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
Sierra High School	19 64279 1931765	9/3/2020	

Purpose and Description

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

Comprehensive Support and Improvement

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

Sierra High School's School Plan for Student Achievement (SPSA) is a strategic plan to innovate and enhance student achievement with our federally funded programs and align them with the goals develop by Azusa Unified School District's Local Control and Accountability Plan (LCAP). We use data to drive cycles of improvement in all areas of our SPSA. In order to meet the requirements of ESSA and the AUSD LCAP, we work in collaboration with staff, students, and parents/families to identify areas of strength and need to develop evidence-based strategies to increase student achievement for students who are not achieving at grade level. This plan seeks to improve outcomes for all students and all student groups in an equitable manner ensuring that graduates of SHS are prepared with the skills, knowledge, and confidence to move into a college education and/or successful careers.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Teachers, staff, parents and students are surveyed annual as part of the data collection and LCAP implementation process in AUSD. Designated schoolwide parent events were selected where the District Annual YouthTruth Survey was administered to all three groups. Survey's are available electronically and links to the survey are shared through school and district communications. The survey is available to all groups in a variety of languages, including English and Spanish. Parent representatives, including Spanish-speaking parents, and Site Council members took the survey either online or in the school Parent Resource Room. Results of the survey are tabulated centrally and shared with district and school administrators in addition to the Board of Education. A Title 1 parent survey is embedded in the District Annual YouthTruth Survey. The School Site Council reviews the results and makes recommendations to enhance the Title 1 program based on these results.

Results of the District Annual YouthTruth Survey for 2021-2022

Percent positive responses on a scale of 1-5, positive responses are those selecting 4 (agree) or 5 (strongly agree)

*Parent/Family Engagement (including decision-making power): 83% (decreased 3% from prior year)

*Relationships: 90% (decrease 2% from prior year)

*Culture: 83% (decrease 2% from prior year)

*Communications & Feedback: 93% (decrease 1% from prior year)

*Resources: 79% (increase 2% from prior year)

*School Safety: 75% (increase 1% from prior year)

Classroom Observations

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

Administrators visit classrooms on a regular basis. Teachers are observed regularly during the school year and written feedback is provided on areas such as content objectives, language objectives, common core curriculum adherence, effective instructional strategies, classroom management and student engagement. In ELA/ELD, the feedback focuses on differentiation of instruction according to students' ELPAC performance levels. In mathematics, the emphasis is on transitioning effectively to the common core standards and effective re-teaching.

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)

Instruction in the classroom is organized according to instructional units aligned to the California Common Core State Standards in English Language Arts and Mathematics, to the California Content Standards in all content areas, and to the English Language Development Standards. Frequent and varied progress monitoring occurs through common formative interim assessments, grade analysis, and work sample analysis. Specific student groups are identified and data is examined to ensure equity among students. End-of-unit or mid-range summative assessments prepare students for the California Assessment of Student Performance and Progress.

ENGLISH LANGUAGE ARTS SBAC

Based upon Overall SBAC data

1. Exceeded: 1%

2. Met: 6%

Nearly Met: 17%
 Not Met: 76%

Claim Performance SBAC

1. 76% score Standards Not Met,

2. Data from Claim #1 (Reading) demonstrate 71% of students scored Below Standard

3. Claim 2 (Writing) 62% of students were "Below Standard"

Emerging Multilingual (EL) Overall performance

1. Exceeded: 0%

2. Met: 0%

3. Nearly Met: 19% 4. Not Met: 81%

Based Upon SAT Data:

- 1. 93% of students scored "Need to Strengthen Skill" Category
- 2. 0% of students were "On-Track for College Readiness" for Reading
- 3. 0% of students were "On-Track for College Readiness" for Writing and Language

MATH SBAC

Based upon Overall SBAC data

Advanced: 3%
 Proficient: 20%
 Basic: 25%

4. Below Basic: 52%

Claim Performance SBAC

- 1. Decrease the percentage of students scoring in the "Not Met" or "Nearly Met" achievement level
- 2. The distance from average is -210
- 3. 90% of students scored "Below Standard" in Claim 1 (Concepts and Procedures)

Emerging Multilingual (EL) Students Overall

Advanced: 0%
 Proficient: 0%
 Basic: 13%
 Below Basic: 87%

Based upon SAT Data

- 1. Decrease the percentage of students scoring in the "Need to Strengthen Skills" Category
- 2. Decrease the percentage of students scoring in the "Need to Strengthen Skills" in the "Heart of Algebra" category

READING LEVEL ASSESSMENTS 21-22

All Students Emerging multilingual students (English Learners)

1. 3% Scored Advanced1. 0% Scored Advanced2. 20% Scored Proficient2. 0% Scored Proficient3. 25% Scored Basic3. 13% Scored Basic

4. 52% Below Basic 4. 87% Scored Below Basic

ELPAC / ENGLISH LANGUAGE DEVELOPMENT

ELPAC

- 1. 24% of EL students scored Level 4
- 2. 12% of EL students scored in level 1 and 32% of students scored in level 2
- 3. 9% of EL students scored "Well Developed" in the Reading Domain
- 4. 12% of EL students scored "Well Developed" in the Writing Domain
- 5. 26% of EL students reclassified

SAT 2019

- 1. Average scale score for EBRW (ELA) will increase
- 2. Average scale score for Math will increase
- 3. The percentage of EL students scoring in the "Need to Strengthen Skills" for the Reading test will decrease
- 4. The percentage of EL students scoring in the "Need to Strengthen Skills" for the "Writing and Language" test will decrease
- 5. The percentage of EL students scoring in the "Need to Strengthen Skills" for the "Math" test will decrease

ADVANCED PLACEMENT COURSES

- 1. 15 Students were enrolled in AP Courses
- 2. Sierra offers 3 AP Courses

DUAL ENROLLMENT

- 1. 16 Students were enrolled in the Dual Enrollment college course
- 2. 94.4% of students were not College and Career Ready
- 4.4% of students were approaching College and Career Ready
- 1.2% of students were College and Career Ready

GRADUATION

- 1. 100% of students met with the counselor/administration
- 2. 100% of students completed their Individualized Learning Plans (ILPs)
- 3. Graduation rate is orange
- 4. 100% of at-risk students are enrolled in an APEX course

SCHOOL-SPONSORED EVENTS AND PARENT/FAMILY ENGAGEMENT OPPORTUNITIES

- 1. Report card night average attendance decreased from 20-21 to 21-22
- 2. Trimester Awards average attendance decreased from 20-21 to 21-22
- 3. Senior Awards average attendance decreased from 20-21 to 21-22
- 4. Coffee with Principal average attendance decreased from 20-21 to 21-22
- 5. Families In Schools / Project 2 Inspire average attendance decreased from 20-21 to 21-22

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

Teachers are in the process of administering curriculum embedded and common formative assessments aligned to all California content standards (including but not limited to Common Core State Standards in ELA and Math). Data results from these assessments will be utilized during collaboration and PLC time to ensure that all students are progressing and to determine which students are in need of differentiation or additional instructional support.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Azusa teachers meet the requirements for highly qualified staff (ESEA).

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

All Azusa classrooms meet the standard for sufficiency of credentialed teachers. AB 466 training is being augmented by common core aligned professional development.

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

An effective program of professional development is provided to all new and continuing teachers, based on current research on high leverage instructional strategies, the English–language arts and mathematics common core standards, and all state content area standards.

