

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
La Cuesta Continuation High School	42-76786-4232690 and 42-76786-0120402	April 24, 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)

Comprehensive Support and Improvement

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.

La Cuesta Continuation HS qualifies for Comprehensive Support and Improvement (CSI) due to the graduation rate of students falling below 67% in two consecutive years. We intend to utilize evidence-based strategies to address chronic attendance/truancy, student wellness and student engagement, as required, to increase our graduation rate.

La Cuesta staff is currently in the process of completing a WASC full 6-year self-study, and will have an accreditation visit in Winter 2020. The WASC action plan is currently aligned with the SPSA and District LCAP. We intend to further align these plans, and have applied to participate in the "WASC System of Support Process" to streamline the WASC Action Plan, CSI Monitoring, and SPSA into a single plan/document as a part of next year accreditation visit.

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

School Site Council met on 10/25/2018 at which point budget updates were reviewed by the Principal with the SSC. Annual review of the SPSA was conducted on 3/13/2019 with SSC. Approval by SSC was on 4/24/19.

Resource Inequities

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

Funding allocated to support the College and Career Technician's position (hourly pay rate) was not utilized in this manner, as the position was fully funded by the SBUSD.

Funding allocated to support Professional development related to ELPAC testing was not utilized in this manner, as ELPAC testing was conducted by trained district (SBUSD) assessors, and not on site.

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

LCAP Goal 1: Through organizational transformation, develop a culturally proficient district to ensure success for all students.

SPSA Goals:

- Integrate relevant educational experiences into CCSS curriculum and instruction (WASC Action Plan #4)
- Build an inclusive educational community that addresses barriers that limit student success (WASC Action Plan #2)

Identified Need

Continue to address cultural proficiency and access for all students, with a specific focus on increasing graduation rate due to La Cuesta receiving CSI status.

Enrollment data on the CDE Dashboard report released Winter 2018 indicates that La Cuesta Continuation HS body is made up of 87.5% Hispanic/Latino students, 6.3% White students, 3.8% African-American Students and 1.3% American Indian students. The greater SBUSD is comprised of 60% Hispanic/Latino students and 33.1% White students. La Cuesta's enrollment is not reflective of overall district demographics, and because of our small number of students within subgroups, we do not receive "subgroup" level data from the CDE Dashboard report. For this reason, the growth targets focused on Cultural proficiency, equity and access are written as school-wide goals rather than specifying any one subgroup.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Participation in Professional Learning around Cultural Proficiency	Overall: As of the 2018-2019 school year, the majority of certificated and classified staff have participated in professional learning around cultural proficiency.	Overall: Continue to have new staff members, or current staff members who have not yet participated participate.
Increase the percentage of students that are "approaching prepared" or "prepared" according to the Dashboard College/Career Readiness indicator.	Baseline: Class of 2017 graduates = 9.3% "approaching prepared" and 0% "prepared"	Overall: increase to 15% "approaching prepared" and 5% "prepared"

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Class of 2018 graduates = 10.8% "approaching prepared" and 2.7% prepared	
Increase graduation rate with each cohort, annually.	Baseline: Class of 2017 graduates = 37% graduation rate Class of 2018 graduates = 48.6% graduation rate	Overall: Increase graduation rate by 5% annually
Decrease Suspension rate.	Baseline: Suspension rate 2017 = 7.1% Suspension rate 2018 = 14.5% (State Average = 3.5%)	Overall: Decrease suspension rate by 5%

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

Continue to prioritize professional development to support culturally responsive teaching practices, focusing on equity and access, and related best practices (including trauma-informed practices).

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)
300	Title I - 3010
10,503	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)

All Students

Strategy/Activity

Continue to expand pathways to promote College/Career Readiness for students (e.g. Dual Enrollment, CTE Pathways, AP, or VAPA coursework).

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)	
All Students	

Strategy/Activity
In order to address graduation rate, and our school's CSI status, we intended to conduct a needs assessment (with root cause analysis) to specifically identify the needs our students as related to social-emotional and personal needs. We will work with a community partner (e.g. UCSB) and use the data obtained to drive current and future year interventions and support services for 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)
40,000	

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.

