

# 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 |
|-------------------|-----------------------------------|--|---------------------------|
| Azusa High School | 19642791930528                    | April 19, 2022                         | Pending                   |

## 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)

Targeted Assistance

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

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The school’s plan is to innovate and enhance programs with their federally funded programs and align them with the priority goals under the state’s Local Control Funding Formula (LCFF). Using various data points to identify areas of strength and need we will work with all stakeholders to identify evidence-based strategies to increase achievement to for students not meeting academic standards.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

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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 were surveyed this year as part of the LCAP data gathering process. Designated schoolwide parent events were selected where the survey was administered. Parent representatives, including Spanish-speaking parents, and Site Council members took the survey in the Parent Center. Results were tabulated centrally and were shared to the Board of Education. A Title 1 parent survey is also administered at the end of the year. The School Site Council reviews the results and makes recommendations to enhance the Title 1 program based on these results.

## Classroom Observations

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

District and Site 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 first time 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 Common Core State Standards. Frequent and varied progress monitoring occurs through common formative interim assessments. End of unit or mid-range summative assessments prepare students for the California Assessment of Student Performance and Progress.

ELA

2015-16 CAASPP Met + Exceeded = 64%

2016-17 CAASPP Met: 37% + Exceeded: 15% = 52%

2017-18 CAASPP Met: 37% + Exceeded: 19% = 56%

2018-19 CAASPP Met: 32.58% + Exceeded 19.85% = 52.43% met or exceeded (4% decrease compared to previous year)

Math

2015-16 CAASPP = Met + Exceeded = 30%

2016-17 CAASPP Met: 5% + Exceeded: 16% = 21%

2017-18 CAASPP Met: 6% + Exceeded: 24% = 30% (9% increase compared to previous year)

2018-19 CAASPP Met: 22.14 % + Exceeded: 8.86 % = 31% (1% increase compared to previous year)

ELPAC

2018: 22.07 % Proficient

2019: 11.01% proficient

\*Decrease in proficiency can be attributed to changes in ELPAC scale score bands

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

Teachers are in the process of aligning curriculum embedded and common formative assessments aligned to common core standards. Data results from these assessments will be utilized during 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 (NCLB).

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.

## 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 and the English–language arts and mathematics common core standards.

For 2017-20 Azusa High School has focused primarily on supporting staff around engaging strategies (Complex -Think- Pair- Share, Padlet, Kahoot), ELA Collections, CPM Math, all under the umbrella of the Professional Learning Communities and making instructional decisions based on student data. Two days were set aside each year for professional development and all teachers on staff attend. Departments have collaborated on benchmark assessments, consistency of standards, and pacing of course work to ensure all students are receiving a comprehensive, high quality education across the curriculum. Staff has received training on Common Core State Standards, Document-Based Questions, and Common Formative Assessments.

The district annually holds professional development days in which teachers are offered a broad-based variety of professional learning opportunities in curriculum and instructional practice in support of a continuous cycle of improvement. Professional learning opportunities include grade level and/or content specific programming on full and partial days as well as early student release day opportunities. Student achievement data continues to be the determining factor in the selection of professional learning topics. The primary areas of focus for professional learning in the last three years have been in the area of supporting teachers as it relates to math, and ELA/ELD, history-social science, and science curricula, content standards, frameworks, as well as the use of student data to improve instructional practice. Professional learning is developed and facilitated by district staff, Teachers on Special Assignment, as well as consultants and coaches who specialize in content-area pedagogy. Professional learning is structured in job-embedded workshops and professional learning communities which include collaborative lesson planning, lesson study, classroom observations and coaching support, and student work/data analysis. Professional learning for all teachers includes strategies and pedagogy to support all learners access rigorous, grade-level standards. All professional learning includes a special emphasis on supporting the development of English learners' development of academic language and literacy. Beginning in 2017 through 2020, all teachers participated in six days of systematic, district-wide professional learning with a focus on instructional strategies in support of our three student success drivers: academic discourse, collaborative practices, and cognitive rigor. In addition, several opt-in days of various ongoing professional learning offerings were held to differentiate among grade and content levels, and included standards aligned instructional practices in support of all learners, including English learners and students with disabilities; college and career readiness; and social-emotional support.

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 is 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 own professional practice. Time has also been allocated to apply what they have learned and sustain improved instruction. Evaluation and follow-up are essential components of the professional development plan.

Staff works with a District TOSA (Teacher on Special Assignment), in the content areas, standards based lessons, and data talks to guide instruction. TOSA's also assist with PLC discussions, and one on one teacher support and mentoring.

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 K-12 is currently underway. The professional day has been flexibly reorganized to ensure frequent and timely teacher collaboration. For staff meetings on Wednesday Early release days, there is 1 Department Meeting, 1 Faculty Meeting, 1 PLC meeting, and 1 Planning day for 2019-20. In 2017-18 and 2018-19, the staff meetings were divided up as 1 Department Meeting, 1 Faculty Meeting, and 2 PLC Meetings and there were more opportunities for training and data discussions.

## Teaching and Learning

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

Instructional materials are aligned to 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 utilized. Instructional material aligned to current standards have been adopted in English language arts, math, social studies, and science.

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.

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

Struggling students are scheduled into intervention courses in English Language Arts and Mathematics.



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/ Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The school/district also provides Common Core State Standards (CCSS)-aligned instructional 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)

State board adopted instructional material aligned to current standards have been adopted in English language arts, math, social studies, and science.

## **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

District wide systems ensure that all instructional staff know the essential elements of evidence-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. Evidence based instructional strategies are used to increase the academic achievement of all students are implemented including; SDAIE strategies, SIOP, Cooperative Learning, and technology based programs.

## 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 on and off campus. The Azusa city library, Homework House, Azusa APU Upward Bound, math tutoring after school, Aztec Saturday Academy (10 sessions), Migrant Education homework centers and PASS credit recovery are available for extra assistance.

Parents and community members are very supportive of the educational program at Azusa High School. Parents and the community participate in Back to-School Night, Aztec Expo, Band Boosters, Athletic Boosters, and Drama Boosters. Azusa High School enjoys many partnerships in the community and generous donations. These partnerships include Azusa Pacific University, Vulcan Materials, Seidner Collision Centers, Foothill Federal Credit Union, Citrus College, and Northrop Grumman.

Community Learning Meetings at Azusa High include: Azusa High ESL Classes, Families in Schools, Parent Meeting Participation, Email and AERIES set up. Further, there are committees that they can become involved in: School Site Council (SSC), English Language Advisory Council (ELAC), District English Language Advisory Council (DELAC), and District Parent Advisory Committee Plus (PAC+).

The Parent and Community Center, established in 2013, is open every school day and provides information and support for both English and Spanish speaking parents. On Thursdays, the Parent and Community Center hosts Café Azteca, which features guest speakers on a variety of school and district related topics of interest. The Parent and Community Center also provides workshops for parents on subjects such as transitioning from middle school to high school, and preparing for college. Parents may also access school computers to check the AERIES grade portal, meet with school personnel, participate in campus tours, and elicit other information pertinent to their child's education.

As part of Azusa High School's effort to continually involve parents in all aspects of their children's education, parent groups conduct pre-arranged classroom observations, beginning in the 2017-2018 school year. These observations occur once a month, by department, with the intent to have parent groups visit classrooms from each department by the year's end. During observations, parents have the opportunity to familiarize themselves with the curriculum, witness a typical day of instruction for their student, and understand how to better support their child in the subject.

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 common core 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 Common Core State Standards and the progress in their implementation. The Azusa High Parent Center creates monthly calendars that outlines all the activities that will take place during the month as well as has implemented a Parent Passport that parents fill out passports for activities that they attend and turn in once they are completed. Also, Azusa High has implemented monthly Classroom Instructional Visits in which they visit classes with a focus on structured student engagement structures implemented by the teachers.