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

AUSD has made a commitment to ensure professional development for teachers that focuses on student learning. Attention has been given to tailoring curriculum and instruction to students' needs, all of which are compatible with current research and the common core English Language Arts and Mathematics content standards. Ongoing activities have been scheduled with an in-depth focus and coaching availability. Activities may include a variety of strategies to help teachers reflect, discuss, analyze and refine their professional practice. Time has also been allocated to apply what is learned and sustain improved instruction. Evaluation and follow-up are essential components of the professional development plan.

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

A strong emphasis on Professional Learning Communities PK-12 is currently underway in Azusa Unified School District. The professional day has been flexibly reorganized to ensure frequent and timely teacher collaboration takes place, that it is driven by cycles of continuous improvement using data to identify needs and to monitor student achievement progress.

Teaching and Learning

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

Instructional materials align with Common Core State Standards and incorporate specific strategies, teaching/instructional activities, procedures, examples, and opportunities for review and application consistent with current and confirmed research. In support of practice and motivation, students at every grade level have access to and are encouraged to use a collection of interesting and suitable fiction and non-fiction library books, in addition to their required texts. Supplementary units aligned to Common Core State Standards are being developed. Instructional materials aligned to all state standards in ELA, Math, and all content areas have been purchased. Professional learning has taken place to ensure teachers are oriented to the new curriculum.

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

All students participate in a minimum of one course per semester of language arts instruction. Students with special learning needs are provided additional instructional time and support. Additional time is allocated within the school day, before school, after school, and during vacation periods as necessary to support students' progress in reading/language arts, and mathematics.

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

Teacher implementation of common formative assessments allows for timely intervention for students in need of additional assistance. The flexibility of Sierra's High School's Master Schedule (Trimester system) provides our students with multiple opportunities to earn missing credits and be on track for high school graduation.

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

The school/district provides locally adopted, standards-aligned, basic core instructional programs and materials in Reading/ English Language Arts /English language development (ELD) in every classroom. All students have access to materials including ancillary materials for universal access. The school/district also provides all California content area and California Common Core State Standards aligned core materials.

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

The district has adopted standards-aligned instructional materials in all content areas including materials for intervention and core courses at Sierra High School. Units of study have developed to ensure adherence to common core standards with the use of existing materials and are refined each year.

Opportunity and Equal Educational Access

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

The regular instructional program design includes tiered intervention strategies to assist students in meeting grade level standards. Ongoing assessment of students make it possible for teachers to carefully organize resources and instruction and adapt the classroom program to meet individual needs.

Evidence-based educational practices to raise student achievement

Districtwide systems ensure that all instructional staff know the essential elements of research-based programs. Professional Learning Community initiatives have served as a catalyst to create a culture within the school in which effective research-based programs are valued and expected.

Parental Engagement

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

Students in need of additional assistance can receive tutorial services through different programs. School-based tutoring takes place during the school day, at lunch, and afterschool. Think Together, Azusa City Library, Neighborhood Homework House, Migrant Education homework centers and ALEKS credit recovery are available to provide students extra assistance.

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)

Continuing efforts are made to keep parents and families well informed about the language arts curriculum their children receive and the progress their children are making in learning to read, write, speak, and listen. Outreach is provided to inform parents and families about the English–language arts content standards, the district's curriculum and assessment programs, and the degree to which students in the school and district are mastering the standards in the language arts. As content area state standards implementation is expanded, parent advisory groups are kept abreast of the changes in the instructional program. Efforts are currently underway to bring in-depth information to parents regarding the implementation of content area standards in English Language Arts, Math, Science, History/Social Science, and other content areas.

Funding

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

Schoolwide systems of intervention have been established through strategic use of categorical funds. Students in need of additional support receive assistance through flexible groupings, extended day and extended year interventions and differentiated instructional materials.

Fiscal support (EPC)

Strategic use of categorical funds make it possible to supplement the basic instructional program. Additional material resources and personnel ensure that students in need of academic intervention receive the assistance they require.

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 School Site Council (SSC) consists of the principal, elected members including one classroom teacher, one additional elected staff member, two elected parents/community, and one student member. SSC meets a minimum of five times per year to discuss, and give input on the identification of the school's areas of needs, goals, and action plans. District administrators collaborate with Sierra High School to support stakeholder engagement and to support the implementation of the school plan. The SSC approves budget allocations and all changes to the SPSA. In addition, the SSC reviews action items for effectiveness and makes recommendations based on the data provided during the reviews.

Resource Inequities

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

The ESSA states that resource inequities may include a review of district and school-level budgets. Through the comprehensive needs analysis, the district reviews a variety of data to identify, diagnose, and address sources of inequity to inform improvement decisions. Potential inequities were reviewed at all school sites based on California School Dashboard metrics and ESSA requirements. Local, state and federal resources are allocated to schools based on a fair and equitable formula that provides opportunities for site input and flexibility, and also provides means to address identified areas for support and improvement. Title I and Supplemental and Concentration Grant funds are allocated based on a per-pupil allocation by grade span. Sites are allocated General Fund based on a per-pupil allocation as well. The California School Dashboard shows the District met the standard for appropriately assigned teachers and all students have access to their own copies of instructional materials for home and school.

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

	Student Enrollment by Grade Level											
	Number of Students											
Grade	18-19	19-20	20-21									
Grade 11	80	72	84									
Grade 12	101	107	99									
Total Enrollment	181	179	183									

- 1. Increase in 11th grade students
- 2. Decrease in 12th grade students
- 3. Majority of students continue to be 12th graders

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment												
24.1.40	Num	ber of Stud	lents	Percent of Students								
Student Group	18-19	19-20	20-21	18-19	19-20	20-21						
English Learners	39	36	32	21.5%	20.1%	17.5%						
Fluent English Proficient (FEP)	68	77	89	37.6%	43.0%	48.6%						
Reclassified Fluent English Proficient (RFEP)	0	8	8	0.0%	20.5%	22.2%						

Conclusions based on this data:

1. Slight increase in ELs

2. Decrease in RFEPS

CAASPP Results English Language Arts/Literacy (All Students)

	Overall Participation for All Students													
Grade	# of Stu	udents E	nrolled	# of Students Tested			# of \$	Students	with	% of Enrolled Students				
Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21		
Grade 11	94	102	97	89	100	0	88	99	0	94.7	98	0.0		
All Grades	94	102	97	89	100	0	88	99	0	94.7	98	0.0		

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Overall Achievement for All Students														
Grade	Grade Mean Scale Score			%	Standa	ard % Standard Met			% Sta	ndard l	Nearly	% St	% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2467.	2453.		1.14	1.01		7.95	6.06		25.00	17.17		65.91	75.76	
All Grades	N/A	N/A	N/A	1.14	1.01		7.95	6.06		25.00	17.17		65.91	75.76	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts												
Our de Laurel	% At	ove Stan	dard	% At o	r Near St	andard	% Below Standard					
Grade Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21			
Grade 11	2.30	2.02		45.98	24.24		51.72	73.74				
All Grades	2.30	2.02		45.98	24.24		51.72	73.74				

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Writing Producing clear and purposeful writing												
% Above Standard % At or Near Standard % Below Standard													
Grade Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21				
Grade 11	2.30	2.06		22.99	25.77		74.71	72.16					
All Grades	2.30	2.06		22.99	25.77		74.71	72.16					

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills												
One de Lecond	% At	ove Stan	dard	% At o	r Near St	andard	% Ве	% Below Standard				
Grade Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21			
Grade 11	4.60	3.03		49.43	47.47		45.98	49.49				
All Grades	4.60	3.03		49.43	47.47		45.98	49.49				

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information												
	% At	ove Stan	dard	% At o	r Near St	andard	% Below Standard					
Grade Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21			
Grade 11	4.60	2.02		42.53	33.33		52.87	64.65				
All Grades	4.60	2.02		42.53	33.33		52.87	64.65				

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

- 1. Eleven percent of all students tested met the standard for ELA, 36% nearly met the standard, and 53% did not meet the standard for overall achievement.
- 2. Reading was the strongest strand with 54% of students scoring at or near the standard.
- 3. Writing was the weakest strand with 65% scoring below the standard.

