

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
Dos Pueblos Senior High School	42-76786-4231726	April 8 2019	May 21, 2019

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.

Each of the school goals is aligned to the SBUSD LCAP Goals. Goal 1 (Cultural Proficiency and Equity), Goal 2 (Engage Students and Families), Goal 3 (Prepare Students for Life, Learning, and Work).

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

Annual SPSA Review was completed during March of 2019 with each of our major stakeholder groups: School Site Council, ELAC, SSEPAC, Faculty/Staff, and PTSA. In addition, as this was our Mid-Cycle WASC Accreditation Visit, our school community has been actively examining outcome and survey data connected with our WASC Action Plan. The goals of the WASC Action Plan are identical to our SPSA Goals.

Resource Inequities

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

There are no resource inequities

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Create a culturally proficient school community and climate to help achieve equity in access to advanced courses and specialized programs, and to increase a-g eligibility rates for underrepresented populations.

1) Close the gap between white and Hispanic/Latino students in terms of a-g eligibility by 3%.

2) 3% decrease in gap between white and Hispanic/Latino students enrolled in AP/IB courses.

3) 3% decrease in gap between white and Hispanic/Latino students enrolled in Academies and CTE Pathways.

Identified Need

Data indicates that Hispanic/Latino students are underrepresented in AP, IB, and Dual Enrollment courses. Data indicates that Hispanic/Latino students are underrepresented in specific CTE Pathways (e.g. DPEA). Data also indicates that Hispanic/Latino students complete a-g eligibility requirements at a lower rate than white students. Our “Self Study” indicates that texts and other curricular materials do not include sufficient representations of our underrepresented students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Participation in Professional Learning around Cultural Proficiency	<ul style="list-style-type: none">91 of our current certificated staff have participated in Restorative Approaches training.42 of our current certificated staff, and 12 of our classified staff, have completed the Institute for Equity in Education Training weeklong retreat.51 of our current certificated staff have	Continue to send 6-8 staff members each year to IEE; continue to train remaining staff in implicit bias.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	completed Implicit Bias training with Dr. Carmel Saad from Westmont College.	
% of Students taking Visual Performing Arts (VAPA)	Overall: 28% Above: White Students 33% Near: Special Education Students 27% Below: Hispanic/Latino Students 22%	Decrease gap between White and Hispanic/Latino enrollment in VAPA courses by 3%
% of Students Completing At Least One Advanced Learning Course	Overall: 66% White Students 83% Hispanic/Latino Students 45%	Decrease gap between White and Hispanic/Latino enrollment in advanced courses by 3%
% of Students Participating in School Academies	DPEA Class of 2021 - 16% Hispanic/Latino DPEA Class of 2022 - 26% Hispanic/Latino	Increase % of Hispanic/Latino Enrollment in DPEA by 3%

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)

EL Students; Students with Spanish-Speaking families

Strategy/Activity

Fund additional translation/interpretation services -(\$15,000 from 1100)

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)

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

Parent Engagement - Parent Project / Padres Adelantes (\$6000.00 from 1100)

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Underrepresented Student Populations

Strategy/Activity

Talking in Class (Workshop provided by Just Communities to engage/empower underrepresented students to address participation and achievement gaps.) \$3500.00 from 11000

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)

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.

Targeted outreach to both families and students that are underrepresented in our academies, advanced courses, and stakeholder committees have shown pockets of success. For example, targeted outreach of our underrepresented Hispanic/Latino population helped increase the number of Hispanic/Latino students in the Dos Pueblos Engineering Academy from 16% to 26%. However, the number of Hispanic/Latino students enrolled in AP/IB/Honors courses remained flat after two years of steady increases. More targeted work from our Allies for Equity Committee is in process, however this work at this time does not require site expenditures. The focus of their work is on developing in-class supports for students attempting an AP/IB course for the first time, specific seminar placements, continue to run PEAC evening tutoring for AVID/PEAC students, and

developing student surveys for teachers to gather feedback on how students are experiencing advanced courses.