### 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 three classroom teachers, one additional elected staff member, and five elected parents/community, and student members. SSC meets on a minimum of five times per year, discuss, and give input on the creation of the school's areas of need, goals, and action plans. 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 LEA 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 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. California Dashboard shows the District met standard for appropriately assigned teachers and all students have access to their own copies of instructional materials for home and school.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 18-19              | 19-20 | 20-21 |
| Grade 9                           | 306                | 254   | 306   |
| Grade 10                          | 308                | 301   | 253   |
| Grade 11                          | 291                | 248   | 247   |
| Grade 12                          | 291                | 291   | 244   |
| Total Enrollment                  | 1,196              | 1,094 | 1,050 |

Conclusions based on this data:

1.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment               |                    |       |       |                     |       |       |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                                 | Number of Students |       |       | Percent of Students |       |       |
|   | 18-19              | 19-20 | 20-21 | 18-19               | 19-20 | 20-21 |
| English Learners                              | 245                | 207   | 180   | 20.5%               | 18.9% | 17.1% |
| Fluent English Proficient (FEP)               | 506                | 485   | 448   | 42.3%               | 44.3% | 42.7% |
| Reclassified Fluent English Proficient (RFEP) | 0                  | 39    | 35    | 0.0%                | 15.9% | 16.9% |

### Conclusions based on this data:

1. EL numbers have remained consistent
2. Decrease in number of RFEPS

# School and Student Performance Data

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

| Overall Participation for All Students |                        |       |       |                      |       |       |                    |       |       |                        |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with |       |       | % of Enrolled Students |       |       |
|  | 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                               | 285                    | 278   | 243   | 275                  | 267   | 0     | 275                | 267   | 0     | 96.5                   | 96    | 0.0   |
| All Grades                             | 285                    | 278   | 243   | 275                  | 267   | 0     | 275                | 267   | 0     | 96.5                   | 96    | 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 Level                          | Mean Scale Score |       |       | % Standard |       |       | % Standard Met |       |       | % Standard Nearly |       |       | % 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                             | 2587.            | 2582. |       | 18.55      | 19.85 |       | 37.82          | 32.58 |       | 26.55             | 26.22 |       | 17.09          | 21.35 |       |
| All Grades                           | N/A              | N/A   | N/A   | 18.55      | 19.85 |       | 37.82          | 32.58 |       | 26.55             | 26.22 |       | 17.09          | 21.35 |       |

2019-20 Data:

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| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 17-18            | 18-19 | 20-21 | 17-18                 | 18-19 | 20-21 | 17-18            | 18-19 | 20-21 |
| Grade 11   | 19.64            | 22.10 |       | 58.55                 | 43.07 |       | 21.82            | 34.83 |       |
| All Grades   | 19.64            | 22.10 |       | 58.55                 | 43.07 |       | 21.82            | 34.83 |       |

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<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 17-18            | 18-19 | 20-21 | 17-18                 | 18-19 | 20-21 | 17-18            | 18-19 | 20-21 |
| Grade 11  | 29.82            | 32.21 |       | 47.27                 | 50.56 |       | 22.91            | 17.23 |       |
| All Grades  | 29.82            | 32.21 |       | 47.27                 | 50.56 |       | 22.91            | 17.23 |       |

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<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 17-18            | 18-19 | 20-21 | 17-18                 | 18-19 | 20-21 | 17-18            | 18-19 | 20-21 |
| Grade 11  | 16.73            | 16.10 |       | 70.55                 | 63.67 |       | 12.73            | 20.22 |       |
| All Grades  | 16.73            | 16.10 |       | 70.55                 | 63.67 |       | 12.73            | 20.22 |       |

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.

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 17-18            | 18-19 | 20-21 | 17-18                 | 18-19 | 20-21 | 17-18            | 18-19 | 20-21 |
| Grade 11   | 30.55            | 28.09 |       | 52.73                 | 51.31 |       | 16.73            | 20.60 |       |
| All Grades   | 30.55            | 28.09 |       | 52.73                 | 51.31 |       | 16.73            | 20.60 |       |

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.

**Conclusions based on this data:**

1. The first conclusion we can draw is that looking at the overall results in ELA, 56% met or exceeded, the standard, with 27% nearly meeting the standard, and 17% below standard. It appears the professional development, time for common planning, and assessment, have yielded positive results, considering this is a baseline year.
2. Looking at the claims, the results were consistent, reading, writing, and listening, with research and inquiry being the claim, where students performed the best. This may be a result of the emphasis on DBQ strategies and having students present their findings with support from the text.
3. It is surprising that students, did not score as well in the listening area with only 17% above standard, although 69% were at or near. The conclusion we can draw is that greater attention needs to be given to the area of listening.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

| Overall Participation for All Students |                        |       |       |                      |       |       |                    |       |       |                        |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with |       |       | % of Enrolled Students |       |       |
|  | 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                               | 284                    | 277   | 243   | 282                  | 272   | 0     | 281                | 271   | 0     | 99.3                   | 98.2  | 0.0   |
| All Grades                             | 284                    | 277   | 243   | 282                  | 272   | 0     | 281                | 271   | 0     | 99.3                   | 98.2  | 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 Level                          | Mean Scale Score |       |       | % Standard |       |       | % Standard Met |       |       | % Standard Nearly |       |       | % 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                             | 2556.            | 2556. |       | 5.69       | 8.86  |       | 24.91          | 22.14 |       | 22.78             | 23.99 |       | 46.62          | 45.02 |       |
| All Grades                           | N/A              | N/A   | N/A   | 5.69       | 8.86  |       | 24.91          | 22.14 |       | 22.78             | 23.99 |       | 46.62          | 45.02 |       |

### 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.

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 17-18            | 18-19 | 20-21 | 17-18                 | 18-19 | 20-21 | 17-18            | 18-19 | 20-21 |
| Grade 11   | 20.28            | 19.26 |       | 27.05                 | 27.78 |       | 52.67            | 52.96 |       |
| All Grades   | 20.28            | 19.26 |       | 27.05                 | 27.78 |       | 52.67            | 52.96 |       |

### 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.

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 17-18            | 18-19 | 20-21 | 17-18                 | 18-19 | 20-21 | 17-18            | 18-19 | 20-21 |
| Grade 11   | 9.96             | 14.81 |       | 44.84                 | 40.74 |       | 45.20            | 44.44 |       |
| All Grades   | 9.96             | 14.81 |       | 44.84                 | 40.74 |       | 45.20            | 44.44 |       |

### 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.

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 17-18            | 18-19 | 20-21 | 17-18                 | 18-19 | 20-21 | 17-18            | 18-19 | 20-21 |
| <b>Grade 11</b>  | 11.03            | 14.39 |       | 59.43                 | 56.46 |       | 29.54            | 29.15 |       |
| <b>All Grades</b>  | 11.03            | 14.39 |       | 59.43                 | 56.46 |       | 29.54            | 29.15 |       |

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.

**Conclusions based on this data:**

1. Based on the data, with 69% not meeting the standard, and only 30% meeting or exceeding the standard, we need to revisit, and rethink, our approach to teaching math.
2. The greatest area of concern, which is fundamental, is the area of concepts and procedures, where 52% of students were below the standard. Professional development on formative assessment may prove to be beneficial, so that reteaching and differentiation of instruction can take place.
3. The area that students scored best was communicating reasoning. This may be in part to curriculum alignment with the New California Standards and student exposure to DBQ/SIOP Strategies.

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |        |        |               |        |        |                  |        |        |                           |       |       |
|--|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level  | Overall |        |        | Oral Language |        |        | Written Language |        |        | Number of Students Tested |       |       |
|  | 17-18   | 18-19  | 20-21  | 17-18         | 18-19  | 20-21  | 17-18            | 18-19  | 20-21  | 17-18                     | 18-19 | 20-21 |
| 9  | 1515.7  | 1454.0 | 1493.4 | 1495.4        | 1436.0 | 1488.0 | 1535.5           | 1471.4 | 1498.3 | 58                        | 56    | 61    |
| 10   | 1551.3  | 1484.8 | 1494.2 | 1550.8        | 1477.7 | 1488.8 | 1551.4           | 1491.6 | 1499.3 | 64                        | 56    | 42    |
| 11   | 1513.9  | 1492.2 | 1451.3 | 1495.5        | 1466.0 | 1438.4 | 1531.8           | 1517.9 | 1463.9 | 56                        | 58    | 38    |
| 12   | 1391.5  | 1433.7 | 1491.1 | 1374.3        | 1406.5 | 1488.8 | 1408.3           | 1460.5 | 1493.1 | 35                        | 48    | 22    |
| All Grades   |         |        |        |               |        |        |                  |        |        | 213                       | 218   | 163   |