CAASPP Results Mathematics (All Students)

	Overall Participation for All Students													
Grade	# of Stu	udents E	nrolled	# of Students Tested			# of \$	Students	with	% of Er	93.6 99 0.0			
Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21		
Grade 11	94	103	97	88	102	0	86	97	0	93.6	99	0.0		
All Grades	94	103	97	88	102	0	86	97	0	93.6	99	0.0		

^{*} The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

				C	Overall	Achiev	ement	for All	Studer	nts					
Grade	Mean	Scale	Score	%	Standa	ırd	% St	andard	l Met	% Sta	ndard l	Nearly	% St	andard	Not
Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2427.	2425.		0.00	0.00		0.00	1.03		9.30	2.06		90.70	96.91	
All Grades	N/A	N/A	N/A	0.00	0.00		0.00	1.03		9.30	2.06		90.70	96.91	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Applying		•	ocedures cepts and		ures								
Applying mathematical concepts and procedures % Above Standard % At or Near Standard % Below Standard Grade Level														
Grade Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21					
Grade 11	0.00	0.00		1.16	3.09		98.84	96.91						
All Grades	0.00	0.00		1.16	3.09		98.84	96.91						

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Using appropriate		em Solvin I strategie					ical probl	ems							
	% Above Standard % At or Near Standard % Below Standard Grade Level														
Grade Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21						
Grade 11	0.00	0.00		16.28	13.54		83.72	86.46							
All Grades	0.00	0.00		16.28	13.54		83.72	86.46							

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Demo	onstrating	Commu ability to		Reasonir mathema		nclusions								
% Above Standard % At or Near Standard % Below Standard														
Grade Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21					
Grade 11	0.00	0.00		38.37	37.11		61.63	62.89						
All Grades	0.00	0.00		38.37	37.11		61.63	62.89						

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

- 1. Of the students tested, no students met or exceeded the standard for math.
- 2. 94% of students tested did not meet the standard and 6% nearly met the standard
- 3. Concepts and procedures was the weakest strand with 93% of students scoring below the standard

ELPAC Results

		Nu	mber of	ELPAC Students		ive Asse an Scale			tudents						
Grade	Level														
Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21			
11	1556.7	1543.2	1542.4	1558.2	1527.6	1530.4	1554.8	1558.4	1553.9	23	14	20			
12	1548.5	1543.9	*	1554.8	1531.9	*	1541.5	1555.3	*	11	11	8			
All Grades										38	25	28			

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

		Pe	rcentag	ge of St	tudents		all Lan ch Perf		ce Leve	el for A	II Stud	ents			
Grade	Level														
Level	Level 17-18 18-19 20-2				18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	7.14	5.26	47.83	28.57	15.79	*	35.71	68.42	*	28.57	10.53	23	14	19
12	*	18.18	*	*	9.09	*	*	54.55	*		18.18	*	11	11	*
All Grades	*	12.00	4.55	55.26	20.00	22.73	*	44.00	63.64	*	24.00	9.09	38	25	22

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

		Pei	rcentag	ge of St	tudents		l Lang		ce Leve	el for A	II Stud	ents			
Grade	oi Students														
Level	17-18 18-19 20-2			17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	56.52	14.29	21.05	*	42.86	47.37	*	42.86	26.32		0.00	5.26	23	14	19
12	*	27.27	*	*	36.36	*		18.18	*		18.18	*	11	11	*
All Grades	57.89	20.00	22.73	36.84	40.00	45.45	*	32.00	27.27		8.00	4.55	38	25	22

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

		Pe	rcenta	ge of S	tudents		en Lan ch Perf		ce Leve	el for A	II Stude	ents			
Grade		Level 4	l		Level 3	}		Level 2	2		Level 1			al Num Studer	
Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
11	*	0.00	0.00	*	35.71	10.53	*	35.71	57.89	*	28.57	31.58	23	14	19
12		9.09	*	*	9.09	*	*	45.45	*	*	36.36	*	11	11	*
All Grades	*	4.00	0.00	*	24.00	13.64	39.47	40.00	54.55	31.58	32.00	31.82	38	25	22

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

		Percent	age of S	tudents l		ing Doma		evel for	All Stud	ents					
Grade	Level														
Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21			
11	*	0.00	0.00	*	42.86	68.42	*	57.14	31.58	23	14	19			
12	*	0.00	*	*	45.45	*		54.55	*	11	11	*			
All Grades	31.58	0.00	0.00	57.89	44.00	68.18	*	56.00	31.82	38	25	22			

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

		Percent	age of S	tudents l	-	ing Dom		evel for	All Stud	ents					
Grade	Level														
Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21			
11	91.30	71.43	61.11	*	28.57	38.89		0.00	0.00	23	14	18			
12	*	81.82	*	*	9.09	*		9.09	*	11	11	*			
All Grades	89.47	76.00	66.67	*	20.00	33.33		4.00	0.00	38	25	21			

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

		Percent	age of S	tudents l		ng Doma in Perfoi	nin rmance L	evel for	All Stud	ents					
Grade	Level														
Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21			
11	*	0.00	0.00	*	57.14	52.63	56.52	42.86	47.37	23	14	19			
12		9.09	*	*	36.36	*	*	54.55	*	11	11	*			
All Grades	*	4.00	0.00	28.95	48.00	54.55	60.53	48.00	45.45	38	25	22			

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

		Percent	age of S	tudents l		ng Doma in Perfoi		_evel for	All Stud	ents					
Grade	Level														
Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21			
11	*	0.00	26.32	73.91	78.57	57.89		21.43	15.79	23	14	19			
12	*	9.09	*	*	90.91	*		0.00	*	11	11	*			
All Grades	*	4.00	22.73	76.32	84.00	63.64		12.00	13.64	38	25	22			

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

- 1. Majority of students at overall level 2
- 2. Slight increase in students scoring at a level 4

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
183	90.7	17.5	1.6

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.

2019-20 Enrollmer	nt for All Students/Student Grou	ір
Student Group	Total	Percentage
English Learners	32	17.5
Foster Youth	3	1.6
Homeless	10	5.5
Socioeconomically Disadvantaged	166	90.7
Students with Disabilities	23	12.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	2.2
American Indian or Alaska Native	1	0.5
Asian	1	0.5
Filipino		
Hispanic	171	93.4
Two or More Races	1	0.5
Native Hawaiian or Pacific Islander		
White	4	2.2

Conclusions based on this data:

1. 92% SED

2.