Partially implemented. La Cuesta had a new administrative team beginning the 2018-2019 school year. Some strategies were implemented in full, many were implemented but in a different way (or with a different funding source than anticipated). The following strategy was not implemented: recruit and support students in taking SBCC DE courses. Our College and Career Tech position was fully funded by the SBUSD, and this addition was highly effective and increased student access to these critical support services. Numerous, highly attended, workshops have transpired this year to support our students with their post-secondary goals.
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Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funding (-0790) allocated to support the College and Career Technician's position (hourly pay rate) was not utilized in this manner, as the position was fully funded by the SBUSD.

Funding (-3010) allocated to support Professional development related to ELPAC testing was not utilized in this manner, as ELPAC testing was conducted by trained district (SBUSD) assessors, and not on site.

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.

In Goal #1, Growth Targets will be updated to focus on metrics aligned with CDE Dashboard results.

Strategies will be revised to focus on the annual measurable outcomes in Goal #1 above, of College/Career readiness, graduation rate and suspension rate which includes removing some specific strategies, such as "culinary classes at SBHS" and specific college workshops and visits, as the availability of these can vary year over year.

Specific ELD strategies, curriculum and professional development surrounding ELPAC testing are being removed from the strategy list, as these are being addressed through district office support staff and our Director of English Language Learners and language access team.

Strategy utilizing Just Communities is being removed from Goal #1 in order to broaden the way in which we can support implementation of Goal #1 across our programs (which could include Just Communities, but not to be limited to).

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

LCAP Goal #2: Engage students and families to promote student success.

SPSA Goals:
Build an inclusive educational community that addresses barriers that limit student success (WASC Action Plan #2)

Create a systematic plan to improve student attendance and punctuality (WASC Action Plan #5)

Identified Need

In the Continuation High School setting, students do not have the same amount or types of opportunities to participate/engage with the school community as exists at a traditional school setting. CHKS data indicates that while slightly more than half of our students feel safe at school (61%), students generally are not feeling connected to school (36% report a "high sense of connectedness").

Our students are generally referred to us in their 10th or 11th grade year, after failing numerous classes at their traditional high school site, to the point that they are at risk of not graduating from high school. For this reason, our students generally arrive to us with a feeling of disconnectedness from the educational setting as a whole.

Student failures at their traditional site may occur for numerous reasons including, family or student health issues, family or student financial issues (e.g. student needs to work to help provide for self or family), student or family mental health need including substance use/abuse, and/or academic deficits. For most of our students, more than one of these factors have contributed to their becoming at risk for not graduating high school.

When students are referred to us, 100% of them are not on track to graduate in 4 years, and all are at risk of being drop outs. Our graduation rate increased from 37% with the Class of 2017, to 48.6% with the Class of 2018. While this puts us into "CSI" status with the State of California, and we certainly hope to continue to see an increase in our graduation rate, we are still pleased to see so many of our students obtaining their diplomas.

