

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 Cumbre Junior High School	42-76786-6060040	April 4, 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.

The purpose of this plan is to articulate our school-wide goals that align with the district's LCAP goals 1, 2 and 3.

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

A thorough review of data was conducted with the School Site Council to evaluate and provide feedback for new action steps. In addition, staff engaged in the same process and were provided with a survey to share their feedback and requests for instructional supports. Approval was given by SSC on April 4, 2019.

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

La Cumbre staff will use materials that are culturally diverse to support the FAIR Act, promote good character, teach tolerance, model respect, and increase representation of non-duplicated students in honors classes with the goal of ensuring success for all students.

Identified Need

After analyzing the data related to this goal, there are a few identified needs. Over the last few years La Cumbre has increased the percent of Hispanic students participating in at least one advanced learning course, though this continues to be an area that we would like to see increase even more. In addition, in the most recent years, no ELLs or students receiving special education services have been in advanced level courses. This is an area of need and one that we will be working to increase during the 2019-2020 school year. Another area of need is to build teachers' expertise with culturally responsive pedagogies by making sure that curricular materials provide mirrors and windows for students, in addition to developing more explicit teaching and modeling of tolerance for differences and respectful interactions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Participation in Professional Learning around Cultural Proficiency	IEE: 3 staff attended in 2018-2019 Implicit Bias Training:	IEE: 3 staff attended in 2019-2020 Implicit Bias Training:
% of Students Completing At Least One Advanced Learning Course	Overall: 38% Above: 79% White, 44% Homeless/Foster Youth, 43% Reclassified Near: No groups Below: 33% Hispanic, 35% Socioeconomically Disadvantaged, 0% ELLs, 0% SPED	Overall: 46% Above: 86% White, 53% Reclassified Near: No groups Below: 40% Hispanic, 15% ELLs, 18% SPED, 38% Homeless/Foster Youth

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

Provide subs 3 times a year for CORE, Math, and Science PLCs to collaborate around developing equitable practices around the school focus of engaging students in structured collaborative practices and identifying resources that support the FAIR act. Funding source is Site Categorical - 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 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Assemblies that promote tolerance, respect, and good character. Funding source is Site Categorical - 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 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Thoughtful master scheduling practices that allow ELLs and SPED students to take advanced courses in addition to ELD and support classes. No Cost.

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 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Send additional staff to IEE and implicit bias training. Funding source for subs is Site Categorical - 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 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Library Books to provide mirrors and windows for students to their own and other cultures. Funding source is Restricted Lottery - 6300.

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.

While our ELLs can benefit from continued support, the current level of support needs to be refined. Our ELLs need more support in math and English classes and not in technology classes. While we did have some assemblies to promote good character, tolerance, respect, and understanding, the assemblies did not represent multiple cultures. Three staff members attended IEE this year. As of this date, it is difficult to determine the effectiveness because the staff members attended the week before the date of this analysis. They are starting a book club around culturally responsive teaching practices, which is a positive effect of the group. We did purchase more books that are

representative of the La Cumbre students and this is something we will continue to do. The number of students enrolled in VAPA courses increased by 12% and it is projected that more Hispanic students and ELLs will be enrolled in advanced courses next year, so the outreach in those areas have been effective. Lastly, more professional learning needs to take place for teachers to embed culturally relevant teaching practices into their classes. With a low level of meaningful participation and school connectedness as depicted in the student perception survey, addressed mostly in goal 2 but also affected by goal 1, it is important that this goal become more of a focus in the years to come.

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

8,100 was budgeted out of Title 1 to support ELLS in Tech. This was actually funded out of 0799 because it was part of a position that had dual roles. Instead that money was spent on IXL and tutoring to support goal 3.

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.

During the 2018-2019 school year approximately \$8,000 of Supplemental Grant 0790 was spent on ELL support and tech integration in our Career technical classes. After a thorough analysis and feedback from parents and staff, that funding needs to support social-emotional needs of students. The other \$6,555 that was used to support ELLs will continue, but will be moved to goal 3 and support growth for ELLs in our CORE classes and Math classes. In addition, we will be funding time for CORE teachers' professional learning and collaboration time around developing more culturally relevant lessons for students to support the FAIR act. Lastly, we will be moving the VAPA metric to goal 2, as it supports student engagement more than cultural proficiency.

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

La Cumbre will increase students' sense of belonging to school by providing students with relevant and meaningful learning opportunities and school events that support building a sense of community. This will be measured by...

1. Reducing overall truancy rate by 2%
2. Reducing chronic absenteeism rate by 5%
3. Reducing suspension rate by 3%
4. Increasing students with a High Sense of Connectedness and Meaningful Participation by 5%.

