

School Year: **2019-20**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sanger High School	10-62414-1036094		Dec. 11, 2018

## 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.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Parents participated in an LCAP survey that addressed the questions below. The top results are also listed.:

1. What services do you suggest Sanger Unified should continue?

- Intervention/LEAP/Tutorial
- iPads
- Summer School
- Math/English Intervention
- Advocates
- Clubs/Activities
- AP classes
- PSAT

2. What current services do you suggest Sanger Unified enhance or expand on?

- Intervention/LEAP/Tutorial
- Advocates
- Summer School options
- Technology
- AP Classes
- More pathways
- SAT Prep/PSAT
- Career Guidance
- Student Support Groups
- English/Math Interventions

3. What services do you suggest Sanger Unified provide that we are not currently providing?

- Pathways-Health/Medical/Business
- Free lunches for all
- City wifi
- More electives
- Work experience
- Tutors
- Digital textbooks
- Online registration

4. Other suggestions and input.

- Happy with Sanger High
- An additional high school
- Better food
- College and career readiness
- Parent communication
- Current website
- Provide free tutoring for all students

## Classroom Observations

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

Both formal and informal classroom observations are conducted on regular basis by all assistant principals. Each assistant principal has a department that they oversee and conduct regular classroom observations of those teachers. Additionally, there are four full time Curriculum Support Providers (CSPs) that also conduct classroom observations as well as focus walks, collaborative walks and interdisciplinary walks. These CSPs oversee the English, Math and EL and CTE departments and offer a wide variety of support for all teachers.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

Sanger High School utilizes multiple measures to help inform instructional decisions. Among the state and local assessments that are used to measure student success include CAASSP. With the shift to Common Core, we are now focusing on the Smarter Balanced assessments, SAT, ACT, AP, A-G rate, graduation rate, as well as district and site level common assessments. This data is utilized within Professional Learning Communities to help directly inform instructional decisions made by teachers on a regular basis.

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

Sanger High School is committed to the Professional Learning Community model of collaboration. Teachers meet on a weekly basis to develop, implement and review data based on common assignments, projects and assessments. The data collected is used to inform instructional decisions for the PLC and individual teachers.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Most of the Sanger High School faculty are Highly Qualified. We currently have two teachers who hold a provisional teaching credential and two full time teacher interns.

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

All teachers have been fully trained through state, district and site based professional development to fully utilize the state adopted curricula and instructional material to maximize efficacy.

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

There are three levels of staff development for Sanger High School staff. The first level is district level professional development, these trainings focus on district initiatives include Common Core, NGSS, English Language Development, and technology training. The second level of professional development is at the site level, these trainings focus on site based initiatives including academic discourse, EL support in the classroom and technology integration. The third level of professional development is at the PLC level, these trainings are more focused on curriculum development and sharing best practices that are specific to their subject matter.

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

Sanger High utilizes its own experts within its teaching ranks to provide ongoing instructional assistance and support. Four full time Curriculum Support Providers (CSPs) in the areas of English, Math, CTE and EL.

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

Sanger High has designated protected weekly PLC time to allow for teachers to meet by department and courses. Teachers spend time in both departments and PLCs to provide ongoing support to each other in the areas of curriculum, instruction and assessment.

## Teaching and Learning

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

Sanger Unified is committed to providing PLCs with the time and support to plan lessons and units that adhere to content and performance standards. Unit planning has been made available by both the district and school site.

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

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

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

Sanger High is committed to making instructional material available for all students that is aligned to standards and proven effective in the classroom. Teachers are able to participate in the vetting of curricula to maximize student learning.

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

Sanger High School has all curricula material that are focused on standards and aligned to the various content specific standards, including the new standards of Common Core and NGSS. Specific intervention material is also aligned to content standards including the Corrective Reading program and Math intervention programs to improve the skill base for all students needing extra support.

## Opportunity and Equal Educational Access

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

The Sanger High School PLCs have taken ownership of not only the curricula, but also the response to intervention. Underperforming students are served through a variety of intervention responses including classtime intervention, after school intervention and morning tutorial. PLCs respond to underperforming students in a unified front with consistent intervention methods.

Evidence-based educational practices to raise student achievement

The school district is committed to implementing research-based instructional strategies that help underperforming students, LTEL students and all students strengthen their academic skills in the areas of literacy, mathematics, and academic discourse.

## Parental Engagement

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

Sanger High School has been able to continue the after school Learning Enrichment Activity Program (LEAP) to help provide all students with intervention and enrichment. Additionally, Sanger High hosts several parent information nights for all grade level parents from High School 101 for freshmen parents to college application and registration for senior parents and all important topics in between. The SSC and ELAC parent student groups are another venue to help inform parents about the resources that are available to them and their families.