21% EL

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

- 1. Academic indicators in red
- 2. Increase in graduation rate

Academic Performance English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance









Rlug

Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	0	0	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

Red

143.8 points below standard

Declined Significantly -28 points

68

English Learners

No Performance Color

159.3 points below standard

Declined -9.5 points

21

Foster Youth

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1

Homeless



Less than 11 Students - Data Not

Displayed for Privacy

6

Socioeconomically Disadvantaged



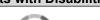
Red

143.6 points below standard

Declined Significantly -22.3 points

65

Students with Disabilities



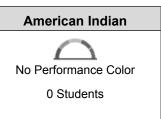
No Performance Color

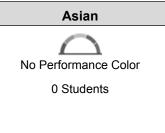
Less than 11 Students - Data Not Displayed for Privacy

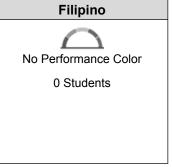
7

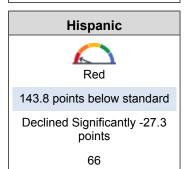
2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

No Performance Color 0 Students



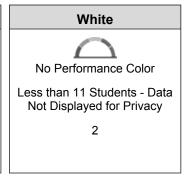












This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment,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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner
168.2 points below standard
Declined -6 points
12

Reciassi	med English Learners
	n 11 Students - Data Not splayed for Privacy
	9

English Only
134.2 points below standard
Declined Significantly -32.5 points
26

- 1. Hispanic subgroup in red
- 2. EL and EO declined significantly

Academic Performance Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance









Rlug

Highest Performance

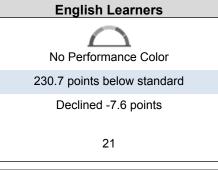
This section provides number of student groups in each color.

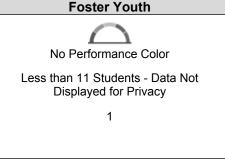
2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	0	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

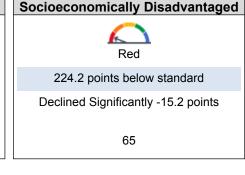
Red 221.9 points below standard Declined -13 points





Hollicicoo
No Performance Color
Less than 11 Students - Data Not Displayed for Privacy
6

Homeless



2019 Fall Dashboard Mathematics Performance by Race/Ethnicity **African American Filipino American Indian Asian** Hispanic **Two or More Races** Pacific Islander White No Performance Color 223.2 points below standard Less than 11 Students - Data Not Displayed for Privacy Declined -12 points 2 66

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
250.3 points below standard	Less than 11 Students - Data Not	208.4 points below standard
Declined Significantly -25.4 points	Displayed for Privacy 9	Maintained -0.6 points
12		26

- 1. All students in red
- 2. Hispanic subgroup red
- 3. SED in red

Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress No Performance Color 27.3 making progress towards English language proficiency Number of EL Students: 22 Performance Level: VeryLow

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

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
45.4	27.2		27.2

1.	6 students maintained
2.	10 decreased
3.	6 progressed at least one level

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group					
Student Group	Cohort Totals	Cohort Percent			
All Students	106	100			
African American	3	2.8			
American Indian or Alaska Native	1	0.9			
Asian					
Filipino					
Hispanic	98	92.5			
Native Hawaiian or Pacific Islander					
White	3	2.8			
Two or More Races	1	0.9			
English Learners	10	9.4			
Socioeconomically Disadvantaged	98	92.5			
Students with Disabilities	13	12.3			
Foster Youth	2	1.9			
Homeless	12	11.3			

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students					
Student Group	Cohort Totals	Cohort Percent			
All Students	0	0			
African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic	0	0			
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
English Learners					
Socioeconomically Disadvantaged	0	0			
Students with Disabilities	0	0			
Foster Youth					
Homeless	0	0			

^{*} This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort					
Student Group	Cohort Totals	Cohort Percent			
All Students	0	0			
African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic	0	0			
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
English Learners					
Socioeconomically Disadvantaged	0	0			
Students with Disabilities	0	0			
Foster Youth					
Homeless	0	0			

^{*} This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students					
Student Group	Cohort Totals	Cohort Percent			
All Students	1	0.9			
African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic	1	1			
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
English Learners					
Socioeconomically Disadvantaged	0	0			
Students with Disabilities	0	0			
Foster Youth	<u> </u>				
Homeless	0	0			

^{*} This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students					
Student Group	Cohort Totals	Cohort Percent			
All Students	0	0			
African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic	0	0			
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
English Learners					
Socioeconomically Disadvantaged	0	0			
Students with Disabilities	0	0			
Foster Youth					
Homeless	0	0			

^{*} This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students					
Student Group	Cohort Totals	Cohort Percent			
All Students	0	0			
African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic	0	0			
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
English Learners					
Socioeconomically Disadvantaged	0	0			
Students with Disabilities	0	0			
Foster Youth					
Homeless	0	0			

^{*} This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses					
Student Group	s Percent of Students				
All Students	1	0.9			
African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic	1	1			
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
English Learners					
Socioeconomically Disadvantaged	1	1			
Students with Disabilities	0	0			
Foster Youth					
Homeless	0	0			

^{*} This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses					
Student Group	Number of Students	Percent of Students			
All Students	0	0			
African American					
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic	0	0			
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
English Learners					
Socioeconomically Disadvantaged	0	0			
Students with Disabilities	0	0			
Foster Youth					
Homeless	0	0			

^{*} This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students						
Student Group	Cohort Totals	Cohort Percent				
All Students	0	0				
African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic	0	0				
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
English Learners						
Socioeconomically Disadvantaged	0	0				
Students with Disabilities	0	0				
Foster Youth						
Homeless	0	0				

^{*} This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

- 1. Hispanic subgroup in red
- 2. SED in red

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Performance	Red	Ora	Orange Yellow Green			Blue	Performance	
This section provid	es number o	of student gr	oups in each co	or.				
	;	2019 Fall Da	ashboard Chro	nic Absenteei	sm Equi	y Report		
Red		Orange	Y	Yellow Green Blue			Blue	
This section provio	the instructi	onal days th		I .				who are absent 10
All S	tudents		Englis	h Learners			Foster	Youth
Hor	Homeless		Socioeconomically Disadvantaged		ntaged	aged Students with Disabilities		h Disabilities
	20	19 Fall Das	hboard Chronic	Absenteeisi	n by Rac	e/Ethnicit	y	
African Ame	African American Indian		American Indian		Asian			Filipino
Hienani	r	Two or More Races		Paci	Pacific Islander			White

Conclusions based on this data:

1.

Lowest

Highest

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	106	81	0	76.4
English Learners	10		0	
Foster Youth	2		0	
Homeless	12	5	0	41.7
Socioeconomically Disadvantaged	98	74	0	75.5
Students with Disabilities	13	10	0	76.9
African American	3		0	
American Indian or Alaska Native	1		0	
Asian				
Filipino				
Hispanic	98	74	0	75.5
Native Hawaiian or Pacific Islander				
White	3		0	
Two or More Races	1		0	

Conclusions based on this data:

1. Grad rate increase by 5 percentage points or more.

School and Student Performance Data

Conditions & Climate Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance











Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
3	0	1	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students		
Red		
19.2		
Increased +1.3 250		

English Learners		
Red		
17.6		
Increased +4.6 51		

-	
	Foster Youth
	No Performance Color
	28.6
	Increased +3.6 14

Homeless
No Performance Color
19.2
Declined -3.8 26

Socioeconomically Disadvantaged
Red
18.5
Maintained 0 227

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

No Performance Color
Less than 11 Students - Data
6

American Indian

No Performance Color
Less than 11 Students - Data

Asian

No Performance Color
Less than 11 Students - Data

Filipino

No Performance Color
Less than 11 Students - Data

Hispanic



18.6

Increased +1.8

Two or More Races

No Performance Color
Less than 11 Students - Data
1

Pacific Islander

No Performance Color Less than 11 Students - Data 4

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	17.9	19.2

Conclusions based on this data:

- 1. Suspension rate is red for ELs
- 2. Suspension rate is SED
- **3.** Suspension rate is red for Hispanic subgroup

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic achievement for all students

LEA/LCAP Goal

Through a collaborative, improvement-driven approach, Azusa USD will ensure all students achieve at grade level on California State Standards and that achievement gaps are reduced. We will prioritize emerging bilingual students' language acquisition, biliteracy, reclassification, and academic achievement (LCAP Goal 4)

Goal 1

- Sierra High School will increase all students' achievement in English-Language Arts.
- Sierra High School will increase all students' literacy skills across the curriculum: reading, writing, speaking (presentations), and listening.
- Sierra High School will increase all students' achievement in Mathematics.
- Sierra High School will increase language acquisition and reclassification rates for emerging multilingual (EL) students.