La Cumbre will improve parent engagement and involvement in school events by increasing parent participation in PTO, ELAC, SSC, SESPAC and creating more community events for parents (science, performing arts, music, etc.) to attend.

Identified Need

After analyzing current lead mid-year data related to chronic absenteeism and the Fall 2018 CA School Dashboard data, it is projected that the La Cumbre CA Dashboard data will be in the red in the fall of 2019 and thus is an area we must improve on for the 2019-2020 school year. The mid-year lead data for truancy has also increased since last year and depicts another area of need. Not only are there identified needs for La Cumbre to improve student engagement to decrease absentee rates, but based off of lead mid-year data for suspensions, we are also predicting an increase in the suspension rate on the 2019 Fall CA Dashboard. Due to this, it is important to develop more proactive supports for students, so that suspension rate can decrease for 2019-2020. Lastly, parent engagement and participation in school events is another area of need and more communication and parent outreach will be a focus.

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>Overall: 66%</p> <p>Above: White 69%, Foster Youth 75%</p> <p>Near: Hispanic 67%, SED 66%</p> <p>Below: 64% Homeless</p>	<p>Overall: 69%</p> <p>Above: White 72%, Foster Youth 75%</p> <p>Near: Hispanic, SED, Homeless 69%</p> <p>Below: None</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
b) the groups for which there is a 2-color rating difference on the CA School Dashboard		
% of Students with a High Sense of Connectedness to School	Overall: 59% Above: None Near: None Below: None	Overall: 64% Above: None Near: None Below: None
CA School Dashboard Chronic Absenteeism	Overall: Orange, 9.5%, increased 3.2% Above: English Learners 12.3% Near: Hispanic 9.4%, 8.2% White, SED 10.9%, SPED 11%, Below: None *Full day absences	Overall Color, Status & Change: Red, 13.5% increased by 4% Above: SPED 20%, ELLs 18% Near: Hispanic 13%, SED 14.%, White 14% Below: Noe *Projection for Fall 2019 CA School Dashboard results, based on current 18-19 lead data, see next metric
Chronic Absentee Rate, Mid-Year	Overall: 20.4%, increased by 5% Above: White 25%, SPED 30.8%, ELL 24.3% Near: Hispanic 20.3%, SED 21.4% Below: RFEP 15.9%, Homeless/Foster Youth 15.7% *Calculated by period absences and not full day absences	Overall: 15.4% Above: SPED 20.8% Near: Hispanic 15.3%, SED 16.4%, White 15%, ELL 16% Below: RFEP 15%, Homeless/Foster Youth 15%
Truancy Rate, Mid-Year	Overall: 8.9% Above: SPED 10.9%, ELL 13.5% Near: Hispanic 9.8%, SED 9.8% Homeless Foster Youth 7.7% Below: White 2%	Overall: 6.9% Above: ELLs 11.5%, SED 8.8% Near: Hispanic 7.8%, SPED 7.9%, Homeless Foster Youth 5.7% Below: White 0%
CA School Dashboard Suspension Indicator	Overall Color, Status & Change: Yellow, 6.5%, decreased .2%	Overall Color, Status & Change: Orange, 8.8%, increased 2%*

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Above: ELLs 10.3%, SPED 8.4%</p> <p>Near: Socioeconomically Disadvantaged 7.2%, Hispanic 7.2%</p> <p>Below: White 0%</p>	<p>Above: ELLs 17.7%, SPED 13%, Socioeconomically Disadvantaged 10.4%</p> <p>Near: Hispanic 9.9%</p> <p>Below: White 2%</p> <p> *Projection for Fall 2019 CA School Dashboard results, based on current 18-19 lead data, see next metric</p>
Suspension Rate, Mid-Year	<p>Overall 6.36%, Increased 2%</p> <p>Above: SPED 10.9%, ELL 15%</p> <p>Near:Hispanic 7%. SED 6.6%</p> <p>Below: White 2%</p>	<p>Overall 3.36%,</p> <p>Above: SPED 7.9%, ELL 11%</p> <p>Near:Hispanic 4%. SED 2.6%</p> <p>Below: White 2%</p>
% of Parents Responding to the California School Parent Survey	Overall: 27%	Overall: 32%
<p>% of Parents that Agree or Strongly Agree that:</p> <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 	<p>Overall: 45%</p> <p>Overall: 31%</p>	<p>Overall: 50%</p> <p>Overall: 40%</p>
<p>% of Parents that:</p> <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>Overall: 7%</p> <p>Overall: 85%</p> <p>Overall: 78%</p> <p>Overall: 35%</p>	<p>Overall: 17%</p> <p>Overall: 87%</p> <p>Overall: 80%</p> <p>Overall: 40%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> served as a volunteer in this child's classroom or elsewhere in the school 		
% of Students taking Visual Performing Arts (VAPA)	Overall: 62% Above: White 75%, SPED 76%, ELL 67% Near: Hispanic 60%, Below: SED 59%	Overall:63% Above:White 76%, SPED 77%, ELL 68% Near: Hispanic 60% Below:SED 59%

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 in need of support

Strategy/Activity

Youth Intervention Specialist provides guidance and support to students in need and creates opportunities for student leadership.