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

Sanger High utilizes the School Site Council as well as the English Language Advisory Council to approve all ConApp programs.

### Funding

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

Sanger High School has utilized categorical monies to directly serve underperforming students with the hiring of 2 intervention teacher, 4 curriculum support providers as well as 8 parent/student advocates.

Fiscal support (EPC)

Sanger High School's funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ELA/ELD, mathematics, intervention and the Single Plan for Student Achievement.

## **Stakeholder Involvement**

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

The SPSA was developed in collaboration with the administrative leadership team with input from teachers, students and parents. This was developed the first few weeks of the semester and presented to Admin Leadership team, Curriculum Council and School Site Council for suggestions and approval in October and November.

## **Resource Inequities**

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

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.4%	0.3%	0.30%	12	9	9
African American	1.4%	1.6%	1.52%	40	45	46
Asian	13.1%	12.9%	12.88%	373	375	389
Filipino	0.5%	0.5%	0.56%	15	14	17
Hispanic/Latino	71.2%	71.8%	72.52%	2,030	2,084	2190
Pacific Islander	0.2%	0.2%	0.26%	6	7	8
White	12.3%	11.6%	10.83%	351	336	327
Multiple/No Response	0.7%	0.2%	0.17%	19	7	5
<b>Total Enrollment</b>				2,852	2,903	3020

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	0		0
Grade 1	0		0
Grade 2	0		0
Grade3	0		0
Grade 4	0		0
Grade 5	0		0
Grade 6	0		0
Grade 7	0		0
Grade 8	0		0
Grade 9	785	771	833
Grade 10	726	782	745
Grade 11	676	709	747
Grade 12	665	641	695
<b>Total Enrollment</b>	2,852	2,903	3,020

**Conclusions based on this data:**

1. Each incoming freshmen class is growing bigger and bigger with 833 being our largest freshmen class to date. This increase in student enrollment requires additional classrooms with three new portables being built at Sanger High School in December 2018.

# 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	219	225	202	7.7%	7.8%	6.7%
Fluent English Proficient (FEP)	1,124	1,118	1251	39.4%	38.5%	41.4%
Reclassified Fluent English Proficient (RFEP)	33	22	61	15.1%	10.0%	27.1%

### Conclusions based on this data:

1. The percentage of EL students have been declining while the number of students being reclassified has increased. This shows that our EL students are making great strides in their English Language Development. However, this leaves the 202 students classified as EL as struggling and most of these students are Long Term English Language Learners, a trend that is seen statewide.



# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	649	681	705	631	669	699	626	669	698	97.2	98.2	99.1
All Grades	649	681	705	631	669	699	626	669	698	97.2	98.2	99.1

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2595.	2614.	2632.	22	27.06	33.24	36	37.82	38.25	24	22.57	19.63	19	12.56	8.88
All Grades	N/A	N/A	N/A	22	27.06	33.24	36	37.82	38.25	24	22.57	19.63	19	12.56	8.88

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	26	32.59	34.43	52	51.27	51.65	21	16.14	13.92
All Grades	26	32.59	34.43	52	51.27	51.65	21	16.14	13.92

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	33	38.27	44.25	48	44.84	44.97	18	16.89	10.78
All Grades	33	38.27	44.25	48	44.84	44.97	18	16.89	10.78

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	16	22.72	26.54	67	68.16	63.85	17	9.12	9.61
All Grades	16	22.72	26.54	67	68.16	63.85	17	9.12	9.61

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	35	38.27	49.07	50	48.43	43.76	15	13.30	7.17
All Grades	35	38.27	49.07	50	48.43	43.76	15	13.30	7.17

**Conclusions based on this data:**

1. SHS 11th grade students performed well in ELA with 72% of students either exceeding or meeting standards, an improvement from the previous year at 64%.
2. Sanger High improved in all ELA strands compared to last year: Reading from 84% to 86%, Writing from 82% to 89%, Listening from 90% to 91% and Research from 85% to 93%.
3. Sanger High School teachers and students are utilizing the CAASPP assessment, technology adaptive features, and test types for all areas being tested.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	650	681	705	637	674	702	636	674	702	98	99	99.6
All Grades	650	681	705	637	674	702	636	674	702	98	99	99.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2558.	2586.	2595.	5	9.35	14.25	19	25.96	25.50	34	32.64	28.92	42	32.05	31.34
All Grades	N/A	N/A	N/A	5	9.35	14.25	19	25.96	25.50	34	32.64	28.92	42	32.05	31.34