It is also of note that many students recover credits and return to their traditional HS site for an on-time graduation (at least 10% of students annually), another group of students (5-10%) transfer to an independent study program so that they can graduate early, and many more continue in our program into a 5th year, eventually obtaining their diploma. All of these "other" ways in which students graduate and obtain diplomas are not captured in the graduation rate data reported by the CA School Dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>% of Students with a High Sense of Safety at School</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 %,</p> <p>OR</p> <p>b) the groups for which there is a 2-color rating difference on the CA School Dashboard</p>	<p>Previous Year (2017-2018) Data: 66% of students report a high sense of safety at school.</p> <p>Current Year (2018-2019) Data: 61% of students report a high sense of safety at school.</p>	<p>Increase by 5% the reported sense of safety at school.</p>
% of Students with a High Sense of Connectedness to School	<p>2017-2018 Data: 41% of students feel a high sense of connectedness to school.</p> <p>2018-2019 Data: 36% of students feel a high sense of connectedness to school.</p>	<p>Increase by 5% the reported sense of connectedness to school.</p>
Chronic Absenteeism Rate	<p>Baseline: CA School Dashboard did not report data for La Cuesta HS in the current year.</p> <p>Other information:</p>	N/A
CA School Dashboard Suspension Indicator	<p>Current Dashboard indicator is Red, with a 14.5% suspension rate from the 2017-2018 school year, reflective of a 7.4% increase in rate of suspensions at La Cuesta.</p> <p>Past three years of data indicates variance in the number of suspensions assigned to students. 2015-2016: 28 total suspensions 2016-2017: 11 total suspensions</p>	<p>Due to the low number of students at our school, rather than see a reduction in percentage, we would like to see a reduction of 3 suspensions overall (decrease to 19 or fewer suspensions).</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2017-2018: 22 total suspensions	
% of Parents Responding to the California School Parent Survey	Overall: 47% of parents responded to the CHKS Parent Input Survey during the 2018-2019 school year.	Overall: Maintain at least 45% response rate, annually, of parents responding to the CHKS Parent Input Survey.
% 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 	Parent input/contributions: Over the past 4 years, CHKS data shows that over 90% of parents agree or strongly agree that La Cuesta allows and welcomes parent input and contributions, with 98% of parents agreeing/strongly agreeing in our 2018-2019 data. Seeks parent input: ADD "seeks input" data here.	Maintain over 90% of parents agreeing/strongly agreeing that La Cuesta welcomes and seeks out parent input.
% of Parents that: <ul style="list-style-type: none"> attended a general school meeting, for example, an open house, or a back-to-school night 	Overall: 63% of parents attended a general student meeting (e.g. open house, back to school night) NOTE: No data reported for parents serving on a committee, volunteering in a classroom or attending a school event as those do not apply to a Continuation HS setting.	Overall: Maintain at least 2/3 of parents reporting that they attend a general student meeting annually.

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

Through partnership with a local community agency (such as, FSA), identify a part to full-time (at least 20 hours per week) Social Worker for the 2019-2020 school year to provide direct services to students/families. In order to increase our Graduation Rate by addressing the more complex issues faced by our student (e.g. housing, health/medical needs, substance use/abuse of self or family), we would like to fund a Social Worker for one year to see if connecting our students to a broader range of supports and services will have an impact on students attendance at school, overall wellbeing and in turn impact graduation rate.

This strategy will be funded using our State allocated, CSI money.

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)

100,000

Source(s)

CSI Funding

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

RFEP and EL Students

Strategy/Activity

Provide high quality Spanish-English simultaneous interpretation at all school events.

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)

Supplemental/Concentration Grant - 0790

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.

Partially implemented. La Cuesta had a new administrative team beginning the 2018-2019 school year.

Most strategies were implemented in full and are ongoing (e.g. SARB process and attendance interventions, student awards events/celebrations).

The following strategies were not implemented: parent information nights, mentorships with youth at other school sites.

The shift in administration to have a Dean of Students, with a focus on attendance interventions, is perceived to have been a helpful one. We do not yet have year-end data to compare to prior years.

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 significant differences to report for Goal 2. There was only limited use of restricted funding in the 2018-2019 SPSA for Goal 2 (\$978 of Title I -0310). All other strategies were implemented through gen funding or with existing staff/programs.

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.

Strategies in Goal 2 have been updated and refined to focus on increasing our Graduation Rate (CSI Status) and address the numerous and complex challenges that our students face on a daily basis. Some specific strategies from the 2018-2019 plan have been removed and worked into the revised strategies.

Strategies that do not require any specific funding, such as "implement a monthly meeting to discuss students and plan interventions" have been removed from the plan as they are already implemented and no specific funding is required to implement the strategy.

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

LCAP Goal 3: Prepare students for life, learning and work in the 21st century.

SPSA Goals:
Develop a comprehensive assessment plan and reporting process to evaluate student learning (WASC Action Plan #1)
Integrate relevant and rigorous educational experiences into CCSS curriculum and instruction (WASC Action Plan #4)

Identified Need

La Cuesta students are generally referred to us in their 10th or 11th grade year, after failing numerous classes at their traditional high school site, to the point that they are at risk of not graduating from high school. Students fall behind in credits at their traditional site may occur for numerous reasons including, family or student health issues, family or student financial issues (e.g. student needs to work to help provide for self or family), student or family mental health need including substance use/abuse, and/or academic deficits. For most of our students, more than one of these factors have contributed to their becoming at risk for not graduating high school.