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)

53000

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)

All Students

Strategy/Activity

Additional hours for attendance clerk to complete monthly reports, monitor student attendance, follow the CLASS program, and provide translation and interpretation to support families and 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)

5000

Source(s)

Title I - 3010

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

Field Trips for students including VIP trips. Funding source is Site Categorical - 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 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Family/Student Engagement Support Staff to support with students who need behavioral interventions, social-emotional learning and develop engagement to school. Funding source Lottery - 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 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Family Outreach and Events to support a sense of belonging

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)

2072

Source(s)

Title I - 3010

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

Counselor outreach to support the transition from 6th to 7th grade for students and parents.
Funding source Lottery 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)

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.

After analyzing the data related to this goal, it is clear that the overall implementation of strategies/activities need to be refined. Based on lead measures, it is predicted that chronic absenteeism will have an increase of about 4%. Truancy rate has increased a lot this year, as has the number of students suspended at least once. After gathering input from staff and parents, it is evident that there needs to be a greater focus on student activities and events, in addition to family events to develop a better sense of community and belonging. While a Youth Intervention Specialist was hired to support students in need and also lead the student leadership group, this was a year of transition after the passing of the previous principal. This goal specifically was impacted by the passing of the previous principal and new systems needed to be developed and must continue to be refined. There were limited events and no PTO in existence. Communication to families and students was sparse and is another area that parents would like to see improved. While there are activities and programs available for students, they were not shared to the greater community in an effective manner and many people did not know they were in existence. While teachers worked together to "onboard" students with norms and policies and taught "One School, One Book" at the beginning of the year, a greater celebration for being a Lancer would help support a sense of community at La Cumbre. In addition, a second "on-boarding" at the start of the second semester is something that has been recommended to help sustain and improve a sense of belonging.

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

There were not any major difference between the intended implementation to meet the articulated goal, other than very little parent outreach 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.

Some of the changes made to this goal are that the annual outcomes are increased due to not making adequate progress this year. An additional metric of Meaningful Participation from the California Healthy Kids Survey will be added. Some strategies to add to this goal are monthly school spirit events to build a sense of community, and a second school-wide expectations and restart during the beginning of the second semester will also be added. Lastly, the district partly funded the Youth Intervention Specialist during the 2018-2019 school year and during 2019-2020 the school will need to fund the entire salary using 0790- Supplemental/Concentration grant. In addition, we will fund from Lottery 1100 an additional position to support with student engagement/social-emotional learning

Goals, Strategies, & Proposed Expenditures

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

Goal 3

During the 2019-2020 school year, La Cumbre will increase by 5% the number of students meeting and exceeding CCSS standards in ELA, math and science, and enrolled in Art/Video/Industrial Technology pathway classes as much as staffing allows.

Identified Need

After analyzing our CAASPP and STAR 360 data, there is a noticeable equity gap between our White students and the rest of our student populations. For instance, In English Language Arts, there is a 101.1 pt difference between white students and Hispanic students. In math, there is an 119.4 pt difference. This indicates that we have a very high need to develop practices and supports to close these gaps. While our SPED students made growth, there are still significantly below standards in both ELA and in math, indicating another area of need.

