analyzed and dis-aggregated by standard and strand teachers reteach the areas of need for student proficiency. In all other subject areas teachers give benchmark tests throughout the year and repeat the process described above. Teachers also analyze EAP, SAT, and AP testing results.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staff development is conducted by administrators and skilled staff to train teachers how to utilize curriculum-embedded assessments in their classrooms. Teachers use formative assessments in class to monitor student progress and modify instruction as needed. Teachers also use the state interim assessments as benchmarks to help inform instructional practices and to ensure that students meet the common core standards in math and English.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers of core subjects meet the requirements for highly qualified staff

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers are trained in ELA and Mathematics on common core math standards. In 2016 the district adopted new common core aligned Math curriculum for teachers to use in their classrooms. Staff development in common core teaching strategies is ongoing throughout the year.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is coordinated with district personnel, and teacher leaders. Staff development is created to tailor training to the needs of the teachers, and is designed to increase student performance and alignment to the common core state standards.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers are trained by administrators, and also by PAR coaches who are teachers themselves. In addition, teachers are encouraged to support each other through collaboration, particularly new teachers who need extra support. The training is ongoing throughout the year and occurs at least twice monthly. Several staff members will attend the AVID summer institute this year, so that they can learn effective strategies to increase engagement and critical thinking.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher centered department meetings that happen monthly are designed to give teachers time to collaborate with each other to share best practices. Every other Wednesday is a shortened day to organize collaboration through professional development.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All of our curriculum and instructional materials are aligned to the common core state standards. Ongoing professional development ensures that teachers know and implement the standards in their classrooms. Science is working towards aligning to the next generation science standards. Training and curriculum will be provided to ensure that teachers are fully prepared to implement those new standards when they are adopted by the state.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Master schedule is designed yearly to reflect the needed amount of courses for the next year's student group. Intervention classes are scheduled during the school day for students who need credit recovery.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Core courses have textbooks in Spanish for EL learners. Special education students also have materials at their individual learning levels.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE-adopted and standards aligned instructional materials are used in all core courses.

## **Opportunity and Equal Educational Access**

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers are trained in Tier 1 interventions throughout the year. These strategies are intended to help provide supports for students who are struggling, to ensure that they have the best opportunity to meet standards.

Evidence-based educational practices to raise student achievement

Administrators are continuously researching new practices to raise student achievement. In addition, administrators are training on how to implement MTSS (Multi-Tiered Systems of Support). Teachers and Administrators were also trained at the AVID summer institute and other trainings throughout the school year.

## **Parental Engagement**

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

PTSA, Athletic Booster Club, Band Booster Club, ELAC, FAFSA workshops, Careers Academy Meetings, BACR counseling services, Foster and Homeless Youth Liason.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

LCAP community meetings and JSUSD Board meetings

### Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Currently N/A

### Fiscal support (EPC)

## **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 SPSA is updated yearly or sometimes twice a year. The SPSA is reviewed by the School Site Council which is comprised of Parents, teachers, students and admin.

## **Resource Inequities**

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

Socio-economically disadvantaged students continue to be a huge concern for our school closing the achievement gap.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	.36%	.38%	.22%	2	2	1
African American	17%	15.6%	17%	95	82	75
Asian	13.6%	13.6%	13.7%	76	72	62
Filipino	9.3%	9.49%	10%	52	50	46
Hispanic/Latino	29.4%	34.9%	34%	164	184	152
Pacific Islander	.72%	.57%	.22%	4	3	1
White	19%	16.3%	18.1%	106	86	82
Multiple/No Response	9.7%	8.7%	7.3%	54	46	33
<b>Total Enrollment</b>				557	527	453

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 9	146	134	97
Grade 10	139	148	120
Grade 11	139	116	135
Grade 12	133	129	101
<b>Total Enrollment</b>	557	527	453

### Conclusions based on this data:

1. In the 18-19 school year there was a significant drop in enrollment. Almost 50 less students enrolled for 9th grade.
2. Hispanic and Latino students are still the largest subgroup on campus.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	60	59	45	10.77	11.20	9.93
Reclassified Fluent English Proficient	62	61	48	11.13	11.57	10.60

### Conclusions based on this data:

1. As the school overall enrollment has gone down, so has the number of EL learners.
2. However the number of reclassified students seems to be steady at about 11%.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 11</b>	133	104	131	129	100	122	129	100	122	97	96.2	93.1
<b>All</b>	133	104	131	129	100	122	129	100	122	97	96.2	93.1