When students are referred to us, 100% of them are not on track to graduate in 4 years, and all at risk of being drop outs. Our graduation rate increased from 37% with the Class of 2017, to 48.6% with the Class of 2018. While this puts us into "CSI" status with the State of California, and we certainly hope to continue to see an increase in our graduation rate, we are still pleased to see so many of our students obtaining their diplomas.

It is also of note that many students recover credits and return to their traditional HS site for an on-time graduation (at least 10% of students annually), another group of students (5-10% transfer to an independent study program so that they can graduate early) and many more continue in our program into a 5th year, eventually obtaining their diploma. All of these "other" ways in which students graduate and obtain diplomas are not captured in the graduation rate data reported by the CA School Dashboard.

It is also important to note that our enrollment changes on a quarterly basis. With the start of each new term of the school year, we enroll at least 10 new students (and upwards of 30 new students at the Semester). We also have students exit our program at each quarter, with students returning to their home school to finish their high school career, or students completing all of their graduation requirements and exiting the SBUSD.

On Standardized test measures, La Cuesta students demonstrate significantly lower performance as a collective student body than their peers at traditional HS sites. Our ELA and Math scores on the CAASPP SBAC are an indicator of this. However, the SBAC is not a good measure of growth for La Cuesta, given that we do not serve students in their 9th and 10th grade years, and therefore do not

have an opportunity to provide any interventions for these students earlier in their high school career. Starting with the 2018-2019 school year, we began administering additional assessments on a regular basis, including the NWEA MAP Growth assessment in ELA and Math 2x per year, and we continue to administer the STAR reading assessment quarterly. We have not yet been able to analyze this data collectively to determine any patterns of growth as a whole. Currently, we have been using data from the NWEA and STAR assessments only at the student level. Because of our quarterly turn-over, it has been challenging to figure out the best way to measure schoolwide growth.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard Academic Indicator, ELA	Overall Color, Status & Change: No performance color was received. Math score was 116.5 points below standard. No subgroup data was reported.	Decrease by 10% the points below standard (11).
CA School Dashboard Academic Indicator, Math	Overall Color, Status & Change: No performance color was received. Math score was 212.7 points below standard. No subgroup data was reported.	Decrease by 10% the points below standard (21).
CA School Dashboard English Learner Progress Indicator (% of English Learners that Met or Exceeded ELD Standards via ELPAC)	Overall: No performance color was received for this measure. As a subgroup, there were fewer than 11 EL students who took the CAASPP exams, therefore no data or scores were reported on the Dashboard. 29 students assessed with the ELPAC test in the 2017-2018 school year. 62.1% of students earned scores of "moderately developed or well developed" English Language.	N/A
CA School Dashboard Graduation Rate	Overall: Performance indicator is Red. 48.6% of students graduated in the Class of 2018 (increase of 9.8% from Class of 2017).	Increase graduation rate by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Data reported for one subgroup, Hispanic students. Indicator for this subgroup is also Red, 50% graduated, a 12.2% increase from the Class of 2017.	
CA School Dashboard College Career Readiness Indicator	<p>Overall Color, Status & Change: Performance color is Orange. Only 2.7% of students are "prepared" for College/Career, with another 10.8% approaching prepared".</p> <p>Class of 2017: 90.7% of students were "not prepared" Class of 2018: 86.5% of students were "not prepared"</p> <p>Subgroup data was reported only for Hispanic students. The performance color was Orange and 3.3% were prepared, which was a 3.3% increase from the prior year.</p>	Decrease by 3% the students who are "not prepared"

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 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide academic interventions to address student deficits in English, Math and support Learning Recovery.

Strategy will be supported by a combination of Title 1 funds and CSI funding, both with the aim to increase graduation rate for 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)
1839	Title I - 3010
32,442	CSI Funding

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.

Partially implemented. La Cuesta had a new administrative team beginning the 2018-2019 school year.

Most strategies were implemented in full and are ongoing (e.g. summer school, after school credit recovery).

The following strategies were not implemented: Assessment Coordinator (responsibilities of role were conducted by new Principal) and Student work days during school holidays (due to the timing of Winter Break and days of the holidays, this was not an effective strategy this year).