Identified Need

English Language Arts needs have been identified through the following:

Most recent SBAC data

- 1. 76% scored Standards Not Met
- Data from Claim #1 (Reading) demonstrate 71% of students scored Below Standard
- 3. Claim 2 (Writing) 62% of students were "Below Standard"

Most recent SAT Data:

- 1. 93% of students scored "Need to Strengthen Skill" Category
- 2. 0% of students were "On-Track for College Readiness" for Reading
- 3. 0% of students were "On-Track for College Readiness" for Writing and Language

Reading Level Assessment

ALL STUDENTS EMERGING MULTILINGUAL STUDENTS (English Learners)

1. 3% Scored Advanced1. 0% Scored Advanced2. 20% Scored Proficient2. 0% Scored Proficient3. 25% Scored Basic3. 13% Scored Basic

4. 52% Below Basic 4. 87% Scored Below Basic

District Formative Assessments in English Language Arts

- 1. 21% of all students met or exceeded standards
- 2. 10% of all emerging multilingual students met or exceeded standards

Mathematics needs have been identified through the following:

Most recent SBAC data:

- 1. 97% scored Standards Not Met
- 2. 96% Below Standard on Concepts & Procedures

- 3. 86% Below Standard on Problem Solving and Modeling & Data Analysis
- 4. 63% Below Standard on Communicating Reasoning

Most recent SAT Data

- 1. Decrease the percentage of students scoring in the "Need to Strengthen Skills" Category
- 2. Decrease the percentage of students scoring in the "Need to Strengthen Skills" in the "Heart of Algebra" category

District Formative Assessments in Math

- 1.5% of all students met or exceeded standards
- 2. 0% of all emerging multilingual students met or exceeded standards

ELPAC

- 1. 24% of EL students scored Level 4
- 2. 12% of EL students scored in level 1
- 3. 32% of students scored in level 2
- 4. 9% of EL students scored "Well Developed" in the Reading Domain
- 5. 12% of EL students scored "Well Developed" in the Writing Domain

Reclassification Rate

1. 19.4% Reclassified

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts		
1. Proficiency levels for all students and significant student groups. 2. Proficiency levels for emerging multilingual (EL) students *Other student group populations are below 10, to maintain privacy they cannot be reported publicly.	2019 SBAC ELA All Students	 SBAC ELA All Students Exceeded: Increase of 5% or greater Met: Increase of 5% or greater Nearly Met: Maintain 17 - 20% Not Met: Decrease of 10% or greater Emerging Multilingual (EL) Exceeded: Increase of 2% or greater Met: Increase of 5% or greater Nearly Met: Maintain 19% - 22% Not Met: Decrease of 10% greater
Student Lexile level (reading proficiency)	All Students	2022-23 All Students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	 Basic: 25% Below Basic: 52% Emerging Multilingual (EL) Students Advanced: 0% Proficient: 0% Basic: 13% Below Basic: 87% 	 Advanced: Increase of = 5% over the 22-23 school year Proficient: Increase of = 15% over the 22-23 school year Basic: Increase of = 10% over the 22-23 school year Below Basic: Decrease of = 20% over the 22-23 school year 2022-23 Emerging Multilingual (EL) Students Advanced: Increase of 5% over the 22-23 school year Proficient: Increase of = 10% over the 22-23 school year Basic: Increase of = 15% over the 22-23 school year Below Basic: Decrease of = 20% over the 22-23 school year
Writing Assessment (Spring Assessment)	District Assessment in English Language Arts/ Writing Assessment All Students: 21% met or exceeded standards Emerging Multilingual (EL) students 10% met or exceeded standards	District Assessment in English Language Arts/ Writing Assessment All Students: 25% at met or exceeded standards Emerging Multilingual (EL) students 15% at met or exceeded standards
Reclassification Rate of English Learners	19.4%	20%
Mathematics		
SBAC	2019 SBAC Math All StudentsExceeded: 0%Met: 1%	SBAC Math All Students • Exceeded: Increase of 3% or greater

Metric/Indicator

- 1. Proficiency levels for all students and significant student groups.
- 2. Proficiency levels for emerging multilingual (EL) students
- *Other student group populations are below 10, to maintain privacy they cannot be reported publicly.

Baseline/Actual Outcome

- Nearly Met: 1%
- Not Met: 97%

2019 Emerging Multilingual (EL)

- Exceeded: 0%
 - Met: 0%
 - Nearly Met: 6%
 - Not Met: 94%

Expected Outcome

- Met: Increase of 5% or greater
- Nearly Met: Increase of 10% or greater
- Not Met: Decrease of 10% or greater

Emerging Multilingual (EL)

- Exceeded: Increase of 2% or greater
- Met: Increase of 5% or greater
- Nearly Met: Increase of 20% or greater
- Not Met: Decrease of 10% greater

Spring District Assessment in Math Integrated 1 Integrated 2 Financial Literacy

District Assessment Math (Final assessment).

- Integrated 1: 15% met or exceeded
- Integrated 2: 31%
- Financial Literacy: 13%

Emerging Multilingual (EL)

- Integrated 1: 0% met or exceeded standard
- Integrated 2: 0% met or exceeded standard
- Financial Literacy: 0% met or exceeded standard

District Assessment Math.

- Integrated 1: 25% met or exceeded
- Integrated 2: 40% met or exceeded
- Financial Literacy:
 20% met or exceeded

Emerging Multilingual (EL)

- Integrated 1: 5% or greater met or exceeded standard
- Integrated 2: 5% or greater met or exceeded standard
- Financial Literacy: 5% or greater met or exceeded standard

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 emerging multilingual students (EL)

Strategy/Activity

Provide academic intervention and tutoring in academic content areas, including focused support for emerging multilingual 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)
2000	Title I 1000-1999: Certificated Personnel Salaries Afterschool tutoring
2,000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Supplemental books, materials & supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Juniors in English and Math Courses

Strategy/Activity

Students take SBAC Focused Interim Assessments 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)
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, emerging multilingual (EL) students, students with disabilities.

Strategy/Activity

Schoolwide writing assessment each trimester in all courses.

 Administration and staff will collaborate to create high rigor (DOK) writing tasks, calendar assessment dates, and score and analyze disaggregated results.

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)
2,000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Extra Hours for professional learning/development for scoring calibration

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students, emerging multilingual (EL) students

Strategy/Activity

Implement strategies that increase student speaking (including formal presentations) across all content areas.

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)
1,200	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Supplemental books, materials, & supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students in math courses, emerging multilingual (EL) students

Strategy/Activity

Increase instructional focus on concepts and procedures, problem solving, and communicating reasoning.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1,200	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Supplemental books, materials, & supplies
4,481	Comprehensive Support and Improvement (CSI)

	5000-5999: Services And Other Operating Expenditures Curriculum subscriptions: ALEKS
Strategy/Activity 6 Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific	
All emerging multilingual (EL) students	
Strategy/Activity	
Students in grades 10-12 who are identified as El Language Development (ELD) and embedded EL Including targeted supplementary curriculu based programs	•
Proposed Expenditures for this Strategy/Activities the amount(s) and funding source(s) for the proposed source(s) using one or more of the following: LCFI applicable), Other State, and/or Local.	
Amount(s)	Source(s)
0	
Strategy/Activity 7 Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific	
All students, emerging multilingual (EL) students	
Strategy/Activity	
Provide incentives for students to improve reading (SBAC, CAST) performance.	g proficiency, grades, and ELPAC and CAASPP
Proposed Expenditures for this Strategy/Activity List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.	
Amount(s)	Source(s)
0	

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The strategy of using ALEK math was very effective. Teachers were able to implement the program into their instructional day. The data collected from the students' work helped with teacher lesson planning. iReady Reading was not as effective. The teacher had a hard time implementing this program to align and support the district-adopted curriculum. PLC release time and school-wide meetings were effective and helped provide time for teachers to plan effective strategies for instruction.