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 Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|   | 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 |
| 9   | 22.41   | 5.36  | 5.08  | 32.76   | 16.07 | 30.51 | *       | 28.57 | 27.12 | 34.48   | 50.00 | 37.29 | 58                       | 56    | 59    |
| 10  | 37.50   | 23.21 | 15.00 | 25.00   | 19.64 | 22.50 | *       | 10.71 | 15.00 | 23.44   | 46.43 | 47.50 | 64                       | 56    | 40    |
| 11  | *       | 10.34 | 0.00  | 39.29   | 20.69 | 18.42 | *       | 25.86 | 39.47 | 30.36   | 43.10 | 42.11 | 56                       | 58    | 38    |
| 12  | *       | 4.17  | 27.27 | *       | 29.17 | 13.64 | *       | 22.92 | 13.64 | 65.71   | 43.75 | 45.45 | 35                       | 48    | 22    |
| All Grades  | 22.07   | 11.01 | 9.43  | 29.58   | 21.10 | 23.27 | 13.15   | 22.02 | 25.16 | 35.21   | 45.87 | 42.14 | 213                      | 218   | 159   |

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.

| Oral Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level  | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|  | 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 |
| 9  | 36.21   | 16.07 | 22.03 | 22.41   | 17.86 | 27.12 | *       | 17.86 | 25.42 | 29.31   | 48.21 | 25.42 | 58                       | 56    | 59    |
| 10   | 48.44   | 32.14 | 27.50 | 17.19   | 14.29 | 17.50 | 21.88   | 12.50 | 12.50 | *       | 41.07 | 42.50 | 64                       | 56    | 40    |
| 11   | 33.93   | 17.24 | 10.53 | 35.71   | 22.41 | 31.58 | *       | 25.86 | 15.79 | 25.00   | 34.48 | 42.11 | 56                       | 58    | 38    |
| 12   | *       | 2.08  | 36.36 | *       | 41.67 | 22.73 | *       | 10.42 | 9.09  | 54.29   | 45.83 | 31.82 | 35                       | 48    | 22    |
| All Grades   | 36.15   | 17.43 | 22.64 | 22.54   | 23.39 | 25.16 | 14.08   | 16.97 | 17.61 | 27.23   | 42.20 | 34.59 | 213                      | 218   | 159   |

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.

| Written Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|   | 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 |
| 9   | *       | 0.00  | 0.00  | 34.48   | 10.71 | 20.34 | *       | 21.43 | 32.20 | 41.38   | 67.86 | 47.46 | 58                       | 56    | 59    |
| 10  | *       | 8.93  | 0.00  | 34.38   | 17.86 | 25.00 | *       | 21.43 | 30.00 | 35.94   | 51.79 | 45.00 | 64                       | 56    | 40    |
| 11  | *       | 5.17  | 0.00  | 21.43   | 18.97 | 5.26  | 35.71   | 27.59 | 28.95 | 37.50   | 48.28 | 65.79 | 56                       | 58    | 38    |
| 12  |         | 10.42 | 13.64 | *       | 18.75 | 13.64 | *       | 25.00 | 13.64 | 65.71   | 45.83 | 59.09 | 35                       | 48    | 22    |
| All Grades  | 10.80   | 5.96  | 1.89  | 26.76   | 16.51 | 16.98 | 19.72   | 23.85 | 28.30 | 42.72   | 53.67 | 52.83 | 213                      | 218   | 159   |

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 Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 17-18          | 18-19 | 20-21 | 17-18               | 18-19 | 20-21 | 17-18     | 18-19 | 20-21 | 17-18                    | 18-19 | 20-21 |
| 9   | 31.03          | 7.14  | 1.69  | 41.38               | 37.50 | 52.54 | 27.59     | 55.36 | 45.76 | 58                       | 56    | 59    |
| 10  | 46.88          | 12.50 | 5.00  | 31.25               | 37.50 | 55.00 | 21.88     | 50.00 | 40.00 | 64                       | 56    | 40    |
| 11  | *              | 3.45  | 0.00  | 57.14               | 41.38 | 42.11 | 28.57     | 55.17 | 57.89 | 56                       | 58    | 38    |
| 12  | *              | 0.00  | 0.00  | 34.29               | 47.92 | 54.55 | 57.14     | 52.08 | 45.45 | 35                       | 48    | 22    |
| All Grades  | 27.70          | 5.96  | 1.89  | 41.31               | 40.83 | 50.94 | 30.99     | 53.21 | 47.17 | 213                      | 218   | 159   |

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.

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level  | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|  | 17-18          | 18-19 | 20-21 | 17-18               | 18-19 | 20-21 | 17-18     | 18-19 | 20-21 | 17-18                    | 18-19 | 20-21 |
| 9  | 37.93          | 37.50 | 50.91 | 36.21               | 16.07 | 27.27 | 25.86     | 46.43 | 21.82 | 58                       | 56    | 55    |
| 10   | 54.69          | 50.00 | 43.59 | 31.25               | 8.93  | 20.51 | *         | 41.07 | 35.90 | 64                       | 56    | 39    |
| 11   | 55.36          | 41.38 | 50.00 | 21.43               | 24.14 | 11.11 | 23.21     | 34.48 | 38.89 | 56                       | 58    | 36    |
| 12   | *              | 37.50 | 59.09 | *                   | 22.92 | 13.64 | 54.29     | 39.58 | 27.27 | 35                       | 48    | 22    |
| All Grades   | 45.07          | 41.74 | 50.00 | 28.64               | 17.89 | 19.74 | 26.29     | 40.37 | 30.26 | 213                      | 218   | 152   |

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.

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 17-18          | 18-19 | 20-21 | 17-18               | 18-19 | 20-21 | 17-18     | 18-19 | 20-21 | 17-18                    | 18-19 | 20-21 |
| <b>9</b>  | 18.97          | 3.57  | 6.78  | 37.93               | 25.00 | 33.90 | 43.10     | 71.43 | 59.32 | 58                       | 56    | 59    |
| <b>10</b>   | 17.19          | 21.43 | 7.50  | 40.63               | 26.79 | 32.50 | 42.19     | 51.79 | 60.00 | 64                       | 56    | 40    |
| <b>11</b>   | *              | 3.45  | 0.00  | 37.50               | 41.38 | 21.05 | 55.36     | 55.17 | 78.95 | 56                       | 58    | 38    |
| <b>12</b>   |                | 12.50 | 13.64 | *                   | 39.58 | 22.73 | 85.71     | 47.92 | 63.64 | 35                       | 48    | 22    |
| <b>All Grades</b>   | 12.21          | 10.09 | 6.29  | 34.74               | 33.03 | 28.93 | 53.05     | 56.88 | 64.78 | 213                      | 218   | 159   |

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 Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 17-18          | 18-19 | 20-21 | 17-18               | 18-19 | 20-21 | 17-18     | 18-19 | 20-21 | 17-18                    | 18-19 | 20-21 |
| <b>9</b>  | 24.14          | 0.00  | 0.00  | 48.28               | 46.43 | 67.80 | 27.59     | 53.57 | 32.20 | 58                       | 56    | 59    |
| <b>10</b>   | 25.00          | 7.14  | 0.00  | 54.69               | 41.07 | 64.10 | 20.31     | 51.79 | 35.90 | 64                       | 56    | 39    |
| <b>11</b>   | *              | 5.17  | 8.11  | 58.93               | 55.17 | 51.35 | 25.00     | 39.66 | 40.54 | 56                       | 58    | 37    |
| <b>12</b>   |                | 18.75 | 28.57 | 57.14               | 43.75 | 38.10 | 42.86     | 37.50 | 33.33 | 35                       | 48    | 21    |
| <b>All Grades</b>   | 18.31          | 7.34  | 5.77  | 54.46               | 46.79 | 58.97 | 27.23     | 45.87 | 35.26 | 213                      | 218   | 156   |

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.

**Conclusions based on this data:**

1. Increased number of students scoring at the beginning level in reading

# School and Student Performance Data

## 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   |
| 1050   | 84.3  | 17.1  | 0.3  |
| 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 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 180   | 17.1       |
| Foster Youth                                      | 3     | 0.3        |
| Homeless  | 42    | 4.0        |
| Socioeconomically Disadvantaged                   | 885   | 84.3       |
| Students with Disabilities                        | 177   | 16.9       |

| Enrollment by Race/Ethnicity        |       |            |
|-------------------------------------|-------|------------|
| Student Group                       | Total | Percentage |
| African American                    | 8     | 0.8        |
| American Indian or Alaska Native    | 1     | 0.1        |
| Asian                               | 11    | 1.0        |
| Filipino                            | 6     | 0.6        |
| Hispanic                            | 992   | 94.5       |
| Two or More Races                   | 3     | 0.3        |
| Native Hawaiian or Pacific Islander |       |            |
| White                               | 27    | 2.6        |

### Conclusions based on this data:

1. Socioeconomically disadvantaged students are a significant population



# School and Student Performance Data

## 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.

### 2019 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



##### Mathematics



##### College/Career



#### Academic Engagement

##### Graduation Rate



#### Conditions & Climate

##### Suspension Rate



#### Conclusions based on this data:

1.