Providing summer school and credit recovery options continues to support our students in obtaining credits towards graduation. The graduation rate increased by more than 20% with the Class of 2018 (compared with the Class of 2017).

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 significant differences to report for Goal 3. There was only limited use of restricted funding in the 2018-2019 SPSA for Goal 3 (Summer School and After School credit recovery using -0790). All other strategies were implemented through gen funding or with existing staff/programs.

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

We continue to implement all district and state mandated assessments at prescribed intervals throughout the school year, however will not be listing them individually in future versions of Goal 3, as there are not site-based expenditures associated with assessment administration.

We continue to implement an Independent Reading Program with an emphasis on identifying high-interest novels or non-fiction texts for students with a focus on cultural relevancy. To this end we have an ongoing process to acquire novels and allocate instructional materials funds to support this

initiative. It will not be captured in Goal #3 in future years as this is already accounted for as a part of the ongoing instructional materials budget, annually, and does not come from restricted funds.

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	\$2,139.00
Total Federal Funds Provided to the School from the LEA for CSI	\$132,442.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$187,084.00

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 (\$)
CSI Funding	\$132,442.00

Subtotal of additional federal funds included for this school: \$132,442.00

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 (\$)
	\$40,000.00
Supplemental/Concentration Grant - 0790	\$12,503.00
Title I - 3010	\$2,139.00

Subtotal of state or local funds included for this school: \$54,642.00

Total of federal, state, and/or local funds for this school: \$187,084.00

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
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Lauren Berlin	Principal
Paul Cronshaw	Classroom Teacher
Juan Moreno	Parent or Community Member
Nancy Stevens	Classroom Teacher
Janina Martinez	Other School Staff
Mike Mowers	Classroom Teacher
Ana Luna Moreno	Parent or Community Member
Tracey Pigatti	Parent or Community Member
Samara Figueroa	Secondary Student
Farrah Cong	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.

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
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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 Thursday, April 24, 2019.

Attested:

Principal, Lauren Berlin on
SSC Chairperson, Paul Cronshaw on

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
80	75.0%	35.0%	This is the percent of students whose well-being is the responsibility of a court.
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.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	28	35.0%
Homeless	21	26.3%
Socioeconomically Disadvantaged	60	75.0%
Students with Disabilities	19	23.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	3.8%
American Indian	1	1.3%
Hispanic	70	87.5%
White	5	6.3%

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>No Performance Color</div>	<div>Graduation Rate</div> <div></div> <div>Red</div>	<div>Suspension Rate</div> <div></div> <div>Red</div>
<div>Mathematics</div> <div></div> <div>No Performance Color</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		
<div>College/Career</div> <div></div> <div>Orange</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)

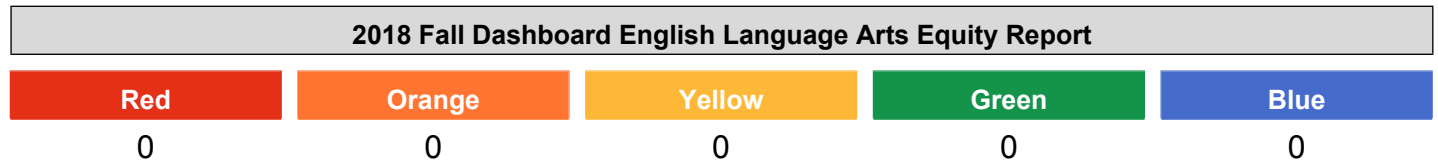
Appendix G: School and Student Performance Data

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.



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  No Performance Color 116.5 points below standard 13 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Socioeconomically Disadvantaged  No Performance Color 112.6 points below standard 11 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 127.4 points below standard 12 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 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	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 3 students	Less than 11 Students - Data Not Displayed for Privacy 4 students	Less than 11 Students - Data Not Displayed for Privacy 1 students

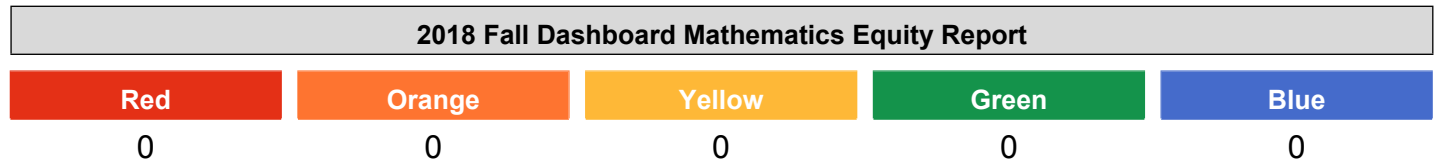
Appendix G: School and Student Performance Data

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.