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 11</b>	2590.	2582.	2603.	13.18	21.00	20.49	37.98	30.00	44.26	34.88	29.00	22.95	13.95	20.00	12.30
<b>All Grades</b>	N/A	N/A	N/A	13.18	21.00	20.49	37.98	30.00	44.26	34.88	29.00	22.95	13.95	20.00	12.30

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 11</b>	20.93	29.00	27.87	59.69	48.00	51.64	19.38	23.00	20.49
<b>All Grades</b>	20.93	29.00	27.87	59.69	48.00	51.64	19.38	23.00	20.49

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 11</b>	32.56	28.00	34.43	49.61	45.00	51.64	17.83	27.00	13.93
<b>All Grades</b>	32.56	28.00	34.43	49.61	45.00	51.64	17.83	27.00	13.93

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 11</b>	14.73	20.00	16.39	66.67	66.00	75.41	18.60	14.00	8.20
<b>All Grades</b>	14.73	20.00	16.39	66.67	66.00	75.41	18.60	14.00	8.20

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 11</b>	27.91	26.00	29.51	58.91	54.00	57.38	13.18	20.00	13.11
<b>All Grades</b>	27.91	26.00	29.51	58.91	54.00	57.38	13.18	20.00	13.11

**Conclusions based on this data:**

1. In all categories the % Below Standard has decreased for the 18-19 school year.
2. In the areas of Writing and Research/Inquiry increased % Above Standard for the 18-19 school year.
3. In all categories the % At or Near Standard increased for the 18-19 school year.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 11</b>	133	104	131	128	99	122	128	99	122	96.2	95.2	93.1
<b>All</b>	133	104	131	128	99	122	128	99	122	96.2	95.2	93.1

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 11</b>	2567.	2562.	2577.	4.69	9.09	9.02	21.09	20.20	26.23	37.50	25.25	28.69	36.72	45.45	36.07
<b>All Grades</b>	N/A	N/A	N/A	4.69	9.09	9.02	21.09	20.20	26.23	37.50	25.25	28.69	36.72	45.45	36.07

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 11</b>	16.54	20.20	18.85	35.43	23.23	39.34	48.03	56.57	41.80
<b>All Grades</b>	16.54	20.20	18.85	35.43	23.23	39.34	48.03	56.57	41.80

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 11</b>	8.66	9.09	13.93	57.48	46.46	53.28	33.86	44.44	32.79
<b>All Grades</b>	8.66	9.09	13.93	57.48	46.46	53.28	33.86	44.44	32.79

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 11</b>	8.59	12.12	19.67	67.19	57.58	54.10	24.22	30.30	26.23
<b>All Grades</b>	8.59	12.12	19.67	67.19	57.58	54.10	24.22	30.30	26.23

### Conclusions based on this data:

1. In all categories the % Below Standard has decreased for the 18-19 school year.
2. In the areas of Problem Solving and Communicating Reasoning the % Above Standard students has increased for the 18-19 school year.
3. In the areas of Concepts and Problem Solving the % At or Near Standard increased for the 18-19 school year.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9		*		*		*		9
Grade 10		*		*		*		10
Grade 11		1584.4		1598.8		1569.3		11
Grade 12		1597.3		1598.7		1595.4		11
All Grades								41

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11		54.55		36.36		0.00		9.09		11
12		45.45		36.36		9.09		9.09		11
All Grades		51.22		31.71		12.20		4.88		41

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11		72.73		18.18		0.00		9.09		11
12		45.45		54.55		0.00		0.00		11
All Grades		63.41		29.27		4.88		2.44		41

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11		27.27		9.09		54.55		9.09		11
12		18.18		36.36		36.36		9.09		11
All Grades		17.07		36.59		36.59		9.76		41

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11		9.09		81.82		9.09		11
12		0.00		81.82		18.18		11
All Grades		9.76		82.93		7.32		41

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11		90.91		0.00		9.09		11
12		100.00		0.00		0.00		11
All Grades		95.12		2.44		2.44		41

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11		27.27		63.64		9.09		11
12		36.36		45.45		18.18		11
All Grades		24.39		63.41		12.20		41

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11		27.27		63.64		9.09		11
12		9.09		72.73		18.18		11
All Grades		17.07		70.73		12.20		41

**Conclusions based on this data:**

1. Although our overall percentage of students taking the ELPAC is small, it is still an area of growth for JSHS.
2. Our ELD program is newer than most and our efforts have shifted in making this a priority.
3. JSHS would like to continue to improve the ELD program with curriculum and teacher training.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>453</b>	<b>50.1</b>	<b>10.2</b>	<b>0.2</b>

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	46	10.2
Foster Youth	1	0.2
Homeless	14	3.1
Socioeconomically Disadvantaged	227	50.1
Students with Disabilities	70	15.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	74	16.3
American Indian	1	0.2
Asian	62	13.7
Filipino	49	10.8
Hispanic	151	33.3
Two or More Races	30	6.6
Pacific Islander	1	0.2
White	81	17.9

### Conclusions based on this data:






1. JSHS anticipates that many students may not report their socio-economic status, therefore making the percentage larger. We will continue to improve ways to making reporting easier for our families.
2. JSHS also predicts that due to COVID 19 that the number in the socio-economic category will be even larger the following year.
3. JSHS also predicts that the number of Homeless students may increase due to these conditions as well.



# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Graduation Rate</b>  Green	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Green		
<b>College/Career</b>  Green		

#### Conclusions based on this data:

1. In the overall areas reported and have data are in the green. This is positive information for the school's climate and progress on programs such as Restorative Justice and PBIS.
2. The staff at JSJS will continue to work hard to keep these indicators in the area of green, or strive for higher such as blue.

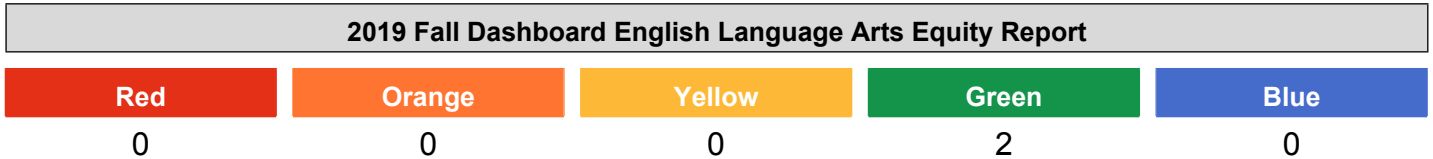
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>23.8 points above standard</p> <p>Increased Significantly ++23.8 points 119</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>24.3 points below standard</p> <p>Increased Significantly ++57.3 points 17</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>2.5 points above standard</p> <p>Increased Significantly ++30.2 points 58</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>53.5 points below standard</p> <p>Increased Significantly ++42.8 points 11</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 52.7 points below standard Increased Significantly ++61.7 points 15	 No Performance Color 0 Students	 No Performance Color 43 points above standard Increased Significantly ++18.4 points 21	 No Performance Color 37.5 points above standard Increased ++7.8 points 12
Hispanic	Two or More Races	Pacific Islander	White
 Green 27.1 points above standard Increased Significantly ++23.9 points 39	 No Performance Color 55.7 points above standard 11	 No Performance Color 0 Students	 No Performance Color 26.1 points above standard Declined Significantly -34.8 points 21

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 10	Less than 11 Students - Data Not Displayed for Privacy 7	32 points above standard Increased Significantly ++25.9 points 77

**Conclusions based on this data:**

- All subgroup areas except white students increased significantly.
- The African American subgroup had the greatest increase of 61.7 points.
- All students in English Language Arts increased significantly by 23.9 points and are in the green area.

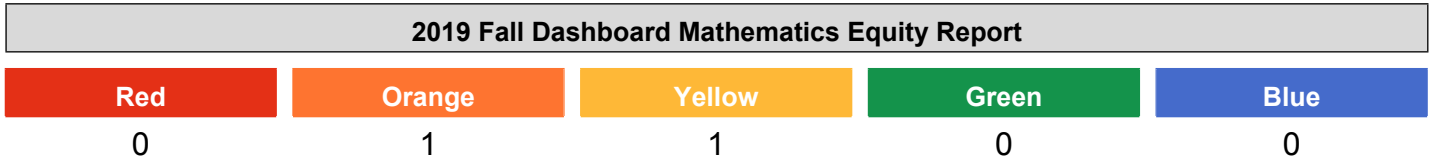
# School and Student Performance Data

## Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>47.1 points below standard</p> <p>Increased Significantly ++18.3 points 119</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>128.5 points below standard</p> <p>Declined -5.8 points</p> <p>17</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>72.5 points below standard</p> <p>Increased Significantly ++21.9 points 58</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>100.6 points below standard</p> <p>Increased Significantly ++55.5 points 11</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 128.9 points below standard Maintained ++1.3 points 15	 No Performance Color 10.3 points above standard 11	 No Performance Color 23.1 points below standard Increased ++14.3 points 21	 No Performance Color 17.5 points below standard Increased Significantly ++33 points 12
Hispanic	Two or More Races	Pacific Islander	White
 Orange 67.8 points below standard Maintained ++2.7 points 39	 No Performance Color 10.3 points above standard 11	 No Performance Color 23.5 points below standard Maintained ++2.8 points 21	 No Performance Color 23.5 points below standard Maintained ++2.8 points 21