Strategy #1 Support staff in developing cultural proficiency (Sent team of certificated/classified staff to IEE in November of 2018; A group of undocumented students participated in Talking in Class- December of 2018) - Continue

Strategy #2 Targeted active outreach and education re: Academy offerings, IB, CTE, etc. Continue but analyze impact of District Showcase, review DPEA class of 2023 #s, IB Diploma #s.

Strategy #2A (Shifted from Goal 2) Expand and improve translation and interpretation services. Continue translation of school website and specific programs. Continue

Strategy #3 Adopt additional texts to support cultural proficiency and provide mirrors for underrepresented students. - Continue but expand focus to other departments alongside the English Dept.

Strategy #4 Create or refine academic supports for underrepresented populations attempting advanced coursework (seminar, PEAC, AVID). Continue

Strategy #5 (Shifted from Goal 2) Develop a strategic communication and survey administration plan to increase parent engagement - Continue

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

No major differences occurred.

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

As Goal #1 and Goal #2 had a great deal of overlap, we have revised the focus for Goal Area #1 to focus on achieving equitable outcomes for our underrepresented populations. Goal Area #2 is now focused on academic and social/emotional supports for all students. Recommendations from ELAC and Site Council focus on helping support students with foundational literacy skills. (TBD).

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Provide and refine academic, social, and emotional supports for students to increase school connectedness for students and families.

Student Engagement

- 1) Continue to increase the percentage of students reporting a "high sense of connectedness" by 5%.
- 2) Continue to decrease percentage of chronic absenteeism and truancy rates for students with disabilities, and English learners by 3%;
- 3) Decrease percentage of chronic absenteeism for Hispanic/Latino students to school average.
- 4) Continue to increase graduation rate for students with disabilities and English learners by 3%.
- 5) Reduce suspension rate for Hispanic/Latino students to school average, and students with disabilities by 3%.

Family Engagement

- 1) More consistent and proactive communication with parents regarding parent education opportunities, parent workshops, and school supports.
- 2) Increase percentage of parents who agree or strongly agree that "parents feel welcome to participate at school" from 87% to 90%.
- 3) Increase percentage of parents who complete surveys by 5% from 35% to 40%.
- 4) Strive for 100% accuracy in parent contact data in Aeries.

Identified Need

While DPHS has students that perform statistically as well as any students in the state of California, specific student populations continue to struggle with academics--especially in an era where we have significantly increased the rigor of our academic programs. Data from California Healthy Kids indicates students with disabilities, and English Learners report lower rates of connectedness compared to other subgroups. Data from CDE indicates higher rates of chronic absenteeism and truancy for students with disabilities and English Learners. Staff report an increase in student mental health issues, including anxiety, that prevent student success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of Students with a High Sense of Safety at School	Overall: 60% Above: White 64%, Asian 65% Near: Hispanic/Latino 59%	Overall: 63% Above: White, Asian- maintain 63% Near: Hispanic/Latino 62%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Below: Socioeconomically Disadvantaged 53%	Below: Socioeconomically Disadvantaged 50%
% of Students with a High Sense of Connectedness to School	Overall: 50% Above: White 64%, Asian 65%, Hispanic/Latino 59% Near: Below: Socioeconomically Disadvantaged 53%	Increase the percentage by 3% for each subgroup
Chronic Absenteeism Rate	Overall Color, Status & Change: 11% Above: White 9%, Asian 7.3%, African American 7.4% Near: Hispanic/Latino 13.7% Below: Socioeconomically Disadvantaged 15%	Overall Color, Status & Change: 10% Above: Maintain White 9%, Asian 7.3%, African American 7.4% Near: Hispanic/Latino 11% Below: Socioeconomically Disadvantaged 12%
CA School Dashboard Suspension Indicator	Overall Color, Status & Change: Green, Declined, 3.1% Above: White 2.2%, Asian 1.1%, Near: English Learners, 3.7%, Hispanic 4.5% Below: Students with Disabilities 5.6%, Socioeconomically Disadvantaged 5.1%	Overall Color, Status & Change: Green, Decline, 2.5% Above: Maintain White 2.2%, Asian 1.1%, Near: English Learners, 3%, Hispanic 3% Below: Students with Disabilities 5.6%, Socioeconomically Disadvantaged 4%
Number of Parents Responding to the California School Parent Survey	Overall: 637	Overall: 700
% of Parents that Agree or Strongly Agree that: <ul style="list-style-type: none"> this school allows input and welcomes parents' contributions this school actively seeks the input of parents before making important decisions 	Overall: 88% Above: Near: Below: Overall: 68% Above: Near: Below:	Overall: 90% Above: Near: Below: Overall: 70% Above: Near: Below:
% of Parents that:	Overall: 17%	Overall: 19%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> served on a school committee attended a general school meeting, for example, an open house, or a back-to-school night attended a school or class event, such as a play, dance, sports event, or science fair 	<p>Above: Near: Below:</p> <p>Overall: 89% Above: Near: Below:</p> <p>Overall: 76% Above: Near: Below:</p>	<p>Above: Near: Below:</p> <p>Overall: 90% Above: Near: Below:</p> <p>Overall: 79% Above: Near: Below:</p>