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	13	23.59	26.78	37	33.98	34.90	50	42.43	38.32
All Grades	13	23.59	26.78	37	33.98	34.90	50	42.43	38.32

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	8	11.28	18.52	56	56.53	46.58	36	32.20	34.90
All Grades	8	11.28	18.52	56	56.53	46.58	36	32.20	34.90

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	9	14.99	18.52	65	66.47	58.83	26	18.55	22.65
All Grades	9	14.99	18.52	65	66.47	58.83	26	18.55	22.65

### Conclusions based on this data:

1. SHS 11th grade students performed well in Math with 40% of students either exceeding or meeting standards, an improvement from the previous year at 35%.
2. Sanger High improved in one Math strand and dropped slightly in two strands compared to last year: Concepts and Procedures from 56% to 62%, Problem Solving/Modeling/Analysis from 66% to 65%, and Communicating Reasoning from 80% to 78%.

3. Sanger High School teachers and students are utilizing the CAASPP assessment, technology adaptive features, and test types for all areas being tested.

# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1516.2	1514.9	1517.1	47
Grade 10	1510.9	1502.8	1518.4	38
Grade 11	1526.8	1519.0	1534.0	27
Grade 12	1498.9	1482.3	1514.9	30
All Grades				142

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	18	38.30	13	27.66	12	25.53	47
Grade 10	*	*	*	*	16	42.11	*	*	38
Grade 11	*	*	*	*	14	51.85	*	*	27
Grade 12			*	*	12	40.00	*	*	30
All Grades	*	*	47	33.10	55	38.73	31	21.83	142

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	13	27.66	15	31.91	12	25.53	*	*	47
Grade 10	*	*	16	42.11	*	*	*	*	38
Grade 11	*	*	12	44.44	*	*	*	*	27
Grade 12	*	*	12	40.00	*	*	*	*	30
All Grades	39	27.46	55	38.73	25	17.61	23	16.20	142

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9			*	*	12	25.53	28	59.57	47
Grade 10			*	*	*	*	25	65.79	38
Grade 11			*	*	15	55.56	11	40.74	27
Grade 12			*	*	*	*	19	63.33	30
All Grades			13	9.15	46	32.39	83	58.45	142

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	23	48.94	15	31.91	47
Grade 10	*	*	19	50.00	*	*	38
Grade 11	*	*	18	66.67	*	*	27
Grade 12			17	56.67	13	43.33	30
All Grades	20	14.08	77	54.23	45	31.69	142

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	24	51.06	16	34.04	*	*	47
Grade 10	21	55.26	*	*	*	*	38
Grade 11	18	66.67	*	*	*	*	27
Grade 12	16	53.33	*	*	*	*	30
All Grades	79	55.63	42	29.58	21	14.79	142

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	37	78.72	47
Grade 10	*	*	*	*	32	84.21	38
Grade 11			*	*	17	62.96	27
Grade 12			*	*	26	86.67	30
All Grades	*	*	28	19.72	112	78.87	142

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	31	65.96	13	27.66	47
Grade 10	*	*	26	68.42	*	*	38
Grade 11	*	*	23	85.19	*	*	27
Grade 12	*	*	22	73.33	*	*	30
All Grades	11	7.75	102	71.83	29	20.42	142

Conclusions based on this data:

1.

# 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
<b>3,020</b>	<b>78.7%</b>	<b>6.7%</b>	<b>0.5%</b>

This is the total number of students enrolled.

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

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

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

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	202	6.7%
Foster Youth	15	0.5%
Homeless	27	0.9%
Socioeconomically Disadvantaged	2,378	78.7%
Students with Disabilities	184	6.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	46	1.5%
American Indian	9	0.3%
Asian	389	12.9%
Filipino	17	0.6%
Hispanic	2,190	72.5%
Two or More Races	29	1.0%
Pacific Islander	8	0.3%
White	327	10.8%







Conclusions based on this data:

1.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Graduation Rate</b>  Green	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Green		
<b>English Learner Progress</b>  No Performance Color		
<b>College/Career</b>  Green		

#### Conclusions based on this data:

1. Overall suspension rate for 3,043 students is 7.2% (ORANGE). The seven student groups are Students with Disabilities 179/18.4% (RED), English Learners 249/8.8% (YELLOW), Socioeconomically Disadvantaged 2375/7.8% (ORANGE), Hispanic 2,184/7.7% (YELLOW), African American 48/6.3% (YELLOW), Asian 390/1.8% (YELLOW). Utilizing Restorative Justice to have a positive impact on suspension numbers this academic school year.
2. English Learners are progressing with 91.8% of students making progress towards English Proficiency. This is an increase from 2016 at 72.8% and higher than 2015 at 69.2%.
3. Graduation rate for the Class of 2017 is 98.1% with all subgroups above 95% except Students with Disabilities 39/79.5% due to the fact that not all students are on diploma track, but rather certificate track.