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 is a need to budget more money for teacher professional development and release time for teacher collaboration and planning standards-aligned, instruction that will meet students' identified needs. There is a need to have the budget correctly aligned to provide support for SEL learning needs of students. Due to a lack of substitutes, some expenditures were shifted to cover extra hours for teachers.

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

We realigned the SPSA Goals to our WASC School Plan and the District's LCAP. The three documents are now better aligned and provide our community with a clearer view of our goals, budgets, and action steps. Additional metrics have been added to this goal to help us more effectively track and monitor our progress.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve the teaching and learning environments

LEA/LCAP Goal

Through a collaborative, improvement-driven approach, Azusa USD will provide students engaging, relevant, rigorous, and innovative 21st-century learning environments. By cultivating school site systems, programs, and practices, we ensure positive, safe school climates supportive of student academic growth; wellness; emotional resilience; and attitudes of empathy, respect, and acceptance within our AUSD community. (LCAP Goal 1)

Goal 2

- Sierra High School is a data-driven professional learning community focused on all students' academic and social-emotional progress.
- Sierra High School will create a learning environment where students, families, and staff have a positive sense of connectedness and belonging.

Identified Need

2019 SBAC data ELA

- 1. 76% scored Standards Not Met
- Data from Claim #1 (Reading) demonstrate 71% of students scored Below Standard
- 3. Claim 2 (Writing) 62% of students were "Below Standard"

2019 SBAC data Math

- 1. 97% scored Standards Not Met
- 2. 96% Below Standard on Concepts & Procedures
- 3. 86% Below Standard on Problem Solving and Modeling & Data Analysis
- 4. 63% Below Standard on Communicating Reasoning

Student attendance rate is currently 86%

Students' Social and Emotional Measures:

Percent of students responding favorably:

- 1. Culture/climate 66.7%
- Growth Mindset 58.2%
- 3. Self Management 56.7%
- 4. Self Efficacy 63.1%
- Social Awareness 73%

Sierra High Annual Survey results identify areas of need:

- 1. Student engagement in school and coursework: 56% positive responses
- 2. Student sense of academic challenge: 60% positive responses
- 3. Student sense of belonging and peer collaboration: 32%
- 4. Parent sense of engagement 83% (decrease from prior year)

5. Parents sense of positive culture 83% (decrease from prior year)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Attendance Rate	86%	95%
Social-Emotional Learning student assessment	Percent of students responding favorably: Culture/climate 66.7% Growth Mindset 58.2% Self Management 56.7% Self Efficacy 63.1% Social Awareness 73%	Percent of students responding favorably: Culture/climate 75% Growth Mindset 70% Self Management 70% Self Efficacy 75% Social Awareness 80%
Professional Learning Community Implementation Data	Number of PLCs: 9 PLC Staff Self-Assessment:	Number of PLCs: 10 PLC Staff Self-Assessment Positive results- increase by at least one level
School Annual Survey Results: Student Sense Belonging and Peer Collaboration	2022 Percent Positive Responses: 32%	Percent Positive Responses: 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 student groups

Strategy/Activity

Sierra High School will develop improved monthly professional learning community implementation, including consistent cycles of disaggregated data analysis and instructional impact.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1926	Title I 1000-1999: Certificated Personnel Salaries Substitutes
3,000	Title I 1000-1999: Certificated Personnel Salaries Teacher extra hours
12,500	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures PLC Consulting

Students to be Served by this Strategy/Activity

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

All students and student groups

Strategy/Activity

Teachers will utilize district TOSAs to increase lesson study, coaching, content areas SMART goals, and collaborative planning opportunities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,196	Title I 1000-1999: Certificated Personnel Salaries Substitutes

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All student and student groups

Strategy/Activity

Create Science Lab for NGSS implementation, project-based learning, and collaborative teaching strategies.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
3,500	Comprehensive Support and Improvement (CSI)

	6000-6999: Capital Outlay Equipment
2,500	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Material/Supplies
1,000	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Professional Learning/Conference
600	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Teacher extra hours
750	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Substitutes

Students to be Served by this Strategy/Activity

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

All student and student groups

Strategy/Activity

Provide opportunities for all students to participate in social-emotional learning and evidence-based activities that improve school connection/belonging.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
10,000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Substitutes
20,000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Teacher extra hours
10,000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Materials/Supplies
12,500	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures SEL Consulting

Students to be Served by this Strategy/Activity

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

All student and student groups

Strategy/Activity

Continue to grow the Video Production course.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,500	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Materials/Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All student and student groups

Strategy/Activity

Provide high-interest field trip opportunities 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)
4,500	LCFF
	5000-5999: Services And Other Operating
	Expenditures
	Fieldtrips

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All student and student groups

Strategy/Activity

Increase and update school technology.

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)	
2,500	LCFF	
	4000-4999: Books And Supplies	
	Software/Hardware	

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All student and student groups

Strategy/Activity

Provide additional opportunities for the school leadership team to participate in cycles of improvement leading to positive student outcomes academically and social-emotionally.

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)	
7,500	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Teacher extra hours	
8,000	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Professional Learning Travel/Conference	

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The overall implementation of this goal was successful. Strategies/activities were implemented well, including the increase of technology in classes and the Video Production Lab which helped students to be more engaged in their coursework. After school programs, such as Gardening Club, Weight Training, Game Room, were also added to support students and to provide opportunities to engage outside of the classroom.

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

While we were able to successfully improve our PLC process this year, there is continuing need to grow in our school's implementation of social-emotional learning. There is a need to have the budget correctly align to provide support for SEL learning needs of all students.

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

We realigned the SPSA Goals to our WASC School Plan and the District's LCAP. The three documents are not better aligned and provide our community with a clearer view of our goals, budgets, and action steps. Additional metrics have been added to this goal to help us to more effectively track and monitor our progress.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College & Career Readiness

LEA/LCAP Goal

Through a collaborative, improvement-driven approach, Azusa USD will address the unique needs and abilities of all students, provide high quality instruction and course offerings, and narrow college/career readiness gaps between student groups to ensure students are prepared for college enrollment and career transitions. (LCAP Goal 3)

Goal 3

 Sierra High School will ensure that all students are prepared for college and/or careers after high school.