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

Fund our Embedded Support Coordinator (Robin Selzler)

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)

46,000

Source(s)

Supplemental/Concentration Grant - 0790

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Underrepresented students who are not served by AVID/PEAC

Strategy/Activity

Pathways Program Tutors - Provide after school tutoring program.

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)

8000.00

Source(s)

Supplemental/Concentration Grant - 0790

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students with 3 or more D/F Grades

Strategy/Activity

Guided Studies Teachers (to coordinate mentoring/tutoring services during Seminar for students with 3 or more D/F grades).

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)

23,643.00

Source(s)

Supplemental/Concentration Grant - 0790

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students in Math 1,2,& 3 who are in need of additional instruction.

Strategy/Activity

Provide Math Tutorial Instruction during Seminar

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)

7000.00

Source(s)

Supplemental/Concentration Grant - 0790

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students who are identified as being credit-deficient.

Strategy/Activity

Intervention/Support Programs for Struggling Students during Summer and After School

Senior Learning Recovery

\$7300.00 (0899)

Summer School Credit Recovery

Total: \$30,000 (1100)

Summer School Counseling: \$5,000 (0899)

Total: \$42,300.00

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)

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

Intervention Center - Additional Hours to keep Intervention Center running each period. (\$7200 from 0899)

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)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Students Identified with 3 or more D/F Grades

Strategy/Activity

Guided Studies Program 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)

Source(s)

3,500.00

Supplemental/Concentration Grant - 0790

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Counseling Office - Additional Hours

\$8,908.73

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)

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.

We invest the majority of our efforts towards achieving this goal through our Embedded Support Programs during Seminar. A review of both student achievement data, as well as student and staff survey data indicate that our expenditures are effectively supporting students. The percentage of students who reported "No D/F grades" increased 4% from 2016-17 to 2017-18. In addition, 86.1% of students reported feeling "connected enough" or "very connected" at school, with 71.8% of students saying that their seminar experience contributed positively to their feelings of connection. 80.3% of Tutorial students report "being in this tutorial has helped to raise my grade in the class it is intended to help, or to keep it from dropping."

82.8% of Guided Studies students say "the overall support experience I have had in this room has proven to be very or mostly helpful," and 86.2% believe that "being in this seminar has helped to raise my grades or keep them from dropping." The top three skills they reportedly gained as a result of Guided Studies are: 1. Learning how to talk to teachers, 2. Actually talking to teachers, and 3. Prioritizing. 71.2% of respondents in Enrichment seminars said that the seminar "helps to reduce my feelings of stress at school" at a rate of 4 or 5 on a 1-5 scale.

Strategy #1A (shifted from Goal 3) Provide differentiated academic support to promote student success by utilizing research-based instructional strategies and Seminar Supports - Continue Strategy #1 Continue Parent Engagement and Parent Education classes to support increased parent participation and partnerships. Continue

Strategy #3 Continue to support students who are new to our school who only speak Spanish to access course and make progress toward graduation. District now funds Bilingual Paraeducator support

Strategy #4 Continue to improve the successful inclusion of SpEd students in the general education setting through effective co-teaching, sunsetting of I.I. periods in favor of more targeted intervention - Continue

Strategy #5 Include Strategies from our Dean of Student Engagement re: truancy, attendance, suspensions, etc. - Continue

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

As Goal #1 and Goal #2 had a great deal of overlap, we have revised the focus for Goal Area #1 to focus on achieving equitable outcomes for our underrepresented populations. Goal Area #2 is now focused on academic and social/emotional supports for all students.