# School and Student Performance Data

## Academic Performance English Language Arts

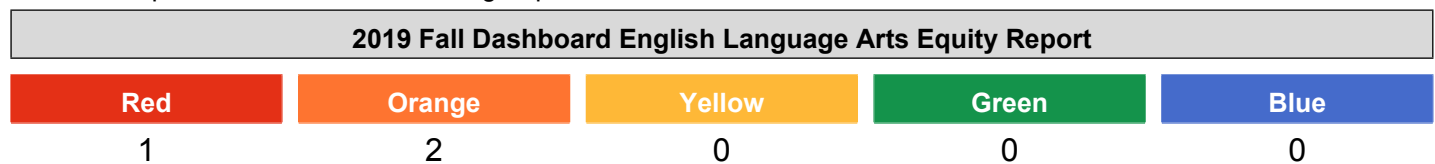
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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







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











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group  |   |  |   |   |   |
|---|---|--|---|---|---|
| All Students  | English Learners  | Foster Youth   | Homeless  | Socioeconomically Disadvantaged   | Students with Disabilities  |
| <br>Yellow<br>4.2 points above standard<br>Declined -5.3 points<br>255 | <br>Red<br>88.7 points below standard<br>Declined -12 points<br>57 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 | <br>No Performance Color<br>10 points below standard<br>18 | <br>Orange<br>0.8 points below standard<br>Declined -5.1 points<br>214 | <br>No Performance Color<br>113.9 points below standard<br>Increased ++11.7 points<br>38 |

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

|  |  |   |   |
|--|--|---|---|
| <b>African American</b><br><br>No Performance Color<br>0 Students                         | <b>American Indian</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 | <b>Asian</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>4 | <b>Filipino</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>4 |
| <b>Hispanic</b><br><br>Orange<br>0.5 points below standard<br>Declined -4.4 points<br>240 | <b>Two or More Races</b><br><br>No Performance Color<br>0 Students  | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                       | <b>White</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>6    |

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

|  |   |  |
|--|---|--|
| <b>Current English Learner</b><br>106.7 points below standard<br>Declined -13.3 points<br>42 | <b>Reclassified English Learners</b><br>38.9 points below standard<br>Increased ++14.6 points<br>15 | <b>English Only</b><br>8.7 points above standard<br>Declined -7.8 points<br>85 |
|--|---|--|

#### Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Performance Mathematics

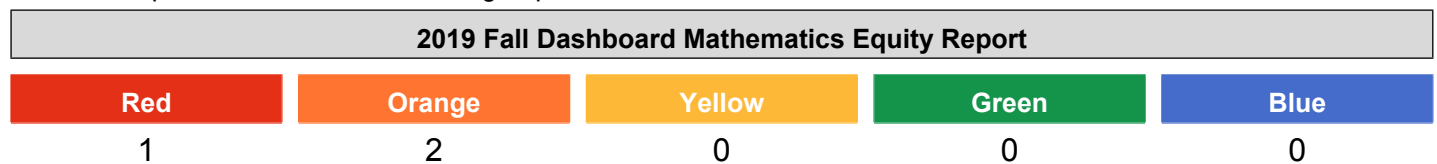
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:








This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group   |   |  |   |   |  |
|--|---|--|---|---|--|
| All Students   | English Learners  | Foster Youth   | Homeless  | Socioeconomically Disadvantaged   | Students with Disabilities   |
| <br>Orange<br>63.3 points below standard<br>Maintained -0.2 points<br>254 | <br>Red<br>151.2 points below standard<br>Declined -8.2 points<br>57 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 | <br>No Performance Color<br>67.1 points below standard<br>18 | <br>Orange<br>65.9 points below standard<br>Maintained ++1.5 points<br>213 | <br>No Performance Color<br>201.1 points below standard<br>Increased ++5.2 points<br>39 |

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American   | American Indian  | Asian   | Filipino   |
|--|--|---|--|
|  | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>4 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>4 |
| Hispanic   | Two or More Races  | Pacific Islander  | White  |
| <br>Orange<br>69.8 points below standard<br>Maintained -2.1 points<br>239 |  |   | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>6 |

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  |
|---|---|---|
| 168.3 points below standard<br>Declined -3.4 points<br>42 | 103.3 points below standard<br>Increased ++7.2 points<br>15 | 69.8 points below standard<br>Declined -14.5 points<br>85 |

**Conclusions based on this data:**

1.

# School and Student Performance Data

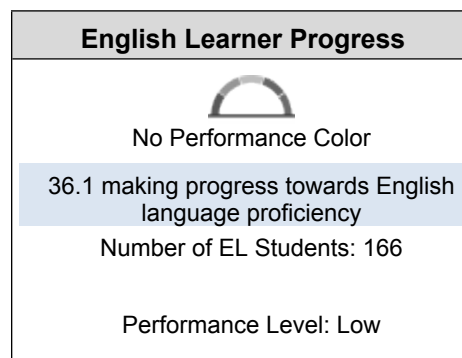
## Academic Performance English Learner Progress

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



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 |
|--------------------------|--|-------------------------|------------------------------------|
| 16.8                     | 46.9                                       | 5.4                     | 30.7                               |

Conclusions based on this data:

1.

# School and Student Performance Data

## 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   | 231           | 100            |
| African American   | 2             | 0.9            |
| American Indian or Alaska Native   |               |                |
| Asian  | 4             | 1.7            |
| Filipino   | 2             | 0.9            |
| Hispanic   | 218           | 94.4           |
| Native Hawaiian or Pacific Islander  |               |                |
| White  | 4             | 1.7            |
| Two or More Races  | 1             | 0.4            |
| English Learners   | 50            | 21.6           |
| Socioeconomically Disadvantaged  | 209           | 90.5           |
| Students with Disabilities   | 33            | 14.3           |
| Foster Youth   | 4             | 1.7            |
| Homeless   | 44            | 19             |

| Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students |               |                |
|---|---------------|----------------|
| Student Group   | Cohort Totals | Cohort Percent |
| All Students  | 32            | 13.9           |
| African American  |               |                |
| American Indian or Alaska Native  |               |                |
| Asian   |               |                |
| Filipino  |               |                |
| Hispanic  | 30            | 13.8           |
| Native Hawaiian or Pacific Islander   |               |                |
| White   |               |                |
| Two or More Races   |               |                |
| English Learners  | 0             | 0              |
| Socioeconomically Disadvantaged   | 27            | 12.9           |
| Students with Disabilities  | 0             | 0              |
| Foster Youth  |               |                |
| Homeless  | 3             | 6.8            |

\* 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  | 13            | 5.6            |
| African American  |               |                |
| American Indian or Alaska Native  |               |                |
| Asian   |               |                |
| Filipino  |               |                |
| Hispanic  | 11            | 5              |
| Native Hawaiian or Pacific Islander   |               |                |
| White   |               |                |
| Two or More Races   |               |                |
| English Learners  | 0             | 0              |
| Socioeconomically Disadvantaged   | 11            | 5.3            |
| Students with Disabilities  | 0             | 0              |
| Foster Youth  |               |                |
| Homeless  | 3             | 6.8            |

\* 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  | 25            | 10.8           |
| African American  |               |                |
| American Indian or Alaska Native  |               |                |
| Asian   |               |                |
| Filipino  |               |                |
| Hispanic  | 24            | 11             |
| Native Hawaiian or Pacific Islander   |               |                |
| White   |               |                |
| Two or More Races   |               |                |
| English Learners  | 2             | 4              |
| Socioeconomically Disadvantaged   | 24            | 11.5           |
| Students with Disabilities  | 5             | 15.2           |
| Foster Youth  |               |                |
| Homeless  | 2             | 4.5            |

\* 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   | 98            | 42.4           |
| African American   |               |                |
| American Indian or Alaska Native                                   |               |                |
| Asian  |               |                |
| Filipino   |               |                |
| Hispanic   | 93            | 42.7           |
| Native Hawaiian or Pacific Islander                                |               |                |
| White  |               |                |
| Two or More Races  |               |                |
| English Learners   | 10            | 20             |
| Socioeconomically Disadvantaged                                    | 86            | 41.1           |
| Students with Disabilities   | 3             | 9.1            |
| Foster Youth   |               |                |
| Homeless   | 16            | 36.4           |