Identified Need

Students' sense of being prepared for college and/or careers: 38%

2019 SBAC ELA All Students

Exceeded: 1%

Met: 6%

Nearly Met: 17%

Not Met: 76%

Emerging Multilingual (EL)

Exceeded: 0%

Met: 0%

Nearly Met: 19%

Not Met: 81%

2019 SBAC Math All Students

Exceeded: 0%

Met: 1%

Nearly Met: 1%

Not Met: 97%

2019 Emerging Multilingual (EL)

Exceeded: 0%

Met: 0%

Nearly Met: 6%

Not Met: 94%

2021-22 D and F rate 41%

Annual Measurable Outcomes

Metric/Indicator Baseline/Actual Outcome **Expected Outcome**

2022 Percent Positive Percent Positive Responses: School Annual Survey: 45%

Responses: 38%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students' sense of being college and career ready		
1. Proficiency levels for all students and significant student groups. 2. Proficiency levels for emerging multilingual (EL) students *Other student group populations are below 10, to maintain privacy they cannot be reported publicly.	2019 SBAC ELA All Students Exceeded: 1% Met: 6% Nearly Met: 17% Not Met: 76% Emerging Multilingual (EL) Exceeded: 0% Met: 0% Nearly Met: 19% Not Met: 81%	 SBAC ELA All Students Exceeded: Increase of 5% or greater Met: Increase of 5% or greater Nearly Met: Maintain 17 - 20% Not Met: Decrease of 10% or greater Emerging Multilingual (EL) Exceeded: Increase of 2% or greater Met: Increase of 5% or greater Nearly Met: Maintain 19% - 22% Not Met: Decrease of 10% greater
1. Proficiency levels for all students and significant student groups. 2. Proficiency levels for emerging multilingual (EL) students *Other student group populations are below 10, to maintain privacy they cannot be reported publicly.	2019 SBAC Math All Students Exceeded: 0% Met: 1% Nearly Met: 1% Not Met: 97% 2019 Emerging Multilingual (EL) Exceeded: 0% Met: 0% Nearly Met: 6% Not Met: 94%	 SBAC Math All Students Exceeded: Increase of 3% or greater Met: Increase of 5% or greater Nearly Met: Increase of 10% or greater Not Met: Decrease of 10% or greater Emerging Multilingual (EL) Exceeded: Increase of 2% or greater Met: Increase of 5% or greater Nearly Met: Increase of 20% or greater Not Met: Decrease of 10% greater

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student D/F Rate	2021-22 Percent of student grades that are Ds and Fs: D= 14% F=27% D & F = 41%	Percent of student grades that are Ds and Fs: Decrease total Ds & Fs by 10% or greater.
AP Course Enrollment	11 (cumulative) students a year	20 (cumulative) students a year
Dual Enrollment with community college(s)	2021-22: 4 students	10 Students
Graduation Rate (4-year Adjusted Cohort Grad Rate)	2021: 72%	75%
Graduation Progress Monitoring • Graduation status meetings • Individualized Learning Plans	Graduation Progress Monitoring • Graduation Status Meetings, Percent of students meeting with counselor/administrat or: 100% • Individual Learning Plan completion rate: 100%	Graduation Progress Monitoring • Graduation Status Meetings, Percent of students meeting with counselor/administrat or: 100% • Individual Learning Plan completion rate: 100%
Students who complete a CTE Pathway	n/a new metric	15 students

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 student groups

Strategy/Activity

Provide support for scholarships, college applications, job applications and employment support.

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)

1,250	LCFF 1000-1999: Certificated Personnel Salaries Certificated Extra Hours
1,000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Materials / Supplies

Students to be Served by this Strategy/Activity

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

All Students and student groups

Strategy/Activity

Increase student enrollment in AP courses and increase AP student exam pass rate.

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 and student groups

Strategy/Activity

Provide HISET preparation course in Master Schedule in collaboration with Adult Education Center to offer test to all students who qualify.

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 and student groups

Leadership team and staff will investigate mastery/standards-based grading options for possible implementation.

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 and student groups

Strategy/Activity

Create advisory/homeroom intervention period to address student graduation progress, ILPs, career-related SEL skills, and academic support.

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)

Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students and student groups

Strategy/Activity

Implement Individualized Learning Plans:

Staff will refine Individualized Learning Plans (ILPs) and students will use School Agendas to complete and update their ILPs three times a year. Students will meet with the counselor or administrator for graduation status meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

3,200	LCFF 4000-4999: Books And Supplies
1,000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Certificated Extra Hours

Students to be Served by this Strategy/Activity

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

All Students and student groups

Strategy/Activity

Offer APEX courses that meet graduation and a-g course requirements.

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 8

Students to be Served by this Strategy/Activity

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

All Students and student groups

Strategy/Activity

Provide staff additional time to analyze disaggregated college and career readiness data.

- Naviance Career Surveys
- Naviance Senior Exit Survey
- Graduation Rates
- A-G Rates
- AP Scores
- Dual Enrollment Pass Rate

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 9

Students to be Served by this Strategy/Activity

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

All Students and student groups

Develop Sierra High School College and Career Readiness Plan. Including college visit opportunities, CTE course opportunities, parent/family engagement, communication about graduation and college requirements, job shadowing, ILPs.

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)
2,000	Title I 1000-1999: Certificated Personnel Salaries
	Certificated Extra Hours

Annual Review

SPSA Year Reviewed: 2021-22

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.

Goal 3 was implemented in full this year with minor adjustments based upon the need for substitutes. Teachers and Academic Counselor meetings with students took place regularly. The meetings focused on supporting students as they move toward graduation and monitor their status. The ILPs have been very effective in helping students plan and monitor their progress and goals.

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 are no major differences between the intended implementation, the budget expenditures or the strategies/activities.

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

We realigned the SPSA Goals to our WASC School Plan and the District's LCAP. The three documents are not better aligned and provide our community with a clearer view of our goals, budgets, and action steps. Additional metrics have been added to this goal to help us to more effectively track and monitor our progress. Furthermore, there is a need to provide students with field trip experience to see colleges and universities so that will be a strategy we will prioritize in the coming year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent engagement and student and parent positive perception.

LEA/LCAP Goal

Through a collaborative, improvement-driven approach, Azusa USD will ensure engagement and leadership growth of parents/families and students. We will provide opportunities for collaborative relationships supporting student success and partnerships with families and our community. (LCAP Goal 2)

Goal 4

Sierra High School will engage families and students as partners in helping all students.

Identified Need

Survey data indicates a need to focus on engaging parents and students 2022 Parents/Families

Percent positive responses

- Engagement 83%
- Relationships 90%
- Culture 83%
- Communication & Feedback 93%
- Resources 79%
- School Safety 75%

2022 Students

Percent positive responses

- Engagement: 56%
- Academic Challenge: 60%
- Culture: 46%
- Peer Belonging & Peer Collaboration : 32%
- Relationships: 38%

Decrease in parent and family member participation in school events and leadership opportunities.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

2022 Parents/Families

- Percent positive responsesEngagement 83%
 - Relationships 90%
 - Culture 83%
 - Communication & Feedback 93%

Expected Outcome

2023 Parents/Families
Percent positive responses
expected outcome:

- Engagement 87%
- Relationships 95%
- Culture 87%

Sierra High School District Annual YouthTruth Survey

Results- Parents/Families

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Resources 79%School Safety 75%	 Communication & Feedback 95% Resources 85% School Safety 80%
Sierra High School District Annual YouthTruth Survey Results- Students	 2022 Students Percent positive responses Engagement: 56% Academic Challenge: 60% Culture: 46% Peer Belonging & Peer Collaboration: 32% Relationships: 38% 	2023 Students Percent positive responses expected outcome: • Engagement: 65% • Academic Challenge: 68% • Culture: 60% • Peer Belonging & Peer Collaboration: 45% • Relationships: 50%

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 student groups

Strategy/Activity

Use Blackboard Connect, Aeries, and other applications and social media to inform parents about academic and school events, including school writing prompts and their results.

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 and student groups

Strategy/Activity

Provide high-quality education, resources, and leadership development to parents through Project 2 Inspire.

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)
4,500	Title I 2000-2999: Classified Personnel Salaries Classified Extra Hours- translation
1,200	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Materials/Supplies
1,200	Title I 4000-4999: Books And Supplies Materials/Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students and student groups

Strategy/Activity

Develop and implement a parent and student engagement plan based upon school survey data.