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 most significant change in strategy is that we recommend increasing our seminar supports to include support of math tutorial sections targeted at students who are struggling in their college prep math courses. This is outlined in the expenditures under goal area #2.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Prepare Students for Life, Learning, and Work: Students develop 21st-century skills of communication, collaboration, creativity, and critical thinking through increased process-based learning opportunities.

Identified Need

While college and career readiness rates increased 2.1% for the class of 2018 to 62.5%, significant gaps remain for our Hispanic/Latino, EL, and Special Education students. College and career readiness indicators are measured by the California Dashboard Metrics and require students to engage in Depth of Knowledge (DOK) 3 and 4 activities. While the Dos Pueblos Engineering Academy (DPEA) and the International Baccalaureate (IB) Programme offer students ample opportunities for project-based and interdisciplinary learning experiences that emphasize Depth of Knowledge 3 and 4 learning experiences, analysis by the Site Leadership Team (SLT) indicated a critical need to implement school-wide in order to increase college and career readiness for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>CA School Dashboard Academic Indicator, ELA</p> <p>Note: For all metrics, as applicable, the overall rate will be listed as well as:</p> <p>a) the groups that fall 2% points above, within, and below the overall %, OR</p> <p>b) the groups for which there is a 2-or more color rating difference on the CA School Dashboard</p>	<p>Overall Color, Status & Change: Yellow, 27.7 points above standard; Declined 20.8%</p> <p>Above: White 78.5 points above standard, Asian 101.3% above standard,</p> <p>Near: Hispanic 41.4 points below standard</p> <p>Below: English Learners: 122.5 points below standard</p>	<p>Overall Color, Status & Change: Green, 30 points above standard; Increase 3%.</p> <p>Above: Maintain White , Asian</p> <p>Near: Hispanic - increase percentage at or above standard by 3%</p> <p>Below: English Learners: Increase percentage at or above standard by 3%.</p>
CA School Dashboard Academic Indicator, Math	Overall Color, Status & Change: Green, 3 points above standard, declined -4 points.	Overall Color, Status & Change: Green 10 points above standard, increase percentage at or above standard by 3%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Above: White 55.7 points above standard, Asian 95.5 points above standard Near: Below: Hispanic 70.5 points below standard, English Learners 128.7 points below standard,	Above: White, Asian - Maintain Near: Below: Hispanic, SED, Students with Disabilities, English Learners: Increase percentage at or above standard by 3%
CA School Dashboard English Learner Progress Indicator (% of English Learners that Met or Exceeded ELD Standards via ELPAC)	Overall: 89.1% of English Learners made progress towards English Proficiency	Overall: Maintain 89-90% of English Learners making progress toward English Proficiency
Number and % of Long Term English Learners (LTEL)	Number: 60 Percentage:	Number: Percentage:
% of Students that Met or Exceeded Science Standards (CAST)	Overall: TBD (no current data as this is the first year of administering the exam) Above: Near: Below:	Overall: TBD Above: Near: Below:
[[HS Only:]] CA School Dashboard College Career Readiness Indicator	Overall Color, Status & Change: Green, increased 2.1%, Above: White 77.3%, Asian 77.6%, Near: Below: Hispanic 42.4%	Overall Color, Status & Change: Green, Increase 2% Above: Maintain: White, Asian Near: Below: Hispanic - increase percentage by 3%.
% of Students Reading at or Above Grade Level (As of mid-year)	Overall: 66% Above: Asian 84%, White 86% Near: Below: Hispanic 46%	Overall: 68% Above: Maintain Near: Below: Hispanic - increase by 3%.