# 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		
<p><b>All Students</b></p>  Blue 50.3 points above standard Increased 16.8 points 685 students	<p><b>English Learners</b></p>  Yellow 41 points below standard Increased 25.5 points 102 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	<p><b>Socioeconomically Disadvantaged</b></p>  Blue 40.5 points above standard Increased 20.9 points 539 students	<p><b>Students with Disabilities</b></p>  Red 74.5 points below standard Declined -11.6 points 40 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 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Blue <span style="background-color: #e6f2ff;">86.9 points above standard</span> Increased 28.9 points 103 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue <span style="background-color: #e6f2ff;">38.5 points above standard</span> Increased 15.6 points 497 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Blue <span style="background-color: #e6f2ff;">84.2 points above standard</span> Increased 25.2 points 66 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
<span style="background-color: #e6f2ff;">75.5 points below standard</span> Increased 37 points 29 students	<span style="background-color: #e6f2ff;">27.3 points below standard</span> Maintained -1.4 points 73 students	<span style="background-color: #e6f2ff;">61.3 points above standard</span> Increased 18.2 points 354 students

**Conclusions based on this data:**

- 1.

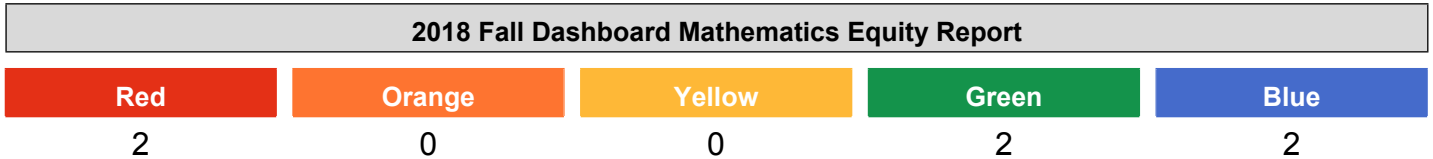
# School and Student Performance Data

## 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		
<p><b>All Students</b></p>  <p>Green</p> <p>31 points below standard</p> <p>Increased 7 points</p> <p>686 students</p>	<p><b>English Learners</b></p>  <p>Red</p> <p>123.2 points below standard</p> <p>Declined -3.3 points</p> <p>103 students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>41.7 points below standard</p> <p>Increased 9.4 points</p> <p>540 students</p>	<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>171.3 points below standard</p> <p>Declined -25.5 points</p> <p>40 students</p>

### 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 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Blue <span style="background-color: #e6f2ff;">17 points above standard</span> Increased 16 points 103 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Green <span style="background-color: #e6f2ff;">46 points below standard</span> Increased 7.6 points 498 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Blue <span style="background-color: #e6f2ff;">14 points above standard</span> Increased 21.7 points 66 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
<span style="background-color: #e6f2ff;">129.5 points below standard</span> Increased 27.5 points 29 students	<span style="background-color: #e6f2ff;">120.7 points below standard</span> Declined -33.6 points 74 students	<span style="background-color: #e6f2ff;">21.1 points below standard</span> Increased 8.7 points 354 students

**Conclusions based on this data:**

- 1.

# 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
142	6.3%	33.1%	38.7%	21.8%

### Conclusions based on this data:

1. English Learner Progress has increased, this due in part to our level of reclassification.
2. Graduation rate high due to multiple interventions, credit recovery options, and multi tiered systems of support.