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, 1.6 pts above standards, maintained</p> <p>Above: White 89.9 pts above, increased 9.4 pts</p> <p>Near:</p> <p>Below: ELLs 22.1 pts below, declined 6.9 pts; Hispanic 11.2 pts below, maintained; SED 12.1 pts below, maintained; SPED 79.2 pts below increased 9.7 pts.</p>	<p>Overall Color, Status & Change: Yellow. 4 pts above standards, maintained</p> <p>Above: White 90 pts, maintained</p> <p>Near:</p> <p>Below: ELLs, 18 pts below, increased 4.1 pts; Hispanic 10 pts below, maintained; SED 11pts below, maintained, SPED 69.2 pts below increased 10 pts</p> <p>*Projection for Fall 2019 CA School Dashboard results, based on current 18-19 lead data, see next metric</p>
<p>% of Students Reading at or Above Grade Level (As of mid-year)</p>	<p>Overall: 43%</p> <p>Above: 23%</p> <p>At: 20%</p> <p>Below: 53%</p> <p>% not tested 4%</p> <p>*This is a 2% overall increase from the previous year</p>	<p>Overall:48%</p> <p>Above:26%</p> <p>At: 25%</p> <p>Below: 48%</p> <p>% not tested 1%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard Academic Indicator, Math	Overall Color, Status & Change: Orange, 33.7 pts below standard, declined 6.1 pts Above: White 70.2 pts above, increased 7.6 pts Near: Below: ELLs 61.3 pts below standards, decline 16.4 pts; Hispanic 49.2 pts below standards, declined 8.4 pts; SED 47 pts below, declined 7.5 pts., SPED 124.2 pts below, decline 8.4 pts	Overall Color, Status & Change: 33.7 pts below standard, maintained Above: White 70.2 pts above, maintained Near: Below: 61.3 pts below, maintained; SED 47 pts below, maintained; SPED 124 pts below, maintained
% of Students that Met or Exceeded Science Standards (CAST)	Overall: No Baseline	Overall: Will become baseline - no data to make prediction
CA School Dashboard English Learner Progress Indicator (% of English Learners that Met or Exceeded ELD Standards via ELPAC)	Level 4: 37.5% Level 3: 39% Level 2: 13.2% Level 1: 10.3%	Level 4: 40% Level 3: 39% Level 2: 11% Level 1: 10% *Projection for Fall 2019 CA School Dashboard results, based on current 18-19 lead data ELL growth rate on STAR Reading compared to previous year.
Number and % of Long Term English Learners (LTEL)	Number: 59 Percentage: 11%	Number: 52 Percentage: 10%

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

Curriculum Specialist with a tech emphasis to support our career/technical classes.

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)

27000

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)

All Students

Strategy/Activity

7th period tutoring to support students that with extra support. Additional funding from Lottery - 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)

4819

Source(s)

Title I - 3010

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

All Students with a focus on Hispanic, ELLs, SED, SPED

Strategy/Activity

Classroom teachers provide math tutoring for students in need of extra support and MESA. Additional funding from Lottery - 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)

1176

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)

All Students with a focus on Hispanic, ELs, SED, Students with Disabilities

Strategy/Activity

Technology platforms to provide online learning and targeted supports for intervention, grade level and enrichment. Funding source Instructional Materials - 0823

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 5

Students to be Served by this Strategy/Activity

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

English Learners (ELs)

Strategy/Activity

Hire EL Support provider to support our ELs in ELA and Math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

7000

Title I - 3010

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

ALL Students with a focus on Hispanic, ELs, SED and SPED

Strategy/Activity

Support the improvement of teachers' instructional practices by providing professional learning opportunities for teams of teachers and fund subs to release teachers for this learning. (subs from funding source lottery - 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)

8000

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.

Overall some implementation of the strategies/activities occurred and some did not. Lunch time tutoring did not happen thus was ineffective, but homework help did occur during 7th period and is hard to determine if it was effective or not. Digital platforms were purchased and according to usage data, the majority of teachers were using the platforms. Star Reading Scores improved more compared to last year from the beginning of the year to February, so that might be an indicator that platforms were supporting and effective. Tech support personnel supported CTE classes and was helpful to the instructor, though there is no evidence to demonstrate that this position was effective in increasing the number of students enrolled in CTE courses and or improve ELA and Math scores.

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

One of the major differences between the intended implementation and budget expenditures is that we were unable to get lunch time tutoring off the ground due to needing to budget more money for the tech support personnel, as that position cost approximately \$23,000 more than expected.

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.

Some of the changes that will be made are that more release time will be provided to teachers to engage in the system of continuous improvement: analyze data, design learning activities, and then implement and refine those. In addition, we will not be funding the STEAM CORA position (tech support). Instead we will look at funding a part time Curriculum Specialist with a Specialization in Tech to provide some continued support, but be able to implement some other strategies and activities as well. There will also be more budgeted for professional learning to continue to grow teachers' instructional practices.

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	\$18,891.00
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	\$108,067.00

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 (\$)
------------------	-----------------

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	\$89,176.00
Title I - 3010	\$18,891.00

Subtotal of state or local funds included for this school: \$108,067.00

Total of federal, state, and/or local funds for this school: \$108,067.00

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
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Anna Scharfeld	Principal
Josephine Moore	Classroom Teacher
Tiare Dodson	Classroom Teacher
Judy Hartman	Classroom Teacher
Jesus Campos	Other School Staff
Casie Kilgore	Classroom Teacher
Wendy Mirbod	Parent or Community Member
Elizabeth Castillo	Parent or Community Member
Starshine Roshell	Parent or Community Member
Cristina Miguel	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 April 4, 2019.