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)

Foster Students

Strategy/Activity

Provide foster youth and parent services.

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 and student groups

Strategy/Activity

Increase and improve our school communication and community outreach, including parent outreach events (CPM Math Night, Report Card Night, Coffee with the Principal, Aeries Training).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)	
1,000	Title I 2000-2999: Classified Personnel Salaries Classified Extra Hours	

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students and student groups

Strategy/Activity

Improve Positive Behavior Intervention and Support (PBIS) and school safety through professional learning for staff and purchase of supplies and materials.

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)
2,000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Materials/Supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students and student groups

Strategy/Activity

Increase health and mental health support for students.

Proposed Expenditures for this Strategy/Activity

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students and student groups

Strategy/Activity

Increase staff, student, and parent use of Naviance to increase engagement and academic planning and monitoring.

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: 2021-22

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.

SHS successfully implemented strategies/activities that improve our parent and family engagement. Parents participated in many Parent Education classes on our campus, including mental health classes for parents/families and Project 2 Inspire. Parents and students attended our Report Card night, where parents and teachers can conference with teachers to partner in helping students be successful.

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 area of need that was not fully implemented was the professional learning for staff on the use of Blackboard, our primary parent/family communication tool. We will need to provide training for staff members using Blackboard in the coming year, as well as opportunities for our parents/families to learn to use the school website.

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

We realigned the SPSA Goals to our WASC School Plan and the District's LCAP. The three documents are not better aligned and provide our community with a clearer view of our goals, budgets, and action steps. Additional metrics have been added to this goal to help us to more effectively track and monitor our progress.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Address comprehensive implementation of diversity, equity, and inclusion

LEA/LCAP Goal

Through a collaborative, improvement-driven approach, Azusa USD will address diversity, equity, and inclusion for all students, including diminishing systemic barriers and racism in our community and elevating culturally relevant teaching/learning. (LCAP Goal 5)

Goal 5

• Sierra High will improve diversity understanding for students and staff, equitable opportunities to learn for all students, and inclusive, culturally relevant teaching and learning.

Identified Need

Student Survey Results focused on DEI and instruction: 2022 Students
Percent positive responses

- Within your school, how often do you see people of diverse backgrounds represented in textbooks and other class materials? 33%
- Within your school, how often do you see people of diverse backgrounds represented in your classmates' work (e.g. their projects/presentations)? 29%
- My school encourages students to speak out against racism. 47%
- I feel comfortable speaking up about school issues with adults at my school. 42%
- I've seen adults in my school listen to the voices and ideas of youth when making decisions.46%

2022 Students

Student Focus Group interviews indicate that students desire to learn more about diverse authors and use culturally relevant teaching and learning in classrooms which will provide more relevance to their lives and interests beyond high school.

Annual Measurable Outcomes

Metric/Indicator Baseline/Actual Outcome

Sierra High School District Annual YouthTruth Survey Results- Students DEI Perceptions

 Within your school, how often do you see people of diverse backgrounds represented in

Percent positive responses

Expected Outcome

2023 Students
Percent positive responses
expected outcome:

 Within your school, how often do you see people of diverse backgrounds represented in

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

- textbooks and other class materials? 33%
- Within your school, how often do you see people of diverse backgrounds represented in your classmates' work (e.g. their projects/presentations)? 29%
- My school encourages students to speak out against racism. 47%
- I feel comfortable speaking up about school issues with adults at my school. 42%
- I've seen adults in my school listen to the voices and ideas of youth when making decisions.46%

- textbooks and other class materials? 45%
- Within your school, how often do you see people of diverse backgrounds represented in your classmates' work (e.g. their projects/presentations)? 45%
- My school encourages students to speak out against racism. 65%
- I feel comfortable speaking up about school issues with adults at my school. 65%
- I've seen adults in my school listen to the voices and ideas of youth when making decisions.65%

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 student groups

Strategy/Activity

Continue implementation of culturally relevant teaching/learning in all subject areas, collaborative practices, student discourse and English course curriculum focused on diverse authors and experiences.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
3,000	Title I

	5000-5999: Services And Other Operating Expenditures
1,500	Title I 4000-4999: Books And Supplies Supplemental materials/supplies

Students to be Served by this Strategy/Activity

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

All students and student groups

Strategy/Activity

Provide professional learning, materials and supplies to support implementation of high leverage, relevant teaching and learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	LCFF 5000-5999: Services And Other Operating Expenditures Professional Learning
920	LCFF 4000-4999: Books And Supplies Materials/Supplies

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

This goal is a new goal for the coming year. The strategies/actions were previously part of Goal 1 and were fully implemented.

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 no major differences between the intended implementation or budget of the strategies/actions in this goal. One minor difference is that instead of using substitutes to cover

classes for professional learning, extra hours were paid teachers so they could attend professional learning outside of the school hours.

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

We realigned the SPSA Goals to our WASC School Plan and the District's LCAP. The three documents are not better aligned and provide our community with a clearer view of our goals, budgets, and action steps. Additional metrics have been added to this goal to help us to more effectively track and monitor our progress.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject
LEA/LCAP Goal
Goal 6
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

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	\$45,016
Total Federal Funds Provided to the School from the LEA for CSI	\$138,681
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$146,123.00

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 (\$)
Comprehensive Support and Improvement (CSI)	\$109,431.00
Title I	\$21,322.00

Subtotal of additional federal funds included for this school: \$130,753.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCFF	\$15,370.00

Subtotal of state or local funds included for this school: \$15,370.00

Total of federal, state, and/or local funds for this school: \$146,123.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	21322.	0.00
LCFF	15370	0.00
Comprehensive Support and Improvement (CSI)	168,599	59,168.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Comprehensive Support and Improvement (CSI)	109,431.00
LCFF	15,370.00
Title I	21,322.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	53,222.00
2000-2999: Classified Personnel Salaries	5,500.00
4000-4999: Books And Supplies	34,920.00
5000-5999: Services And Other Operating Expenditures	23,981.00
5800: Professional/Consulting Services And Operating Expenditures	25,000.00
6000-6999: Capital Outlay	3,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	41,850.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	25,600.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	13,481.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	25,000.00
6000-6999: Capital Outlay	Comprehensive Support and Improvement (CSI)	3,500.00
1000-1999: Certificated Personnel Salaries	LCFF	1,250.00
4000-4999: Books And Supplies	LCFF	6,620.00
5000-5999: Services And Other Operating Expenditures	LCFF	7,500.00
1000-1999: Certificated Personnel Salaries	Title I	10,122.00
2000-2999: Classified Personnel Salaries	Title I	5,500.00
4000-4999: Books And Supplies	Title I	2,700.00
5000-5999: Services And Other Operating Expenditures	Title I	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	12,881.00
Goal 2	106,472.00
Goal 3	8,450.00
Goal 4	9,900.00
Goal 5	8,420.00

School Site Council Membership

Name of Manchana

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

Name of Members	Role
Kent Stout	Principal
Kevin Knight	Classroom Teacher
Elizabeth Sainz	Other School Staff
Naomi Soto	Secondary Student
Anafebe Beltran	Parent or Community Member
Monica Cornejo	Parent or Community Member

Dala

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

Means

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 09/03/2020.

Attested:

Principal, Kent Stout on 09/03/2020

SSC Chairperson, Barbara Klaus on 09/03/2020

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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 LEAand 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 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—
 - 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
 - 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).
 - 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:

- 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);
- 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/guidanceuseseinvestment.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:

- 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
- 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/guidanceuseseinvestment.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/fg/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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