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 10	Less than 11 Students - Data Not Displayed for Privacy 7	31.2 points below standard Increased Significantly ++33.7 points 77

**Conclusions based on this data:**

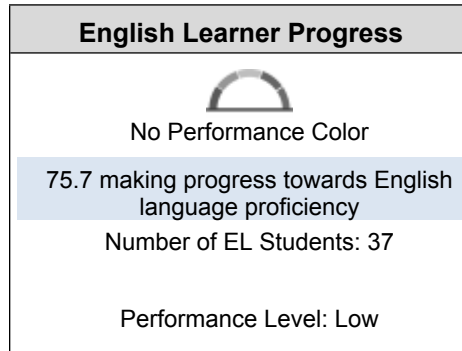
1. All subgroups in the ethnicity category maintained or increased for the 18-19 school year.
2. English Learners decreased in the area of academic performance in math for the 18-19 school year.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
2	7	6	22

#### Conclusions based on this data:

1. In the 18-19 school year 22 of the 37 EL students progressed at least one level.
2. In the 18-19 school year 2 of the 37 decreased one level.
3. In the 18-19 school year 13 of the 37 students maintained levels.

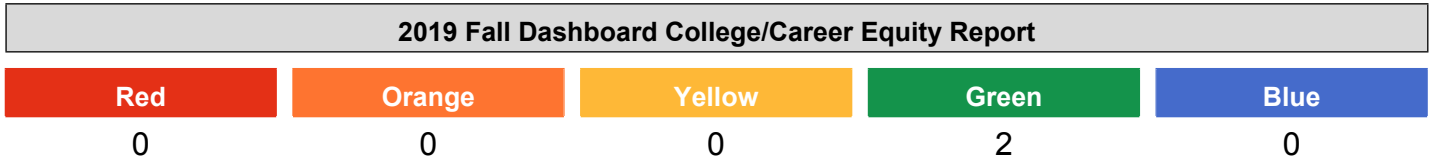
# School and Student Performance Data

## Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>51.1</p> <p>Increased +12</p> <p>92</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>37.5</p> <p>Increased Significantly +16.4</p> <p>16</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>43.1</p> <p>Increased +8.2</p> <p>65</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>17.6</p> <p>Increased +8.6</p> <p>17</p>

**2019 Fall Dashboard College/Career by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 9.1 Declined Significantly -19.5 11	 No Performance Color 0 Students	 No Performance Color 64.3 Increased Significantly +26.8 14	 No Performance Color 69.2 Declined -7.2 13
Hispanic	Two or More Races	Pacific Islander	White
 Green 43.8 Increased +8 32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 75 Increased Significantly +43.2 16

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

**2019 Fall Dashboard College/Career 3-Year Performance**

Class of 2017	Class of 2018	Class of 2019
<b>Prepared</b>	39.1 <b>Prepared</b>	51.1 <b>Prepared</b>
<b>Approaching Prepared</b>	23.4 <b>Approaching Prepared</b>	16.3 <b>Approaching Prepared</b>
<b>Not Prepared</b>	37.5 <b>Not Prepared</b>	32.6 <b>Not Prepared</b>

**Conclusions based on this data:**

- All students had a 12 point increase in this area of College and Career for the 18-19 school year.
- Additionally one of the most neediest subgroups; socio-economically disadvantaged increased by 8 points and is in the green area for the 18-19 school year. This is a major positive for closing the achievement gap.
- The Class of 2019 over 50% of the students were prepared to attend college. This has been a concentrated effort among staff to continue to grow this number.



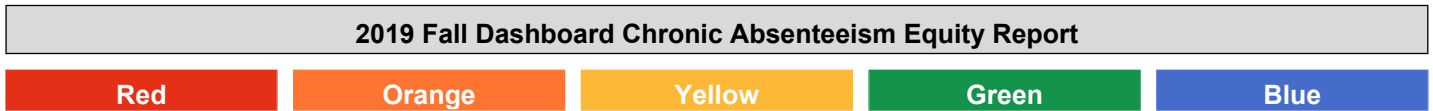
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b> 48	<b>English Learners</b> 2	<b>Foster Youth</b> 0
<b>Homeless</b> 0	<b>Socioeconomically Disadvantaged</b> 7	<b>Students with Disabilities</b> 13

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
13	1	1	2
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
17	5	1	8

**Conclusions based on this data:**

1. For some reason this data had to be manually input. The numbers shown above are the numbers of students in the particular category of Chronic Absenteeism.
2. One of the largest subgroups in the 18-19 school year were students with Special needs. This is quite concerned as students who do not attend school regularly do not receive services.