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)

IB Students

Strategy/Activity

IB Program Supports

Extended Essay Supervision: \$2200

IB Extended Essay Coordinator: \$2200.00

IB Postage: \$1500

IB Release Days: \$1200

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)

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

Provide adequate support personnel to departments responsible for promoting college and career readiness:

English Reader: \$2500 (Dual Enrollment)

Sub/Release Days: \$6000 (1100)

English CFA Release Days: \$2000.00 (1100)

Counseling/Registrar Office Assistant (Additional Hours): \$8,908.73 (1100)

Production Center: 13,000.00

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

AVID 10th and 11th Grade Students

Strategy/Activity

Support transportation for annual AVID Field Trips (\$4000.00), and College Fair (\$1000.00) to increase college readiness for students in our AVID Program.

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)

4000.00

1000.00

Source(s)

Supplemental/Concentration Grant - 0790

Supplemental/Concentration Grant - 0790

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Underrepresented Students

Strategy/Activity

Implement the RAMP National ASCA Counseling Model -- focusing on increasing A-G completion rates for underrepresented 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)

Source(s)

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.

Overall college/career readiness increased 2.1% for the class of 2018. While this is encouraging, because this is cohort data, it is difficult to draw any long-term conclusions. In ELA and math, after 3 years of consistent gains, scores were down slightly last year -- most notably for our

Hispanic/Latino subgroup. Our school's main instructional focus is to increase the number of opportunities for all students to engage in "Process-Based Learning" -- high level Depth of Knowledge 3/4 activities to better engage and challenge our students.

Strategy #1 Ensure that each PLC develops and implements project-based and/or interdisciplinary learning experiences that infuse the curriculum with real-world applications - Continue

Strategy #2 English and math teachers in grades 9-11 will administer Smarter Balanced interim assessments (needs to be more consistently implemented)

Strategy #3 All PLCs will administer quarterly common formative assessments and analyze student data from these assessments to inform instruction. Continue

Strategy #4 Expand A-G course offerings - Continue

Strategy #5 Generate and execute a plan for expanding career technical education pathways through outreach and recruitment - Continue

New Strategies:

- Examine and analyze CTE Pathway Data, A-G Audits, Seal of Bi-literacy, and AP/IB Exam Data, implement on an ongoing basis to identify areas of need.
- Track increased # of DoK3 and DoK4 learning experiences. Compare the results before and after implementation of our schoolwide instructional focus.
- Begin process of reviewing possible ways to adjust our bell schedule to create more opportunities for students to meet College and Career Readiness through various avenues (e.g. CTE Pathway Completion, A-G Completion, CAASPP, AP/IB Exams, Dual Enrollment, and State Seal of Bi-literacy).

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

No major differences.

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.

Most of the strategies undertaken in this goal area do not require site-based expenditures. Most of the focus is on professional development for our faculty to increase their ability to implement our instructional focus. Additional professional development expenditures will be funded at the District level via our professional learning week, and though our work with consultants from InnovateEd.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$93,143.00

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 (\$)
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Subtotal of additional federal funds included for this school: \$

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 (\$)
Supplemental/Concentration Grant - 0790	\$93,143.00

Subtotal of state or local funds included for this school: \$93,143.00

Total of federal, state, and/or local funds for this school: \$93,143.00

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.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

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

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such 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.

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Appendix D: 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
- 6 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 5 Secondary Students

Name of Members	Role
Bill Woodard	Principal
Olivia Happel	Classroom Teacher
Bethany Bodenhammer	Classroom Teacher
Dave Haggerty	Classroom Teacher
Samantha Mooneyham	Classroom Teacher
Kelly Savio	Classroom Teacher
Ryan Mooneyham	Classroom Teacher
Molora Vadnais	Parent or Community Member
Elizabeth Dominguez	Other School Staff
Roa Lorca-Gonzalez	Other School Staff
Will Caird	Secondary Student
Sunny Graybill	Secondary Student
Sarah Jang	Secondary Student
David Jeong	Secondary Student
Nathan Vance	Secondary Student
Susan Brown Speiler	Parent or Community Member
Deborah Bettencourt	Parent or Community Member
Laura Gomez	Parent or Community Member
Elizabeth Blair	Parent or Community Member

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.