\* 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  | 11            | 4.8            |
| African American  |               |                |
| American Indian or Alaska Native  |               |                |
| Asian   |               |                |
| Filipino  |               |                |
| Hispanic  | 11            | 5              |
| Native Hawaiian or Pacific Islander   |               |                |
| White   |               |                |
| Two or More Races   |               |                |
| English Learners  | 2             | 4              |
| Socioeconomically Disadvantaged   | 10            | 4.8            |
| Students with Disabilities  | 0             | 0              |
| Foster Youth  |               |                |
| Homeless  | 1             | 2.3            |

\* 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<br>Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses |                    |                     |
|--|--------------------|---------------------|
| Student Group  | Number of Students | Percent of Students |
| All Students   | 31                 | 13.4                |
| African American   |                    |                     |
| American Indian or Alaska Native   |                    |                     |
| Asian  |                    |                     |
| Filipino   |                    |                     |
| Hispanic   | 28                 | 12.8                |
| Native Hawaiian or Pacific Islander  |                    |                     |
| White  |                    |                     |
| Two or More Races  |                    |                     |
| English Learners   | 1                  | 2                   |
| Socioeconomically Disadvantaged  | 24                 | 11.5                |
| Students with Disabilities   | 1                  | 3                   |
| Foster Youth   |                    |                     |
| Homeless   | 8                  | 18.2                |

\* 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<br>Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses |                    |                     |
|---|--------------------|---------------------|
| Student Group   | Number of Students | Percent of Students |
| All Students  | 23                 | 10                  |
| African American  |                    |                     |
| American Indian or Alaska Native  |                    |                     |
| Asian   |                    |                     |
| Filipino  |                    |                     |
| Hispanic  | 21                 | 9.6                 |
| Native Hawaiian or Pacific Islander   |                    |                     |
| White   |                    |                     |
| Two or More Races   |                    |                     |
| English Learners  | 1                  | 2                   |
| Socioeconomically Disadvantaged   | 18                 | 8.6                 |
| Students with Disabilities  | 1                  | 3                   |
| Foster Youth  |                    |                     |
| Homeless  | 6                  | 13.6                |

\* 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  | 47            | 20.3           |
| African American  |               |                |
| American Indian or Alaska Native  |               |                |
| Asian   |               |                |
| Filipino  |               |                |
| Hispanic  | 45            | 20.6           |
| Native Hawaiian or Pacific Islander   |               |                |
| White   |               |                |
| Two or More Races   |               |                |
| English Learners  | 4             | 8              |
| Socioeconomically Disadvantaged   | 44            | 21.1           |
| Students with Disabilities  | 1             | 3              |
| Foster Youth  |               |                |
| Homeless  | 6             | 13.6           |

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

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## 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:

|                       |     |        |        |       |      |                        |
|-----------------------|-----|--------|--------|-------|------|------------------------|
| Lowest<br>Performance | Red | Orange | Yellow | Green | Blue | Highest<br>Performance |
|-----------------------|-----|--------|--------|-------|------|------------------------|

This section provides number of student groups in each color.

### 2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

# 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                          | 231                                       | 200                 | 0                              | 86.6            |
| English Learners                      | 50  | 33                  | 0                              | 66              |
| Foster Youth                          | 4   |                     | 0                              |                 |
| Homeless                              | 44  | 34                  | 0                              | 77.3            |
| Socioeconomically Disadvantaged       | 209                                       | 181                 | 0                              | 86.6            |
| Students with Disabilities            | 33  | 16                  | 0                              | 48.5            |
| African American                      | 2   |                     | 0                              |                 |
| American Indian or Alaska Native      |   |                     |                                |                 |
| Asian                                 | 4   |                     | 0                              |                 |
| Filipino                              | 2   |                     | 0                              |                 |
| Hispanic                              | 218                                       | 189                 | 0                              | 86.7            |
| Native Hawaiian or Pacific Islander   |   |                     |                                |                 |
| White                                 | 4   |                     | 0                              |                 |
| Two or More Races                     | 1   |                     | 0                              |                 |

Conclusions based on this data:

1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

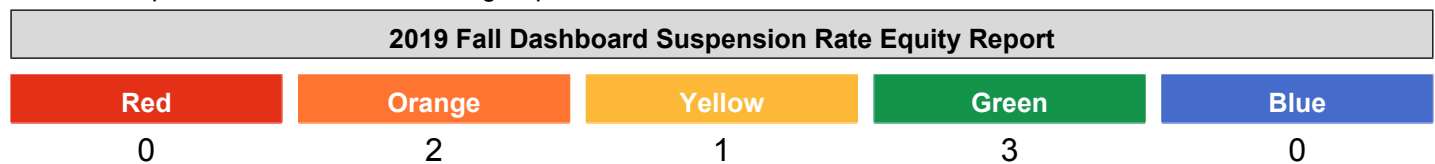
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:










This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group  |  |   |
|---|--|---|
| <b>All Students</b><br><br>Green<br>3<br>Declined -0.9<br>1319 | <b>English Learners</b><br><br>Orange<br>5.8<br>Increased +1.7<br>293             | <b>Foster Youth</b><br><br>No Performance Color<br>14.3<br>Declined -6.8<br>14 |
| <b>Homeless</b><br><br>Green<br>4.8<br>Declined -6.3<br>146    | <b>Socioeconomically Disadvantaged</b><br><br>Green<br>3.2<br>Declined -1<br>1135 | <b>Students with Disabilities</b><br><br>Yellow<br>6.6<br>Declined -0.5<br>198 |

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

|   |  |   |   |
|---|--|---|---|
| <b>African American</b><br><br>No Performance Color<br>8.3<br>Increased +3.1<br>12 | <b>American Indian</b><br><br>No Performance Color<br>Less than 11 Students - Data<br>3   | <b>Asian</b><br><br>No Performance Color<br>0<br>Maintained 0<br>19 | <b>Filipino</b><br><br>No Performance Color<br>0<br>Maintained 0<br>12 |
| <b>Hispanic</b><br><br>Green<br>2.8<br>Declined -0.9<br>1229                       | <b>Two or More Races</b><br><br>No Performance Color<br>Less than 11 Students - Data<br>6 | <b>Pacific Islander</b>   | <b>White</b><br><br>Orange<br>7.9<br>Maintained -0.1<br>38             |

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

### 2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
|      | 3.9  | 3    |

**Conclusions based on this data:**

1.

# 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

Proficiency in Reading/Language Arts and Mathematics

## LEA/LCAP Goal

Through a collaborative, improvement-driven stance, 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, reclassification, and academic achievement.

## Goal 1

By June 2022, all students, including all significant subgroups will increase scoring at or above grade level proficiency in the following: California Assessment of Student Performance and Progress (CAASPP), District Assessment, and iReady. Admin will support departments to adopt a common department writing rubric to improve schoolwide literacy and increase the number of students that will meet or exceed expectations on the SBAC ELA Exam from 52% in 2019 to 60% in 2020.

The math department will work together to increase the number of students that will meet or exceed expectations on the SBAC ELA Exam from 31% in 2019 to 40% in 2020.

## Identified Need

ELA 2 Goals:

2015-16 ELA CAASPP Met + Exceeded = 64%

2016-17 ELA CAASPP Met: 37% + Exceeded: 15% = 52%

2017-18 ELA CAASPP Met: 37% + Exceeded: 19% = 56% (4% increase compared to previous year)

2018-19 ELA CAASPP Met: 33% + Exceeded: 20% = 52% (4% decrease compared to previous year) \*\* DID NOT MEET THE GOAL for 2018-2019 of reaching 70%

2018-19 Practice SBAC exam "ICA" ELA "meet" 34% + ELA "exceeded" 18% = 52%

2019-20 Goal - SBAC ELA Exam from 52% in 2019 to 60% in 2020.

2020-21 Goal AUSD District Assessment ELA 30% Met + Exceeded (DA A) to 35% Met + Exceeded (DA B or DA C)

20-21 Reading Inventory Lexile Score: 38% Prof + Advanced Fall Score to Spring Score at 43% Prof + Advanced for all grade levels

Math Goal:

2015-16 Math CAASPP = Met + Exceeded = 30%

2016-17 Math CAASPP Met: 16% + Exceeded: 5% = 21%

2017-18 Math CAASPP Met: 24% + Exceeded: 6% = 31% (9% increase compared to previous year)

2018-19 Math CAASPP Met: 22% + Exceeded: 9% = 31% (4% decrease compared to previous year) \*\* DID NOT MEET THE GOAL for 2018-2019 of reaching 35%



2018-19 Practice SBAC exam "ICA" Math "meet" 17% + Math "exceeded" 8% = 25%  
 2019-20 Goal - SBAC Math Exam from 31% in 2019 to 40% in 2020.  
 2020-21 Goal AUSD District Assessment Math IM1 20% Met + Exceeded (DA A) to IM1 30% Met + Exceeded (DA B or DA C)

## Annual Measurable Outcomes

| Metric/Indicator                | Baseline/Actual Outcome    | Expected Outcome    |
|---------------------------------|----------------------------|---------------------|
| AUSD District Assessment<br>ELA | 30% met or exceeded (DA A) | % met or exceeded   |
| SBAC Math exam                  | 31% met or exceeded        | 40% met or exceeded |

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)

9-12 all students.