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  No Performance Color 212.7 points below standard 11 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 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	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 3 students	Less than 11 Students - Data Not Displayed for Privacy 3 students	Less than 11 Students - Data Not Displayed for Privacy 1 students

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	42	25	28	37	31	35
Fluent English Proficient (FEP)	44	30	29	39	37	36
Reclassified Fluent English Proficient (RFEP)	30	20	8	53	48	32

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.

La Cuesta Continuation High School	2015-16	2016-17	2017-18
	Number (Rate) Reclassified	Number (Rate) Reclassified	Number (Rate) Reclassified
English Learners Reclassified	30 (52.6 %)	20 (47.6 %)	8 (32.0 %)

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.

La Cuesta Continuation High School	2015-16	2016-17	2017-18
	Number	Number	Number
Long Term English Learners (6 + Years)	28	16	19
At Risk of Becoming LTEL (4-5 Years)	1	0	0

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
29	13.8%	48.3%	24.1%	13.8%

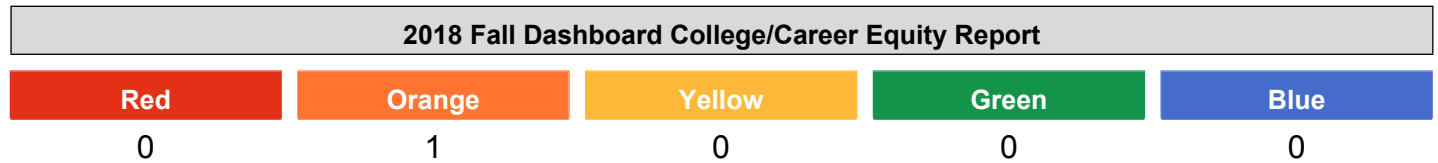
Appendix G: School and Student Performance Data

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.



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  Orange 2.7% prepared Increased 2.7% 37 students	English Learners  No Performance Color 0% prepared Maintained 0% 14 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	Socioeconomically Disadvantaged  No Performance Color 3.6% prepared Increased 3.6% 28 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 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 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.3% prepared Increased 3.3% 30 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 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
Prepared	0 Prepared	2.7 Prepared
Approaching Prepared	9.3 Approaching Prepared	10.8 Approaching Prepared
Not Prepared	90.7 Not Prepared	86.5 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
1	0	0	0	0

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
 Red 48.6% graduated Increased +11.6% 37 students	 No Performance Color 50% graduated Increased +22.2% 14 students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color 53.6% graduated Increased +15.7% 28 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 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 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 50% graduated Increased +12.2% 30 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 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
37% graduated	48.6% 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.

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

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	English Learners	Foster Youth
 Red 14.5% suspended at least once Increased 7.4% 152 students	 Yellow 8.9% suspended at least once Declined -2.2% 45 students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 14.8% suspended at least once Increased 7.4% 27 students	 Red 14.3% suspended at least once Increased 6.1% 119 students	 No Performance Color 8.3% suspended at least once Increased 4.9% 36 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 14.1% suspended at least once Increased 7.1% 128 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color 0 Students	 No Performance Color 12.5% suspended at least once Increased 12.5% 16 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
	7.1% suspended at least once	14.5% 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
La Cuesta Continuation High School	79.6%	85.3%	

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)	*%	%
Asian	(not available from CDE)	%	%
Hispanic or Latino	(not available from CDE)	0.8%	%
White	(not available from CDE)	0.0%	%
English Learners	(not available from CDE)	1.9%	%
Students with Disabilities	(not available from CDE)	0.0%	%
Socioeconomically	(not available from CDE)	1.0%	%
Foster Youth	(not available from CDE)	*%	%
Homeless Youth	(not available from CDE)	0.0%	%
Total	(not available from CDE)	0.6%	%