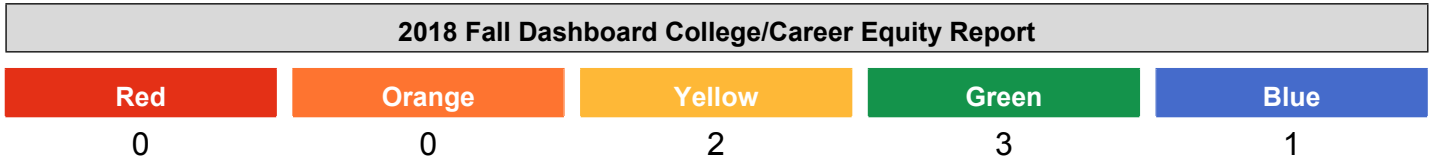
# School and Student Performance Data

## 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		
<p><b>All Students</b></p>  Green 61.5% prepared Increased 8.3% 681 students	<p><b>English Learners</b></p>  Yellow 24.7% prepared Increased 14.2% 81 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p><b>Homeless</b></p>  No Performance Color 36.8% prepared Increased 13.3% 19 students	<p><b>Socioeconomically Disadvantaged</b></p>  Green 57.5% prepared Increased 7.5% 570 students	<p><b>Students with Disabilities</b></p>  Yellow 13.3% prepared Increased 8.3% 45 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 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green 75.2% prepared Declined -2.4% 101 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 56.7% prepared Increased 8.8% 467 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 Blue 72.5% prepared Increased 9.7% 91 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
54.4% <b>Prepared</b>	53.3 <b>Prepared</b>	61.5 <b>Prepared</b>
25.9% <b>Approaching Prepared</b>	24.9 <b>Approaching Prepared</b>	20.4 <b>Approaching Prepared</b>
19.7% <b>Not Prepared</b>	21.9 <b>Not Prepared</b>	18.1 <b>Not Prepared</b>

**Conclusions based on this data:**

- Class of 2016 shows that 54.4% of students were prepared as indicated by the new College and Career Indicators including: A-g rate, AP exams, CTE Completion, Smarter Balanced Assessments, and Dual Enrollment coursework.
- Students with Disabilities, Homeless, and English Learners are the three lowest scoring subgroups on the College and Career Indicators.
- White, Asian and Socioeconomically Disadvantaged student subgroups are the three highest scoring subgroups on the College and Career Indicators.

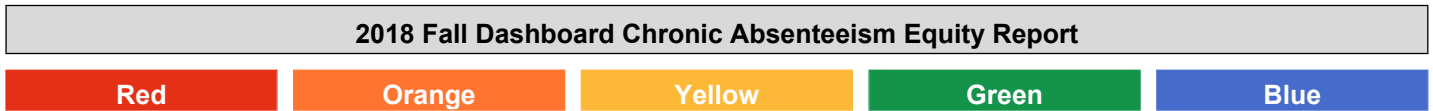
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

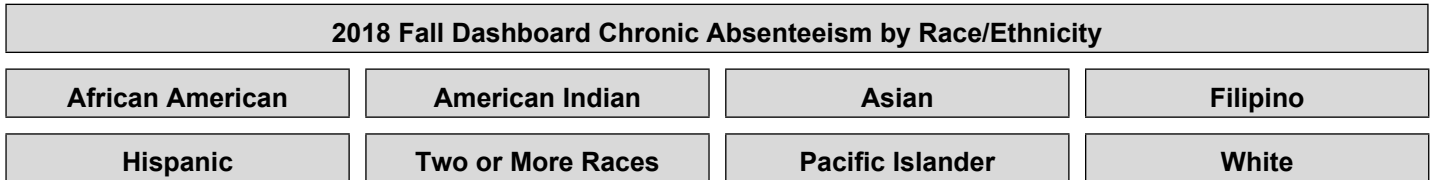
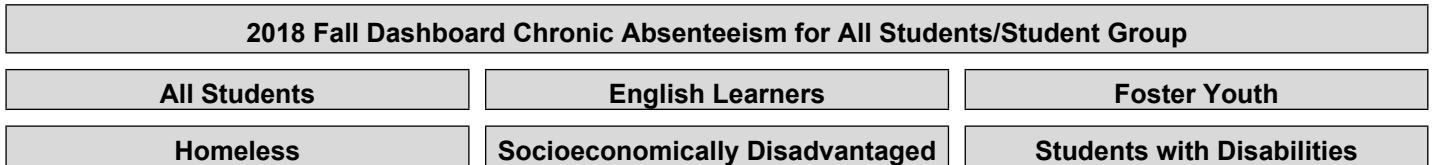
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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



Conclusions based on this data:

1.