#### Strategy/Activity

Site administration will monitor the implementation of the CCSS curriculum and adopted school-wide strategies through observations, units of study, staff, department, PLC meetings, assessment results, and the analysis of student work.

#### 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)  |
|-----------|--|
| 5000      | LCFF<br>1000-1999: Certificated Personnel Salaries<br>Meetings are held on a monthly basis and Professional Development on Common Core is provided for teachers. |
| 1000      | LCFF<br>3000-3999: Employee Benefits   |

### Strategy/Activity 2

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

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

9-12 All students.

### Strategy/Activity

Common Core training for ELA and Math teachers on CCSS.

### 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)

9-12 All students.

### Strategy/Activity

Provide opportunities for deeper understanding of CCSS for all certificated staff through professional development, conferences, and peer observation, by providing substitute coverage.

### 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)

700

Title I  
1000-1999: Certificated Personnel Salaries  
Teachers will be provided opportunities to attend conferences, professional development, peer observe and plan around CCSS. Teachers will be provided with substitute coverage.

1244

LCFF  
1000-1999: Certificated Personnel Salaries

### Strategy/Activity 4

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

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

Students not meeting grade-level standards

### Strategy/Activity

Facilitate opportunities for the creation of CCSS units of Study through PLCs and collaboration time for teachers. The school's calendar has been modified in order to allow for an early release every Wednesday. During this early release Wednesday PLCs meet in order to focus on improving teaching and learning.

Teachers will collaborate in professional learning communities to review and analyze common formative assessment data to improve achievement for students not meeting grade level standards.

### 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<br>4000-4999: Books And Supplies              |
| 6718      | Title I<br>1000-1999: Certificated Personnel Salaries |
| 1788      | Title I<br>3000-3999: Employee Benefits               |

### Strategy/Activity 5

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

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

Students not meeting grade-level standards

#### Strategy/Activity

In order to support our students that are struggling to pass a class, including EL and Students with IEPs, Azusa High will purchase a chromebook cart to be kept in an Integrated Math 1 teacher's class. The D/F rate continues to hover around 60% in the IM 1 classes. Our EL and Students with IEPs fail at a higher rate than general education students. Chromebook carts will support the IM1 students as the teacher housing the cart will also be supporting with after school tutoring. Students that come in for after school tutoring will have access to a computer cart to receive support from the teacher and or go online to Khan Academy or Mathtv.com or other website. These websites may have translating services for our non-english students and student's that need to see the math material in a different manner.

At this time, tutoring hours is coming out of the General Fund and the after school tutoring program would greatly be supported by a Chromebook Cart to help math students, but in particular the large percentage of IM1 students that have a D/F. Further, access to the Chromebook cart allows students that come in for tutoring to be able to now stay in the math tutoring lab to also access their APEX classes without having to go to another room for support in math. Finally, having access to a Chromebook Cart after school will help our struggling students to be better prepared for SBAC math as the exam is taken online and students must know how to use the Desmos online calculator.

### Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

## Strategy/Activity 6

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

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

#### Strategy/Activity

Parents receive student-specific information from teachers and general school information from administration through Blackboard Connect and other forms of communication such as email, Remind app, and print copy.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 7

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

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

#### Strategy/Activity

Students with home languages, other than English, will be assessed at the district assessment center with the Initial ELPAC

### 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)

#### Strategy/Activity

Provide disaggregation of student achievement data for teacher, department and administration

### 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

### Strategy/Activity

Community Liaison, counseling staff, and administration will provide parent support to increase understanding of academics, Common Core State Standards, assessment, and school structure, including resources, materials, and 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)

12051

#### Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
Weekly parent meetings are held to provide support and education to parents.

6857

Title I  
3000-3999: Employee Benefits

1000

Title I  
4000-4999: Books And Supplies

13946

LCFF  
2000-2999: Classified Personnel Salaries

4789

LCFF  
3000-3999: Employee Benefits

### Strategy/Activity 10

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

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

### Strategy/Activity

SDAIE and Intervention Courses 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)

LCFF  
1000-1999: Certificated Personnel Salaries  
Teachers provide language support in Science for EL Students and an addition hour of Intervention English. Two teachers are paid 1.4 FTEs

LCFF  
3000-3999: Employee Benefits

## Strategy/Activity 11

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

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

#### Strategy/Activity

After school tutoring will be provided for At-Risk/struggling students, English Language Learners, and Students with Special Needs in the areas of Language Arts, literacy, and writing by teachers in ELA.

### 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)

6000

#### Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Teachers will provide tutoring after school two days a week.

2000

Title I  
3000-3999: Employee Benefits

## Strategy/Activity 12

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

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

ELs and Math struggling learners

#### Strategy/Activity

Increased opportunities and resources will be provided for struggling learners, English Language Learners and Math through increased access to computers and related technology to support Common Core State Standards in language arts and literacy.

### 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)

3000

#### Source(s)

LCFF  
4000-4999: Books And Supplies

## Strategy/Activity 13

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

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

Students not meeting grade-level standards

#### Strategy/Activity

Teachers will provide increased opportunities, strategies, and resources to raise the academic performance in the area of English Language Arts, Literacy, and Writing, including access to computers, technologies, and printing.

#### 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)

1000

Source(s)

Title I  
4000-4999: Books And Supplies

### Strategy/Activity 14

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

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

#### Strategy/Activity

Starting second semester, Azusa High General Fund is funding an APEX period to be scheduled during the school day. This teacher will provide APEX to our students that need to make up credits in order to be on track to graduate after failing a class. The APEX program will be greatly supported with a Chromebook Cart in order for the teacher to be able to work with our students, check out Chromebook Carts for students to take home when needed, and to support more students in APEX along with a computer lab when needed. When the APEX teacher is not using the Chromebook Carts, English, EL, special education literacy teachers, and Literacy teachers will be able to use the Chromebook carts to provide typing access for their students during periods 1-4. Having access to a Chromebook Cart after school will help our struggling students to be better prepared for SBAC English as the exam is taken online and students must know how to transfer their thoughts from paper to the computer by typing.

#### 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)

25,985

Source(s)

LCFF  
1000-1999: Certificated Personnel Salaries

6897

LCFF  
3000-3999: Employee Benefits

### Strategy/Activity 15

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

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

Students not meeting grade-level standards

**Strategy/Activity**

Site admin will monitor the use of adopted curriculum by way of walk-throughs, monitoring benchmark data, department meetings, and staff 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)

**Strategy/Activity 16****Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Provide training to students and teachers to foster higher achievement and more positive school climate. Staff and students will be trained to better support academic achievement and to motivate each other during the school year.

**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)

1400

LCFF - Supplemental  
5800: Professional/Consulting Services And  
Operating Expenditures  
Students will be trained to better support  
academic achievement

**Strategy/Activity 17****Students to be Served by this Strategy/Activity**

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

Students not meeting grade-level standards

**Strategy/Activity**

Provide disaggregation of student achievement data for teacher, department and administration. Teachers will collaborate in professional learning communities to review and analyze common formative assessment data to improve achievement for students not meeting grade level standards.

**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 18**

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

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

Students not meeting grade-level standards

Strategy/Activity

Administer ICA assessment to all students to identify current levels and provide support to those identified students not meeting grade-level standards

**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) |
|-----------|-----------|
|-----------|-----------|

|         |   |
|---------|---|
| 1000.00 | Title I<br>1000-1999: Certificated Personnel Salaries<br>Subs |
|---------|---|

**Strategy/Activity 19**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

**Strategy/Activity 20**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

## **Strategy/Activity 21**

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

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

Strategy/Activity

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

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

Amount(s)

Source(s)

## **Strategy/Activity 22**

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

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

Strategy/Activity

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

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

Amount(s)

Source(s)

## **Strategy/Activity 23**

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

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

Strategy/Activity

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

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

Amount(s)

Source(s)

## **Strategy/Activity 24**

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

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

Strategy/Activity

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

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

Amount(s)

Source(s)

## **Strategy/Activity 25**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 26**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 27**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 28**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 29**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 30**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 31**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 32**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 33**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 34**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 35**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 36**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 37**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

# 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

English Learner Progress

## LEA/LCAP Goal

Through a collaborative, improvement-driven stance, 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, reclassification, and academic achievement.