Appendix E: 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
	English Learner Advisory Committee
	Special Education Advisory Committee

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 4/8/19.

Attested:

	Principal, Bill Woodard on 4/8/19
	SSC Chairperson, Olivia Happel on 4/8/19

Appendix G: School and Student Performance Data

Student Population

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







2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,057	37.3%	5.2%	0.2%
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.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	107	5.2%
Foster Youth	5	0.2%
Homeless	141	6.9%
Socioeconomically Disadvantaged	767	37.3%
Students with Disabilities	241	11.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	1.3%
American Indian	14	0.7%
Asian	177	8.6%
Filipino	22	1.1%
Hispanic	933	45.4%
Two or More Races	18	0.9%
Pacific Islander	2	0.1%
White	860	41.8%

Appendix G: School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Yellow</div>	<div>Graduation Rate</div> <div></div> <div>Blue</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		
<div>College/Career</div> <div></div> <div>Green</div>		

Appendix G: School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Appendix G: 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.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	2	0

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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 27.7 points above standard Declined -20.8 points 445 students	English Learners  Red 122.5 points below standard Declined -36.6 points 73 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color 58.8 points below standard Declined -81.6 points 21 students	Socioeconomically Disadvantaged  Orange 41.5 points below standard Declined -27 points 165 students	Students with Disabilities  Red 138.5 points below standard Declined -34 points 56 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Asian  Green 101.3 points above standard Declined -20.8 points 36 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
Hispanic  Orange 41.4 points below standard Declined -27.8 points 196 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Pacific Islander  No Performance Color 0 Students	White  Green 78.5 points above standard Declined -14.7 points 195 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 152.8 points below standard Declined -12.1 points 14 students	Reclassified English Learners 115.3 points below standard Declined -56.3 points 59 students	English Only 68.8 points above standard Declined -12.6 points 260 students
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Appendix G: 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.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	1	1

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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 3 points above standard Declined -4 points 440 students	English Learners  Orange 128.7 points below standard Increased 9.5 points 69 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color 66.3 points below standard Declined -10.8 points 20 students	Socioeconomically Disadvantaged  Orange 69.3 points below standard Declined -3.7 points 161 students	Students with Disabilities  Orange 158.4 points below standard Increased 8.1 points 53 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Asian  Green 95.5 points above standard Declined -8.2 points 36 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
Hispanic  Orange 70.5 points below standard Declined -7.9 points 193 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Pacific Islander  No Performance Color 0 Students	White  Blue 55.7 points above standard Increased 3 points 193 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 172 points below standard Increased 27.9 points 13 students	Reclassified English Learners 118.6 points below standard Declined -10.1 points 56 students	English Only 42.3 points above standard Maintained 1.6 points 259 students
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Appendix G: School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	185	176	107	9	9	5
Fluent English Proficient (FEP)	669	675	754	31	33	37
Reclassified Fluent English Proficient (RFEP)	82	40	81	30	22	46

The source of this data is the most recent California Department of Education (CDE) official report of the number of English Learner students Redesignated to Fluent English Proficient.

Dos Pueblos Senior High School	2015-16	2016-17	2017-18
	Number (Rate) Reclassified	Number (Rate) Reclassified	Number (Rate) Reclassified
English Learners Reclassified	82 (30.0 %)	40 (21.6 %)	81 (46.0 %)

The source of this data is the most recent California Department of Education (CDE) official report of the number of English Learner students that are At-Risk of Becoming, or are, Long Term English Learners.

Dos Pueblos Senior High School	2015-16	2016-17	2017-18
	Number	Number	Number
Long Term English Learners (6 + Years)	110	104	60
At Risk of Becoming LTEL (4-5 Years)	3	6	3

Appendix G: School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results

Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
79	39.2%	35.4%	16.5%	8.9%

Appendix G: 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.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	2	1

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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 62.5% prepared Increased 2.1% 552 students	 Orange 14.3% prepared Declined -3.5% 77 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Green 43.5% prepared Increased 5.4% 92 students	 Green 39.6% prepared Increased 2.7% 235 students	 Orange 12% prepared Declined -5.9% 75 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color 77.6% prepared Declined -10.9% 58 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 42.4% prepared Maintained 0.4% 229 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 77.3% prepared Increased 3.5% 242 students