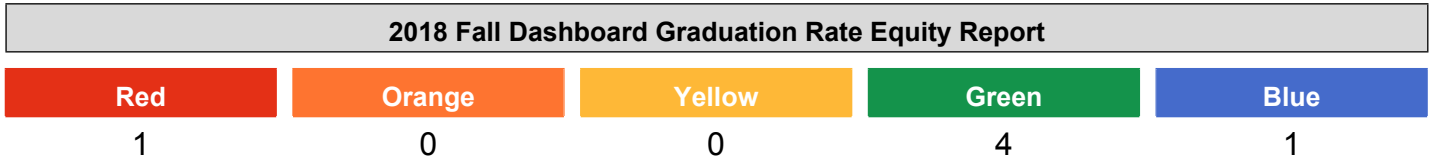
# School and Student Performance Data

## Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p>  Green 94.1% graduated Increased +2.3% 681 students	<p><b>English Learners</b></p>  Green 85.2% graduated Increased +10.6% 81 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p><b>Homeless</b></p>  No Performance Color 78.9% graduated Increased +8.4% 19 students	<p><b>Socioeconomically Disadvantaged</b></p>  Green 93.3% graduated Increased +2.5% 570 students	<p><b>Students with Disabilities</b></p>  Red 66.7% graduated Increased +1.7% 45 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 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Blue 98% graduated Increased +1.5% 101 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 93.6% graduated Increased +2.4% 467 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 Green 94.5% graduated Increased +2.2% 91 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
91.9% graduated	94.1% graduated

**Conclusions based on this data:**

- Overall graduation rate high standing at 98.1%.
- All subgroups graduation rate classified as VERY HIGH.
- Students with Disabilities has a 79.5% graduation rate due to the fact that not all SPED students are on a diploma track. Students earning a Certificate of Completion counts against the graduation rate.

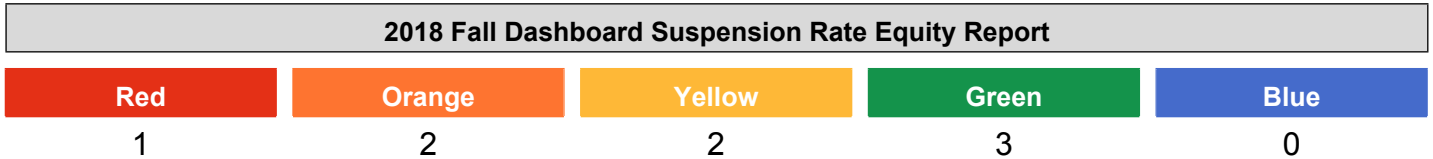
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Orange 7% suspended at least once Maintained -0.2% 3156 students	<p><b>English Learners</b></p>  Green 4.4% suspended at least once Declined -4.4% 226 students	<p><b>Foster Youth</b></p>  No Performance Color 17.4% suspended at least once Declined -2.6% 23 students
<p><b>Homeless</b></p>  No Performance Color 7.1% suspended at least once Declined -0.9% 28 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 7.8% suspended at least once Maintained 0% 2508 students	<p><b>Students with Disabilities</b></p>  Yellow 10% suspended at least once Declined -8.4% 210 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 4% suspended at least once Declined -2.3% 50 students	 No Performance Color 25% suspended at least once 12 students	 Yellow 2% suspended at least once Maintained 0.2% 404 students	 No Performance Color 0% suspended at least once Maintained 0% 17 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8% suspended at least once Increased 0.3% 2290 students	 Red 18.6% suspended at least once Increased 7.8% 43 students	 No Performance Color Less than 11 Students - Data 7 students	 Green 4.2% suspended at least once Declined -4.9% 333 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% suspended at least once	7.2% suspended at least once	7% suspended at least once

**Conclusions based on this data:**

1. Overall suspension rate is at 7.2% and has MAINTAINED with just an increase of 0.2%.
2. English Learner, Socioeconomically Disadvantaged, African American, Asian, and Hispanic subgroups either stayed the same or declined compared to last year.
3. Students with Disabilities (179) and White (353) subgroups increased in percentage compared to last year.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

The district will provide a high quality educational system to raise the academic achievement of ALL students.

## Goal 1

SMART Goal ELA:

For the 2018-19 school year, Sanger High School will improve by 5 scale score points to move from 72% to 77% on the ELA CAASPP as evidenced by the CA Dashboard.

SMART Goal Math:

For the 2018-19 school year, Sanger High School will improve by 5 scale score points to move from 40% to 45% on the Math CAASPP as evidenced by the CA Dashboard.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	CAASPP ELA Percent Proficient 72%	CAASPP ELA Percent Proficient 77%
CAASPP Math	CAASPP Math Percent Proficient 40%	CAASPP Math Percent Proficient 45%

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 and subgroups will be addressed.