Through a collaborative, improvement-driven stance, Azusa USD will address diversity, equity, and inclusion for all students, including diminishing systemic barriers and racism that exist and elevating culturally relevant teaching/learning.

## Goal 2

By June 2020, English Learner's academic language development and achievement will increase as evidenced by these measures:

- the reclassification rate will increase
- the number of long-term English Learners (LTELs), or students at risk of becoming long term English Learners will decrease.

2016-17 EL Reclassification Rates = 67 reclassified of 245 = 27% of English learners reclassified

2017-18 EL Reclassification Rates = 23 students reclassified of 209 = 11% reclassified

2018-19 EL Reclassification Rates = 38 students reclassified of 236 = 16% reclassified. We DID NOT MEET OUR GOAL OF 20% Reclassification rate for 2018-19.

\*\*\* 2019-20 EL Reclassification Rate GOAL = 21%

## Identified Need

Increase number of reclassified students.

Increase academic achievement of EL students

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome                   | Expected Outcome                          |
|------------------|---|---|
| ELPAC            | 22.07% proficient (overall 4)             | 27% proficient (Overall 4)                |
| ELA SBAC         | 12.77% of ELs met or exceed standard      | 17.77% of ELs meet or exceed the standard |
| Math SBAC        | 3.92% of ELs met or exceeded the standard | 8.92% of ELs meet or exceed the 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)

EL students

**Strategy/Activity**

9-12 emergent EL students, not yet proficient, will receive an addition period of ELD support daily.

**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)**

21049.5

Title I  
1000-1999: Certificated Personnel Salaries  
An additional ELD Instruction will be tied to the first hour in order to create a block class and further support Emergent ELs daily.

4209.5

Title I  
3000-3999: Employee Benefits  
An additional ELD Instruction will be tied to the first hour in order to create a block class and further support Emergent ELs daily.

21049.5

LCFF  
1000-1999: Certificated Personnel Salaries  
An additional ELD Instruction will be tied to the first hour in order to create a block class and further support Emergent ELs daily.

4209.5

LCFF  
2000-2999: Classified Personnel Salaries  
An additional ELD Instruction will be tied to the first hour in order to create a block class and further support Emergent ELs daily.

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

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

EL students

**Strategy/Activity**

ELD instruction will be provided using district-adopted, standards based ELD materials. The materials utilized will address the specific language needs of students based on their English levels.

**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)

EL students

#### Strategy/Activity

Purchase supplementary ELD materials based on an on-going/yearly needs assessment. Included are possible materials in L1. Purchase other supplies, equipment, or technology to support struggling students and ELL.

#### 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)

10000

Title I  
4000-4999: Books And Supplies  
interactive boards/screens

### Strategy/Activity 4

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

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

EL students

#### Strategy/Activity

Bilingual Instructional Aides support EL 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)

29622

Title I  
2000-2999: Classified Personnel Salaries  
Bilingual Aides will provide academic language support for English Language Learners in ELA and Math to reduce achievement gaps and increase reclassification rates.

3324

Title I  
3000-3999: Employee Benefits

### Strategy/Activity 5

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

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

EL students

Strategy/Activity

AHS will adopt a District plan for overcoming academic deficits which includes interim targets for ELD assessments and reteaching strategies and interventions for students in need of additional assistance, by providing after-school tutoring as an intervention and/or additional assistance.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 6**

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

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

EL students

Strategy/Activity

Site administrators will monitor the PLC process to ensure that teachers are monitoring student progress for those students who have Catch Up plans. Substitute coverage will be provided on an as needed basis.

**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)

3000

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries

**Strategy/Activity 7**

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

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

Students not meeting standards, ELs, LTELs

Strategy/Activity

Identify students for summer school program (credit recovery, migrant, LTEL, EL, Newcomers)

**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)

EL students

### Strategy/Activity

Participate in/with task force to plan implementation of a program for academic language development 9-12. District to provide substitute coverage for professional development 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)

## Strategy/Activity 9

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

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

EL students

### Strategy/Activity

Develop a master schedule for ELD classes according to ELPAC, SBAC, and benchmark data and number of students at each level

### 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.

## Strategy/Activity 10

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

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

EL students

### Strategy/Activity

Evaluate effectiveness of ELD program and necessary adjustments to accelerate students to grade level standards.

### 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.

## Strategy/Activity 11

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

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

EL students

Strategy/Activity

Arrange for professional development for ELD/support teachers to be provided in summer and during the school year

**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.

4000

Title I  
1000-1999: Certificated Personnel Salaries  
LTEL PLC, examine data w/ ELA/ELD TOSA

1000

Title I  
3000-3999: Employee Benefits

**Strategy/Activity 12**

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

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

RFEP students

Strategy/Activity

Plan interventions for RFEP students with declining benchmark scores. Include in the plans a considerations for additional language arts support period 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.

# 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 stance, Azusa USD will address the unique needs and abilities of all students, provide high-quality instruction and course offerings to ensure students are prepared for college enrollment and/or career transitions

## Goal 3

By June 2020, the percentage of students on track to be college and career ready and the graduation rate will increase.

2015-16 College and Career Indicator: 32.1%

2016-17 College and Career Indicator: 44.3%

2017-18 College and Career Indicator: 43.5%

2018-19 College and Career Indicator: 28%

2019-20 College and Career Indicator: 54.7%

2020-21 College and Career Indicator GOAL: 56%

2016-17 Graduation rate: 93.3%

2017-18 Graduation rate: 92.2%

2018-19 Graduation rate: 94.8%

2019-20 Graduation rate: 90.5%

2020-21 Graduation rate GOAL: 92%

## 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)

All students

### Strategy/Activity

Provide time and resources for teachers to prepare and assist students with a-g requirements and AP courses

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

LCFF  
1000-1999: Certificated Personnel Salaries  
47,182

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Provide college entrance exams, test information, instructions, and preparation

**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)

LCFF  
4000-4999: Books And Supplies  
40,245

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

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

All students

Strategy/Activity

Sustain the AVID program

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

LCFF  
1000-1999: Certificated Personnel Salaries  
368,019

LCFF  
2000-2999: Classified Personnel Salaries

## Strategy/Activity 4

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

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

Students not meeting academic standards

### Strategy/Activity

Provide summer school sections for students in need of extended learning opportunities- focus on enrolling EL 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)

LCFF  
1000-1999: Certificated Personnel Salaries  
278,811

LCFF  
2000-2999: Classified Personnel Salaries

## Strategy/Activity 5

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

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

All students

### Strategy/Activity

Improve and increase the Engineering Pathway.

### 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)

LCFF  
4000-4999: Books And Supplies  
85,680

## Strategy/Activity 6

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

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

All students

### Strategy/Activity

Purchase CCSS aligned materials and technology enhancements.

**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)

LCFF

842,037

**Strategy/Activity 7**

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

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

All students

Strategy/Activity

Improve and increase the International Baccalaureate Program.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

LCFF

1000-1999: Certificated Personnel Salaries  
220,000

LCFF

5000-5999: Services And Other Operating  
Expenditures

**Strategy/Activity 8**

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

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

All students

Strategy/Activity

Coordinate with ROP to increase and improve college and career readiness.

**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)



|  |   |
|--|---|
|  | LCFF<br>1000-1999: Certificated Personnel Salaries<br>636,109 |
|--|---|

## Strategy/Activity 9

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

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

All students

### Strategy/Activity

Provide financial aid and college planning workshops for families and students.

### Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s)  |
|-----------|--|
|           | LCFF<br>1000-1999: Certificated Personnel Salaries<br>21,000 |
|           | LCFF<br>2000-2999: Classified Personnel Salaries             |

## Strategy/Activity 10

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

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

All students

### Strategy/Activity

Provide staff support and training to develop college and career programs.

### 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)   |
|-----------|---|
|           | LCFF<br>1000-1999: Certificated Personnel Salaries<br>1,657,520 |
|           | LCFF<br>5000-5999: Services And Other Operating Expenditures    |

## Strategy/Activity 11

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

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

All students

**Strategy/Activity**

Counselors will meet with students twice a year to plan and monitor college and career plans.