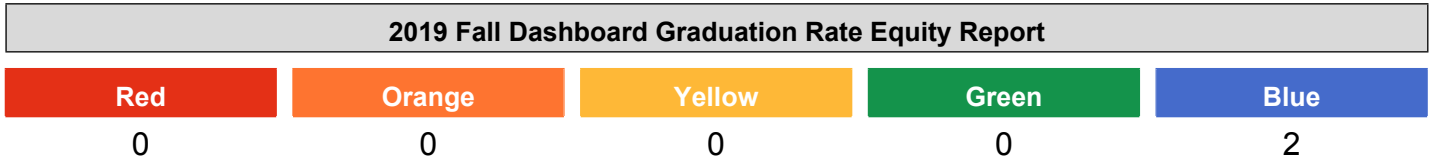
# School and Student Performance Data

## Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>93.5</p> <p>Increased +2.1</p> <p>92</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>100</p> <p>Maintained 0</p> <p>16</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Blue</p> <p>95.4</p> <p>Increased +5.9</p> <p>65</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>88.2</p> <p>Increased +1.9</p> <p>17</p>

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">63.6</span> Declined -29.2  11	 No Performance Color 0 Students	 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">100</span> Increased +6.3  14	 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">100</span> Increased +5.9  13
Hispanic	Two or More Races	Pacific Islander	White
 Blue <span style="background-color: #e6f2ff; padding: 2px;">96.9</span> Increased +1.6  32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy  4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy  2	 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">93.8</span> Increased +11.9  16

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate by Year

2018	2019
91.4	93.5

**Conclusions based on this data:**

1. The Class of 2019 graduation rate increased to 93.5%. This is good news.
2. The subgroup of African American students and graduation percentage decreased by 29.2 points. This is an area of focus.

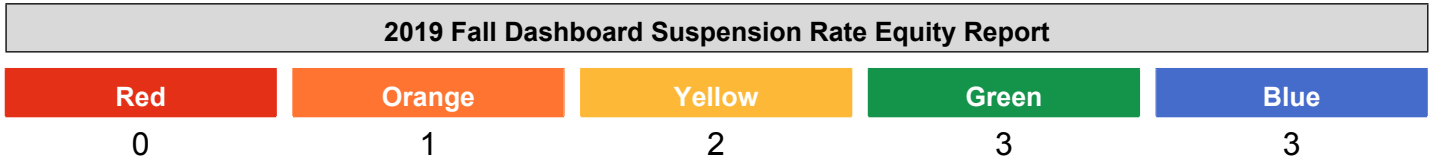
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>2.5</p> <p>Declined Significantly -3.1</p> <p>487</p>	<p><b>English Learners</b></p>  <p>Green</p> <p>1.8</p> <p>Declined -1.3</p> <p>56</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>5.3</p> <p>19</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>4.2</p> <p>Declined Significantly -4.4</p> <p>261</p>	<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>6.3</p> <p>Declined -11.7</p> <p>80</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 9.9 Declined -7 81	 No Performance Color Less than 11 Students - Data 2	 Blue 0 Declined -1.4 65	 Blue 0 Maintained 0 52
Hispanic	Two or More Races	Pacific Islander	White
 Blue 1.2 Declined Significantly -5 164	 Orange 2.8 Increased +0.7 36	 No Performance Color Less than 11 Students - Data 2	 Green 1.2 Declined -1 85

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.6	2.5

**Conclusions based on this data:**

1. Implementation of alternatives to suspension and also proactive interventions have resulted in a reduction of the suspension rate by 55.5% in a two year period.
2. Areas of concern are Students with Disabilities, African American students, and students with two or more races. These numbers need improvement for future school years.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Improve Student Academic Achievement

## LEA/LCAP Goal

LCAP Goal #1 -- To improve overall student academic performance and reduce the achievement gap between the district's highest and lowest performing students.

## Goal 1

Create an environment of high student achievement and reduction of the achievement gap by increasing outcomes of all subgroups by 2% each year.

## Identified Need

To continue to improve outcomes of all subgroups, especially those in the biggest areas of needs such as low socio-economically disadvantaged students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

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

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

All students but especially those that are socio-economically disadvantaged.

### Strategy/Activity

1.1 Train teachers on the use of Tier 1 interventions in the classroom to increase student academic performance

### 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.

Amount(s)

3000

Source(s)

Title I

Disaggregated student performance data

	<p>Dept. Chairs</p> <p>Funding for staff development</p>
0	<p>District Funded None Specified</p> <p>Data Analysis training workshops — provided by JSHS Principal for rest of staff</p> <ul style="list-style-type: none"> <li>- Professional development for teachers around engagement and technology integration.</li> </ul> <p>Training for best testing practices — provided by JSHS Administration at PD meetings</p>

**Strategy/Activity 2**

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

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

All students

**Strategy/Activity**

1.2 Create and implement a comprehensive, multi-year staff development plan. The plan will address research-based teaching strategies and their ongoing evaluation and refinement.