### Strategy/Activity

#### CAASSP Testing Scores

- **Adjust site-testing schedule for ELA to maximize student success and provide school site responsibility.**
- **Math & ELA to focus instructional changes based on CCSS, claims and targets CAASPP/PSAT/SAT data to enhance first instruction**
- **Increase student exposure to CAASPP assessments and testing environment through PBA's, IAB's and ICA's from 9<sup>th</sup>-11<sup>th</sup> grade**
- **Implement proven student testing incentives including: rally, principal class visits, Principal's Growth Challenge, other incentives**
- **Continue to target Math 11<sup>th</sup> grade CAASPP weekly intervention support for students who are not enrolled in Integrated 3 courses**
- **Focus on the UDL principles of engagement and Academic Discourse by providing multiple means of engagement such as student choice and alternative seating options**
- **Science and Social Science to continue to integrate ELA and Math CAASPP skills within instruction**
- **Continue to use math embedded tutors to support first instruction in math 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)	Source(s)
350,000	Title I
100,000	Title I
98654	LCAP Intervention and Support

### 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

#### Intervention for Underperforming students

##### Dual Credit/ A-g

1. **Students provided with embedded tutors in 25 dual enrollment credit courses with 748 students; increase of off-campus dual credit instructors warrants need for additional classrooms**
2. **A-g on track opportunities including: Summer School original credit, remediation, and embedded math tutors**
3. **Continue to utilize Edgenuity credit recovery to allow students in pathways to stay on track for A-g**
4. **Academic support for all 748 pathway students to stay A-g ready: 222 Wonderful students; 183 Project Lead the Way students; 98 Education students; 91 Digital Media students; 154 Health students**
5. **Continued financial support for summer school Original Credit and Remedial with 1400 students attending during Summer 2018 (269 World History, 258 PE, 99 Spanish); Continue Wonderful Ag Prep Summer School (241 students)**

- 6. Increase cost to the district to allow for all students to have access to AP tests at \$94 each (\$5 low income/\$15 all other students)
- 7. Through established district CTE Advisory Board continue to add partners to support internship/job shadowing opportunities for all pathways
- 8. Continue to add to SHS's pathway options by adding Health Pathway options with focus in kinesiology and pharmacology option

**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)
50,000	LCAP Intervention and Support
50,000	Title I
80,000	Title I

**Strategy/Activity 3**

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

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

Strategy/Activity

- Technology integration support for teachers and students
- 1. Campuswide expectations for technology integration and UDL engagement enhancement
  - 2. SHS Librarian providing regular technology PD and support for teachers at PLC Leader Meetings, Curriculum Council, Faculty Meetings, PLC PD Days
  - 3. New process for checking out iPads with library through Insignia
  - 4. Increased control over Apps utilized by students by removing App store & utilize App portal to allow App access 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)
460,000	LCAP Additional Site Allocation

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

The district will provide a high quality educational system for all students focusing on high academic rigor with a Multi-Tiered System with a focus on narrowing the achievement gap for all subgroups.

## Goal 2

SMART Goal ELA:

For the 2018-19 school year, Sanger High English Learners will improve by 5 scale score points to move from 4% to 9% on the ELA CAASPP as evidenced by the CA Dashboard.

For the 2018-19 school year, Sanger High SWD will improve by 5 scale score points to move from 17% to 22% on the ELA CAASPP as evidenced by the CA Dashboard.

SMART Goal Math:

For the 2018-19 school year, Sanger High English Learners will improve by 5 scale score points to move from 7% to 12% on the Math CAASPP as evidenced by the CA Dashboard.

For the 2018-19 school year, Sanger High SWD will improve by 5 scale score points to move from 5% to 10% on the Math CAASPP as evidenced by the CA Dashboard.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA and MATH Scores	CAASPP ELA EL	CAASPP ELA EL
	Percent Proficient 4%	Percent Proficient 9%
	CAASPP ELA SWD	CAASPP ELA SWD
	Percent Proficient 17%	Percent Proficient 22%
	CAASPP MATH EL	CAASPP MATH EL
	Percent Proficient 7%	Percent Proficient 12%



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	CAASPP MATH SWD Percent Proficient 5%	CAASPP MATH SWD Percent Proficient 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)

SPED, EL, SED

#### Strategy/Activity

1. TIER 1- Data supported instructional decisions, UDL World Lit pilot, effective use of tutorials, interventions, SDAIE strategies, active CAASPP progress monitoring in ELA and Math Communication between school and home (Parent Educator Coordinator) Online communication resources in Spanish and other languages (Sanger Noticias); mentor/guest speaker presentations, tutorial available weekly for all students, LEAP intervention opportunities for all students, embedded tutors in dual credit and math courses
2. TIER 2- SARBs, Math/ELA/ALD support classes, SAT support, ILP's, SSTs, Intervention teachers, parent student advocates, embedded tutors, Academic Saturday School for Wonderful Ag prep and EL students
3. TIER 3- SAP services, Alternative Ed Placement, support groups, weekly administration meetings with support services team 504, IEP's