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

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
57.5% Prepared	60.4 Prepared	62.5 Prepared
16.6% Approaching Prepared	17 Approaching Prepared	18.1 Approaching Prepared
25.8% Not Prepared	22.6 Not Prepared	19.4 Not Prepared

Appendix G: 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.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	3	2

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.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 96.4% graduated Increased +2.5% 552 students	 Green 88.3% graduated Increased +1.2% 77 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Green 94.6% graduated Increased +2.2% 92 students	 Green 93.2% graduated Increased +2.4% 235 students	 Yellow 82.7% graduated Maintained +0.6% 75 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color 94.8% graduated Declined -1.3% 58 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 95.6% graduated Increased +3% 229 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 97.5% graduated Increased +3% 242 students

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.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
93.8% graduated	96.4% graduated

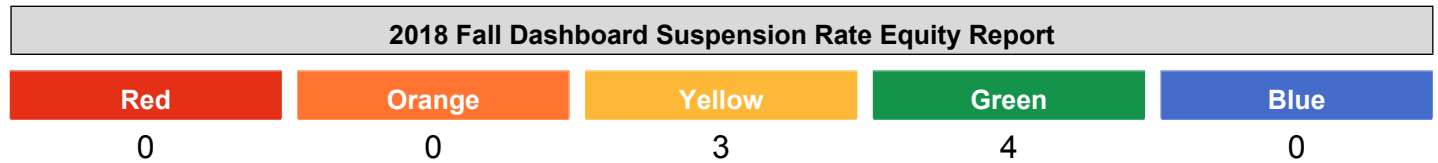
Appendix G: School and Student Performance Data

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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 3.1% suspended at least once Declined -0.6% 2117 students	English Learners  Yellow 3.7% suspended at least once Maintained -0.2% 162 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 5 students
Homeless  Green 2.8% suspended at least once Declined -1.7% 145 students	Socioeconomically Disadvantaged  Yellow 5.1% suspended at least once Maintained 0% 847 students	Students with Disabilities  Green 5.6% suspended at least once Declined -5.3% 249 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 0% suspended at least once Declined -3.6% 27 students	American Indian  No Performance Color 6.7% suspended at least once Declined -0.5% 15 students	Asian  Yellow 1.1% suspended at least once Increased 0.5% 179 students	Filipino  No Performance Color 0% suspended at least once Declined -3.8% 22 students
Hispanic  Green 4.5% suspended at least once Declined -0.7% 964 students	Two or More Races  No Performance Color 4% suspended at least once Increased 4% 25 students	Pacific Islander  No Performance Color Less than 11 Students - Data 2 students	White  Green 2.2% suspended at least once Declined -0.5% 883 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
3.1% suspended at least once	3.7% suspended at least once	3.1% suspended at least once

Appendix G: School and Student Performance Data

Annual Attendance

The source of this data is the District student information system's student attendance records.

Annual Attendance Rate (P-2)

	2016-17	2017-18	2018-19
Dos Pueblos Senior High School	93.1%	94.0%	93.6%

Chronic Absenteeism Indicator

The data for the chronic absenteeism indicator comes from the most recent CA School Dashboard. For more detailed results, please go to <https://www.caschooldashboard.org>. For a description of the data used by CDE for the Dashboard indicators, please go to <https://www.cde.ca.gov/ta/ac/cm/> and view the Resources tab.

Chronic Absenteeism Rates			
Student Subgroup	2015-16	2016-17	2017-18
African American	(not available from CDE)	14.3%	7%
Asian	(not available from CDE)	4.5%	7%
Hispanic or Latino	(not available from CDE)	15.5%	14%
White	(not available from CDE)	10.1%	9%
English Learners	(not available from CDE)	20.4%	23%
Students with Disabilities	(not available from CDE)	23.0%	23%
Socioeconomically	(not available from CDE)	15.6%	15%
Foster Youth	(not available from CDE)	*%	60%
Homeless Youth	(not available from CDE)	12.7%	13%
Total	(not available from CDE)	12.3%	11%