**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.

Amount(s)	Source(s)
0	<p>District Funded None Specified In-service days, release time</p> <p>PAR Committee</p> <p>AVID Training</p> <p>Funding for staff development: PAR funds, Dept. budgets, Title II funds</p>
7300	<p>Title I None Specified Staff development workshops, selected in collaboration with teachers and other stakeholders.</p>



Training workshops and conferences on research-based teaching strategies

### Strategy/Activity 3

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

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

Strategy/Activity

#### 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.

0

0

0

None Specified  
None Specified

### Strategy/Activity 4

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

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

Strategy/Activity

1.3 Annually update curriculum pacing calendars, benchmark exams, and Common Core Standards.

#### 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.

Amount(s)

0

Source(s)

Student performance data  
Professional development Wednesdays  
Dept. members

### Strategy/Activity 5

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

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

All Students

**Strategy/Activity**

1.4 Implementation of best practices by staff to increase rigor and student engagement in classrooms

**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.

Amount(s)

1000

Source(s)

District Funded  
None Specified  
Walkthroughs  
  
Peer Observations  
  
Funding for release time

District Funded  
None Specified  
Short Wednesday in-house staff development  
  
District professional development plan

**Strategy/Activity 6**

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

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

All students

**Strategy/Activity**

1.5 Implementation of the Common Core Standards in ELA and Math

**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.

Amount(s)

Source(s)

Professional Development plan  
  
Resource allocation

	Administration
	District Common Core Plan Short Wednesday Meetings Staff Meetings

## Annual Review

### SPSA Year Reviewed: 2018-19

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

### ANALYSIS

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

With a change in administration at the site level as well as a shift in district professional development, this goal is worked on but not at the focus level that it should be at. The hope is that with a new Director of Curriculum in the 20-21 school year that the concentration may shift.

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-19 the budget implementation was frozen, all efforts and resources shifted to Distance Learning in 19-20.

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 biggest question on everyone's minds is whether or not we will be returning to an in person school in the Fall of 2020. The shift in professional development would be focused on improvements in technology and Distance Learning.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Improve College and Career Readiness

## LEA/LCAP Goal

Goal #3 -- LCAP To increase the number of students who graduate ready to enroll in two or four year colleges, other post-secondary training programs, receive acceptance to the U.S. Military, or transition successfully to the workforce by providing support to district students in grades TK through 12.

## Goal 2

Increase the number of students meeting the A-G requirements by 10% per year until reaching 50% by year 2019-2020

Increase college, career, and mental health counseling services by funding a full time counselor

Increase technology access for instruction and students by purchasing 1 chrome book cart per year until there is a 1 to 1 ratio of chrome books in all core content areas of math, science, social studies, and ELA

Invest in Naviance program for counseling dept so that they can track 4 year plans for students, and also for career exploration.

## Identified Need

All students leaving JSHS better prepared for post secondary career or education.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students graduating college or career ready	51.1% of students graduated college or career ready in 19-20	Goal was met.

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

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

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

All students

Strategy/Activity

2.1 Develop an advisory curriculum for each grade level that focuses on college/career preparation. This curriculum will:

Investigate the career goals of high school students.

Investigate JSHS course offerings that meet college/trade school admissions requirements and vocational career standards.

Explore partnerships with colleges, community colleges, businesses and others to offer class presentations in career and technical fields, and financial aid.

**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.

Amount(s)

Source(s)

[Empty box for Amount(s)]

- District Funded
- None Specified
- Contra Costa County ROP Coordinator
- Interested staff
- Area colleges and community colleges
- Community business representatives
- Trade schools
- Trade unions
- Parents
- Career Center Coordinator
- Armed Forces
- Academic Counselor

[Empty box for Amount(s)]

Visitations to other high schools with similar Classes

**Strategy/Activity 2**

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

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

All students who qualify based on courses taken.

Strategy/Activity

2.2 Evaluate the data for students meeting the A-G requirements. Increase enrollment in Chemistry and Algebra 2. Increase the numbers of students receiving a C or better in required courses.