**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)  |
|-----------|--|
|           | LCFF<br>1000-1999: Certificated Personnel Salaries |

**Strategy/Activity 12**

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

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

All students

**Strategy/Activity**

Provide students and parents college and career field trips and experiences.

**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)   |
|-----------|---|
|           | LCFF<br>5000-5999: Services And Other Operating Expenditures<br>100,000 |

# 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 stance, 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.

## Goal 4

By June 2020, Parent & Student Leadership, Engagement, and Positive Perception will increase.

We have data that shows that we have increased our parent participation and shown improvement. We continue to build on last year's parent numbers and increase our parent participation for the upcoming years as we do a better job of keeping track of all the parents that show up to school (see "Parent Engagement" document).

Data from the AUSD Annual Survey will show an improvement in staff, student, parent perception on four critical student questions.

2017-18 Azusa High maintains high expectations for students    Staff = 73%;    Student = 54%;  
Parent = 40%

2018-19 Azusa High maintains high expectations for students    Staff = 85%;    Student = 79%;  
Parent = 82%

2019-20 Azusa High maintains high expectations for students    Staff = ??%;    Student = ??%;  
Parent = ??%

2017-18 Student feels a positive connection at my school?    Staff = 55%;    Student = 35%;    Parent = 53%

2018-19 Student feels a positive connection at my school?    Staff = 76%;    Student = 60%;    Parent = 72%

2019-20 Student feels a positive connection at my school?    Staff = ??%;    Student = ??%;    Parent = ??%

2017-18 Students are safe at school?    Staff = 58%;    Student = 53%;    Parent = 67%

2018-19 Students are safe at school?    Staff = 81%;    Student = 63%;    Parent = 69%

2019-20 Students are safe at school?    Staff = ??%;    Student = ??%;    Parent = ??%

2017-18 Satisfied with school leadership?    Staff = 58%;    Student = 53%;    Parent = 67%

2018-19 Satisfied with school leadership?    Staff = 77%;    Student = 68%;    Parent = 80%

2019-20 Satisfied with school leadership?    Staff = ??%;    Student = ??%;    Parent = ??%

| AUSD Survey Completion rates: | Staff    | Student | Parent |
|-------------------------------|----------|---------|--------|
| 2017-18                       | 119      | 710     | 109    |
| 2018-19                       | 130      | 866     | 116    |
| 2019-20                       | ??    ?? | ??      |        |

## 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)

All students

#### Strategy/Activity

Increase and improve district communication and community outreach.

#### 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)

LCFF

238,159

### Strategy/Activity 2

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

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

All students

#### Strategy/Activity

Provide Families in Schools program.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

|  |        |
|--|--------|
|  | 88,373 |
|  | LCFF   |

### Strategy/Activity 3

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

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

Foster youth

#### 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)

|  |       |
|--|-------|
|  | LCFF  |
|  | 2,000 |

### Strategy/Activity 4

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

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

All students

#### Strategy/Activity

Implement a parent and student engagement plan based upon school climate and safety surveys.

#### 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)

|  |       |
|--|-------|
|  | LCFF  |
|  | 4,012 |

### Strategy/Activity 5

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

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

All students

#### Strategy/Activity

Improve school safety through professional development and supplies purchases.

**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)

LCFF

50,000

**Strategy/Activity 6**

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

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

All students

Strategy/Activity

Improve and increase use of Positive Behavior Intervention and 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)

LCFF

74,961

**Strategy/Activity 7**

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

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

All students

Strategy/Activity

Provide counseling and behavior intervention.

**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)

LCFF

259,948

## Strategy/Activity 8

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

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

All students

### Strategy/Activity

Provide increased health support 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)

LCFF

252,947

## Strategy/Activity 9

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

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

All students

### Strategy/Activity

Provide increased and improved support to improve pupil engagement.

### 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)

LCFF

523,167

## Strategy/Activity 10

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

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

Students not meeting academic standards

### Strategy/Activity

Provide SOAR for those students with greatest academic and behavioral needs.

### 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)

LCFF

235,717

### Strategy/Activity 11

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

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

At risk students and families

Strategy/Activity

District Student and Family Support Specialist to support homeless , immigrant, and at-risk students and families

#### 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)

Title I

2000-2999: Classified Personnel Salaries  
62614

Title I

2000-2999: Classified Personnel Salaries  
23894



# 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

Learning Environment and School Climate

## LEA/LCAP Goal

Through a collaborative, improvement-driven stance, 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.

## Goal 5

By June 2020, the learning environment and school climate will improve for all students.

CA School Dashboard shows that we had an increase in suspension by 1.4% compared to the previous year and as a result we are placed as an "Orange color" on the Dashboard in the "Medium greater than 1.5% Suspension". We suspended 3.9% of our population at least once. Our largest suspension rate falls with our population of Homeless and EL students.

The 2017-18 Attendance rates for all students at Azusa High averaged to be 96.5%, which was higher than the district average of 96.2%. The average attendance for our Hispanic students was 96.6%, socio-economic disadvantaged was 96.5%, and EL students was 96.2%.

The attendance goal for 2018-19 is to increase our attendance rates for all students, for Hispanic subgroup, for socio-economic disadvantaged subgroup, and for our EL student subgroup.

## 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

Improve the rate of responsiveness beyond basic services on actions that improve the learning environment and school climate.

## 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) |
|-----------|-----------|
|           | LCFF      |
|           | 166,004   |

**Strategy/Activity 2**

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

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

All students

**Strategy/Activity**

Enhance facilities.

**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) |
|-----------|-----------|
|           | LCFF      |
|           | 5,706,916 |

# 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

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.

# 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 | \$           |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$           |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$205,839.00 |

## 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 (\$) |
|------------------|-----------------|
| Title I          | \$114,319.00    |

Subtotal of additional federal funds included for this school: \$114,319.00

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 (\$) |
|-------------------------|-----------------|
| LCFF                    | \$87,120.00     |
| LCFF - Supplemental     | \$4,400.00      |

Subtotal of state or local funds included for this school: \$91,520.00

Total of federal, state, and/or local funds for this school: \$205,839.00

# 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        | 114319 | 0.00    |
| LCFF           | 87120. | 0.00    |

## Expenditures by Funding Source

| Funding Source      | Amount     |
|---------------------|------------|
| LCFF                | 87,120.00  |
| LCFF - Supplemental | 4,400.00   |
| Title I             | 114,319.00 |

## Expenditures by Budget Reference

| Budget Reference  | Amount    |
|---|-----------|
| 1000-1999: Certificated Personnel Salaries                        | 95,746.00 |
| 2000-2999: Classified Personnel Salaries                          | 59,828.50 |
| 3000-3999: Employee Benefits                                      | 31,864.50 |
| 4000-4999: Books And Supplies                                     | 17,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 1,400.00  |

## Expenditures by Budget Reference and Funding Source

| Budget Reference                           | Funding Source | Amount    |
|--|----------------|-----------|
| 1000-1999: Certificated Personnel Salaries | LCFF           | 53,278.50 |
| 2000-2999: Classified Personnel Salaries   | LCFF           | 18,155.50 |
| 3000-3999: Employee Benefits               | LCFF           | 12,686.00 |
| 4000-4999: Books And Supplies              | LCFF           | 3,000.00  |

|   |                     |           |
|---|---------------------|-----------|
| 1000-1999: Certificated Personnel Salaries                        | LCFF - Supplemental | 3,000.00  |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Supplemental | 1,400.00  |
| 1000-1999: Certificated Personnel Salaries                        | Title I             | 39,467.50 |
| 2000-2999: Classified Personnel Salaries                          | Title I             | 41,673.00 |
| 3000-3999: Employee Benefits                                      | Title I             | 19,178.50 |
| 4000-4999: Books And Supplies                                     | Title I             | 14,000.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 104,375.00         |
| Goal 2      | 101,464.00         |

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

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

| Name of Members     | Role                       |
|---------------------|----------------------------|
| Martin Gomez        | Principal                  |
| Hilda Quinonez      | Other School Staff         |
| Kami Ta             | Secondary Student          |
| Sandra Arkenburg    | Parent or Community Member |
| Rigoberto Ruiz Rico | Parent or Community Member |
| Mayra Rico          | Parent or Community Member |
| Irene Rodriugez     | Parent or Community Member |
| Jennifer Gutierrez  | Classroom Teacher          |
| Randy Good          | Classroom Teacher          |
| Nora Sandoval       | Classroom Teacher          |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 08/26/2020.

Attested:

Principal, Martin Gomez on



# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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



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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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