Attested:

Handwritten signatures in blue ink. The top signature is "Shawn Carey" and the bottom signature is "Wendy Mirbod".

Principal, Shawn Carey on April 4, 2019

SSC Chairperson, Wendy Mirbod on April 4, 2019

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
535	80.0%	26.5%	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	142	26.5%
Foster Youth	1	0.2%
Homeless	197	36.8%
Socioeconomically Disadvantaged	428	80.0%
Students with Disabilities	77	14.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.9%
American Indian	2	0.4%
Asian	6	1.1%
Filipino	2	0.4%
Hispanic	459	85.8%
Two or More Races	3	0.6%
White	57	10.7%

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>Chronic Absenteeism</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Yellow</div>
<div>Mathematics</div> <div></div> <div>Orange</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</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
0	4	0	0	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 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	English Learners	Foster Youth
 Yellow 1.6 points above standard Maintained 0 points 516 students	 Orange 22.6 points below standard Declined -6.9 points 349 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 17.7 points below standard Increased 21.9 points 189 students	 Orange 12.1 points below standard Maintained -1.9 points 414 students	 Orange 79.4 points below standard Increased 9.7 points 85 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 4 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic  Orange 11.2 points below standard Maintained -0.5 points 446 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 89.9 points above standard Increased 9.4 points 54 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 101.5 points below standard Declined -8.5 points 116 students	Reclassified English Learners 16.7 points above standard Maintained -1.8 points 233 students	English Only 41.7 points above standard Declined -3.2 points 125 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
1	3	0	0	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  Orange 33.7 points below standard Declined -6.1 points 519 students	English Learners  Orange 61.3 points below standard Declined -16.4 points 351 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color 50.7 points below standard Increased 32 points 191 students	Socioeconomically Disadvantaged  Orange 47 points below standard Declined -7.5 points 417 students	Students with Disabilities  Red 124.2 points below standard Declined -8.4 points 86 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic  Orange 49.2 points below standard Declined -8.4 points 449 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 70.2 points above standard Increased 7.6 points 54 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 130.4 points below standard Declined -5.5 points 117 students	Reclassified English Learners 26.7 points below standard Declined -17.5 points 234 students	English Only 8.3 points above standard Declined -10.8 points 126 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	190	151	142	44	33	27
Fluent English Proficient (FEP)	147	203	263	34	44	49
Reclassified Fluent English Proficient (RFEP)	42	68	51	18	36	34

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 Cumbre Junior High School	2015-16	2016-17	2017-18
	Number (Rate) Reclassified	Number (Rate) Reclassified	Number (Rate) Reclassified
English Learners Reclassified	42 (17.9 %)	68 (35.8 %)	51 (33.8 %)

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 Cumbre Junior High School	2015-16	2016-17	2017-18
	Number	Number	Number
Long Term English Learners (6 + Years)	74	76	59
At Risk of Becoming LTEL (4-5 Years)	4	5	4

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
136	37.5%	39%	13.2%	10.3%

Appendix G: School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	1	0

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 9.5% chronically absent Increased 3.2% 549 students	 Red 12.3% chronically absent Increased 4.9% 155 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 6.5% chronically absent Declined 7.1% 199 students	 Red 10.9% chronically absent Increased 4.6% 440 students	 Orange 11% chronically absent Increased 3.4% 82 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic  Orange 9.4% chronically absent Increased 3.7% 468 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	White  Green 8.2% chronically absent Declined 2.7% 61 students

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
0	2	2	0	1

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
 Yellow 6.5% suspended at least once Maintained -0.2% 556 students	 Orange 10.3% suspended at least once Increased 2.9% 156 students	 No Performance Color Less than 11 Students - Data Not 1 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 7.5% suspended at least once Increased 3% 199 students	 Orange 7.2% suspended at least once Increased 0.4% 443 students	 Yellow 8.4% suspended at least once Declined -3.3% 83 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 5 students	American Indian  No Performance Color Less than 11 Students - Data 2 students	Asian  No Performance Color Less than 11 Students - Data 6 students	Filipino  No Performance Color Less than 11 Students - Data 2 students
Hispanic  Yellow 7.2% suspended at least once Maintained 0.1% 473 students	Two or More Races  No Performance Color Less than 11 Students - Data 5 students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least once Declined -3.6% 63 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
6% suspended at least once	6.7% suspended at least once	6.5% suspended at least once