#### 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)
300,000	LCAP Intervention and Support
46,052	Title I
100,000	Title I

### Strategy/Activity 2

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

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

SPED and EL students

#### Strategy/Activity

Professional development focused on Designated and Integrated ELD/Academic Discourse and implementation

1. Regular ongoing professional development for all SDAIE and ELD teachers during protected Specialized PLC times (strategies, videos, vignettes, ELD Standards). Online resources (ELL Corner), UDL strategies, and teacher surveys. EL CSP attend content PLC meetings to focus on strategies for continued services for RFEP students.
2. Regular and ongoing SDAIE and PLC Leader/teacher focused peer walk throughs (SDAIE and Non SDAIE classes World Language classes); Admin/Coordinator walkthroughs (feedback)
3. Targeted (LTEL) ILPs with the use of ELLevation (Groupings, Assessment via progress monitoring, and student goals setting sessions; CELDT goals, GPA, and classroom goals)
4. Continue to promote and recognize students with the Seal of Biliteracy (2017- 62 students) & celebrate pride of primary language and culture
5. Individual goal setting meetings looking at high school career and post secondary
6. Weekly lunch tutorials and Academic Saturday School with focus on interventions
7. Provide a variety of options for newcomer students such as Edgenuity, additional time at school and adult school
8. Monthly parent meetings (Café con Ponce/Locke); Communication via online resources; EL Parent Involvement Programs (after school courses)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
30,000	LCAP Intervention and Support
10,000	Title I

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

The District will operate with increasing efficiency and effectiveness in all areas of operation promoting a safe school environment.

## Goal 3

Sanger High School will provide and a safe, positive and conducive environment for learning in and out of the classroom to allow students to take advantage of the college and career opportunities that Sanger High has to offer.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Suspension Rate 17-18: 203 Students/ 244 Suspensions	Suspension Rate 18-19: 192 Students/ 231 Suspensions
Attendance Rate	Attendance Rate 17-18: 94.89%	Attendance Rate 17-18: 95%
Parent Involvement Measured by Parent Survey	Parent Involvement Indicated on Parent Survey: 71%	Parent Involvement Indicated on Parent Survey: 80%

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

Implement PBIS program initiatives for students

1. Proactive discipline model including the use of restorative justice, with a focus on reducing the amount of time students are out of the classroom.
2. Increased follow up for no shows to lunch detention and Saturday School. Consequences for not attending Saturday School.
3. Supervision schedule that includes Principal, APs, GLSs, 8 advocates, 5 full time CSOs to monitor 3,000+ students
4. Utilize psychologists and/or SAP counselors to conduct mediations

- 5. Continue to work with CWA to provide effective restorative justice options & appropriate student placement
- 6. Continue to follow SARB process to increase positive student attendance

**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)
10,000	Title I
10,000	Title I

**Strategy/Activity 2**

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

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

All students.

**Strategy/Activity**

- 1. Strengthening of PBIS incentive program recognizing students and adults on campus
- 2. Bimonthly PBIS meetings to review data including administrators, teachers, GLSs, and Student Support team
- 3. Staff incentives for improvement in school-wide targeted behavioral goals. Incentives include spirit weeks, treats for PLC meetings.
- 4. PBIS will meet to analyze data and review incentives.

**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)
10,000	Title I

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# 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	\$1,542,452
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,542,452

## 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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$1,542,452

# 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
- 4 Classroom Teachers
- 4 Other School Staff
- 4 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Daniel Chacon	Principal
Thomas Soto	Other School Staff
Kirstin Coronado	Other School Staff
Georgia DeOrona	Parent or Community Member
Kenneth Stocks	Classroom Teacher
Drew Bell	Classroom Teacher
Jason Locke	Classroom Teacher
Matthew Canaday	Classroom Teacher
Chuyita Caldera	Parent or Community Member
Alma Heras	Parent or Community Member
Amanda Cantu	Secondary Student
Alexa Martinez	Secondary Student
Estela Aguire*	Other School Staff
TJ Wilson	Other School Staff
Kris Boyer	Classroom Teacher
Karle Campbell	Secondary Student
Randi Ratzlaff	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.



# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on October 12, 2016.

Attested:

Principal, Daniel Chacon on 1/23/19

SSC Chairperson, Drew Bell on 1/23/19

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

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

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.



- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019