**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.

Amount(s)

Source(s)

District Funded  
None Specified  
Grading Policies  
Master Schedule  
Interventions to target college readiness  
Homework Club for tutoring

District Funded  
None Specified  
Staff Meetings  
Professional development plan

**Strategy/Activity 3**

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

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

All students

Strategy/Activity

2.3 Meet with incoming 8th graders and their parents for class scheduling and to encourage them to enroll in college prep and CTE courses

**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.

Amount(s)

Source(s)

District Funded  
None Specified  
Staff development days  
New student orientation

District Funded  
None Specified  
Staff development days at beginning of school year

**Strategy/Activity 4**

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

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

All students

Strategy/Activity

2.4 Increase college/career guidance for students and parents by providing a comprehensive 4-year plan of courses needed to prepare graduates for their post-secondary plans

**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.

Amount(s)

Source(s)

School Website  
Student Planner  
Counselor meetings with every grade level  
Vocational Career counseling in CTE courses

Staff Meetings  
\*Counselor newsletters  
\*Class presentations  
\*Field trips  
\*AVID classes

**Strategy/Activity 5**

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

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

All students

Strategy/Activity

2.5 Develop/Improve annual college/career financial aid night for students and parents

**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.

Amount(s)

Source(s)

School Website  
Area corporate sponsors  
Parent Volunteers  
Counselor outreach via newsletter

**Strategy/Activity 6**

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

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

All students

Strategy/Activity

2.6 Update and conduct an annual exit survey of all graduating seniors to ascertain their post-secondary plans

**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.

Amount(s)

[Empty box for Amount(s)]

Source(s)

School Website  
Student emails  
Counselor's newsletter

**Strategy/Activity 7**

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

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

All students

Strategy/Activity

2.7 Increase technology access for instruction and student research with the ultimate goal of being a 1 to 1 school

**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.

Amount(s)

[Empty box for Amount(s)]

Source(s)

District tech plan  
Site plan for technology  
Common Core Implementation Plan

**Strategy/Activity 8**

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

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

All students who sign up and are qualified for AVID

Strategy/Activity

2.8 Implement AVID course

**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.

Amount(s)	Source(s)
20000	Other None Specified Send 8 teachers to summer institute and implement AVID contract
15000	District Funded None Specified Add AVID course to the master schedule

### Strategy/Activity 9

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

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

All students interested in CTE pathways

#### Strategy/Activity

2.9 Update and streamline career pathways to encourage more students to complete a pathway prior to graduation

#### 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.

Amount(s)	Source(s)
	Create new brochure explaining new pathways Update school website with CTE pathways and information
	Altering course names and CalPads coding to reflect new pathways
	Altering master schedule to reflect new or modified courses

### Strategy/Activity 10

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

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

All students

### Strategy/Activity

2.10 Purchase Naviance software for counseling department which will allow them to better track all students college and career readiness, as well as provide powerful career exploration opportunities

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5972.50

Source(s)

Title I  
None Specified  
Purchase Naviance software and train on use for implementation in 2019-2020 school year  
Continue subscription for Naviance 2019-2020 school year

### Strategy/Activity 11

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

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

11th graders and other groups testing such as EL's for ELPAC

### Strategy/Activity

2.11 Purchase headphones and other peripherals for chromebooks so that students have access to sound for their class lessons and CAASPP testing

### 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.

Amount(s)

0

Source(s)

Title I  
Purchase Chromebook compatible headphones and other peripherals

## Annual Review

### SPSA Year Reviewed: 2018-19

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

## ANALYSIS

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

Many of the strategies and activities listed were derailed by COVID-19. 8th grade Preview Nights and Orientations were scheduled prior to COVID-19.

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

Shelter-in-Place compromised any in person groups and meetings

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.

Naviance has been purchased, the only funds needed will be for maintenance and adding the incoming 9th grade class every year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Climate and Culture

## LEA/LCAP Goal

LCAP Goal #4 To increase student engagement through CCSS aligned instruction, the offering of enrichment programs, and enhance school climate through increased campus supervision and safety, and parental awareness/participation.

## Goal 3

Improve school climate and culture by increase opportunities for student voice, and by improving communication with the community via all means: electronic, written, and social media. Build upon community partnerships to increase both funding and support.

## Identified Need

Improve overall school climate ad culture.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	2.5% of all students	Decrease in Suspension rate

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

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

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

All students

### Strategy/Activity

3.1 Train on new website company -- blackboard

### 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.

Amount(s)	Source(s)
0	None Specified None Specified

## Strategy/Activity 2

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

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

All students

### Strategy/Activity

3.2 Increase use of social media to minimum of 1 posting per week

### 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.

Amount(s)

0

Source(s)

None Specified  
None Specified

## Strategy/Activity 3

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

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

All students

### Strategy/Activity

3.3 Ensure that all relevant and important calendars of events, and other important information is posted online in a timely manner, also ensure that direct connect phone calls are used to get out critical information to the community.

### 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.

Amount(s)

0

Source(s)

District Funded  
  
Use BlackBoard Connect phone dialer  
Utilize Aeries email system  
Utilize Website calendar

## Strategy/Activity 4

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

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

All students

### Strategy/Activity

3.4 Train and implement new safety app Devine Protection

### 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.

Amount(s)

0

Source(s)

District Funded

PD and safety drills using Devine Protection App during school time and Staff meetings

### Strategy/Activity 5

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

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

All students

Strategy/Activity

3.5 Implement and continue to support the 0 period Leadership class

### 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.

Amount(s)

0

Source(s)

District Funded

0.2 FTE allotted

## Annual Review

### SPSA Year Reviewed: 2018-19

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

### ANALYSIS

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

This Goal, despite COVID-19, has continued to be an area of strength for JSHS.

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

Most funding sources are District funded.

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.

Continue to improve.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Avid Schoolwide Implementation

## LEA/LCAP Goal

LCAP Goal #1 and #5 To improve overall student academic performance and reduce the achievement gap between the district's highest and lowest performing students.

## Goal 4

Implement the AVID class in grades 9-10 for the school year 2018-19 and in grades 11/12 in school year 2019-20, and train staff in AVID strategies school wide.

## Identified Need

To create a College and Career program for students who may not necessarily have had previous knowledge in that type of program.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College and Career Readiness	Improvement to 51.1 % of graduates in 18-19 school year	Continued improvement

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

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

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

All students eligible for the AVID program

### Strategy/Activity

Sign AVID Contract, send teachers to AVID training.

### 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.

Amount(s)	Source(s)
20000	District Funded None Specified Implement AVID program on site



**Strategy/Activity 2**

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

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

All students

Strategy/Activity

Implement AVID District Wide Plan

**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.

Amount(s)

30000

Source(s)

District Funded  
None Specified  
Send teachers throughout district to AVID training over summer

**Strategy/Activity 3**

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

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

All students

Strategy/Activity

Fund District AVID Coordinator

**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.

Amount(s)

3000

Source(s)

Title I  
None Specified  
Create AVID District Coordinator Position as required by AVID contract

**Strategy/Activity 4**

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

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

All students

Strategy/Activity

Fund Site AVID Coordinator

**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.

Amount(s)

2000

Source(s)

Title I  
None Specified  
Create AVID Site Coordinator as required by  
AVID contract

**Strategy/Activity 5**

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

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

All students

Strategy/Activity

AVID PD expenses (mileage, timesheet hours, etc...)

**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.

Amount(s)

2000

Source(s)

Title I  
None Specified  
Professional development expenses as required  
by contract and district policies

**Strategy/Activity 6**

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

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

All students

Strategy/Activity

Purchase student planners for AVID students and for other needed students

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

1000

Source(s)

Title I  
None Specified

Student planners for students to ensure they are well organized as part of AVID strategies

## Annual Review

### SPSA Year Reviewed: 2018-19

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

### ANALYSIS

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

The AVID program has been a great addition to JSHS. This year we have had our first graduating class of AVID scholars.

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 expect that with major State budget cuts in funding for the 20-21 and 21-22 school years that AVID may suffer.

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.

Our hopes is that the District and Title 1 funds may continue to support the program.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

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

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

Strategy/Activity

#### 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.

# 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$110,272.50

## 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 I	\$24,272.50

Subtotal of additional federal funds included for this school: \$24,272.50

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 (\$)
	\$0.00
District Funded	\$66,000.00
None Specified	\$0.00
Other	\$20,000.00

Subtotal of state or local funds included for this school: \$86,000.00

Total of federal, state, and/or local funds for this school: \$110,272.50

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
None Specified	60000	60,000.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	66,000.00
None Specified	0.00
Other	20,000.00
Title I	24,272.50

## Expenditures by Budget Reference

Budget Reference	Amount
None Specified	107,272.50

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	District Funded	0.00
None Specified	District Funded	66,000.00
None Specified	None Specified	0.00
None Specified	Other	20,000.00
	Title I	3,000.00
None Specified	Title I	21,272.50

# Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	11,300.00
Goal 2	40,972.50
Goal 3	0.00
Goal 4	58,000.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Leslie Marley	Principal
Magret Nunes	Classroom Teacher
Melissa Healy	Classroom Teacher
Aerielle Spusta	Parent or Community Member
Marla Parada	Parent or Community Member
Farangiz Malikova	Secondary Student
Yoge Shri-Shashitharan	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



# Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6/1/2020.

Attested:

Principal, Mrs. Leslie Marley on 6/1/2020

SSC Chairperson, Aerielle Spusta on 6/1/2020

# 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: Linked 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 Title I Policy and Program Guidance 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 partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**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 partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

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