

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
Gladstone High School	19-64279-1933449	May 12, 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’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.

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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 on a regular basis during the school year and written and oral feedback is provided in all core subjects, including English Language Arts, Math and English Language Development. The areas of focus for the feedback is on the following: content objectives, language objectives, academic vocabulary development, collaborative conversations, adherence to common core curriculum, effective instructional strategies, classroom management, student engagement, differentiation of instruction according to the student's ELPAC performance levels.

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. The ELA and math department administer 3 district wide assessments to assess progress on district ELA and math goals. Furthermore, the ELA and math departments are engaged in a series of common formative assessments developed by subject alike teams at the site level to monitor student progress and identify standards and students for intervention.

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

Teachers are aligning and revising curriculum embedded and common formative assessments aligned to common core standards. Data results from these assessments are used 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. AB 466 training is being augmented by common core aligned professional development.

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

An effective program of professional development is provided to all new and continuing teachers, based on current research and the English–language arts and mathematics common core standards. The professional development is designed to ensure teachers are engaged in a cycle of continuous improvement.

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. Centralized support is provided by district office to develop teacher capacity in developing student critical thinking and academic language proficiency. Site level support is provided by district Teachers on Special Assignment who work with PLC teams to develop curricular and pedagogical skill depending on teacher needs. 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.

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. Teachers in all areas have received significant and on-going support for identifying essential standards, creating common assessments, conducting data protocols, and reacting to the data to improve instruction.

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 being developed. Instructional material aligned to Common Core State Standards in language arts and mathematics is also being acquired.

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 by co-teachers in designated sections. 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)

There are sufficient intervention courses provided in mathematics based on student need and data that shows success. English language arts, and special education to meet the academic needs of the students.

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)

As common core implementation progresses, current materials are being enhanced and replaced with common core aligned materials. Units of study are being developed to ensure adherence to common core standards with the use of existing materials.

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

All students have the opportunity of daily tutoring through 5th period Advisory by credentialed teachers in English language arts, mathematics, science, social studies, and electives, as needed. Instructional aides assist the teachers during tutoring in special education and EL designated courses. Special education students will receive instruction from two teachers in co-teaching sections.

Parental Engagement

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

Three sections of ELA intervention for English learners (EIA)

- 3 reading support sections to assist students who are not reading at grade level (Title II)
- Formal tutoring for support of under performing Math and ELA students (Title I)
- Daily intervention for Below Basic and Far Below Basic achievers in the four core areas
- Instructional aides for EL students to support core instruction
- Document-Based Questioning (DBQ) strategies
- Advisory daily tutoring during the school day

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 made to bring in-depth information to parents regarding the Common Core State Standards and the progress in their implementation through monthly Parent Forums. Additionally, a monthly informal questions and answer session with the principal is held monthly, called Coffee with the Principal, in order to further inform parents as to the programs, practices, instruction, and current climate of the school.

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.

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	295	287	260
Grade 10	239	288	276
Grade 11	284	195	238
Grade 12	266	292	210
Total Enrollment	1,084	1,062	984

Conclusions based on this data:

1. Overall school enrollment declined 11% over the three year period from 2016-2017, which is slightly higher than the 8.8% Azusa Unified district enrollment decline in the same time period.
2. 9th grade cohort enrollment dropped 16.2%, which is 5% higher than the school rate of decline. More attention needs to be paid to the experience of freshmen in the school and the transition from 9th to 10th grade needs to be focused on.
3. 10th grade cohort enrollment declined 7.6%, which is approximately 3.5% less than the overall rate of decline at GHS. Stakeholders and administration should investigate school experience data from upper grades to determine any discrepancies between upper classmen and lower classmen.

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	143	157	162	13.2%	14.8%	16.5%
Fluent English Proficient (FEP)	554	522	481	51.1%	49.2%	48.9%
Reclassified Fluent English Proficient (RFEP)	0	10	29	0.0%	7.0%	18.5%

Conclusions based on this data:

1. There has been a 2% increase in enrollment of English Learners at GHS from 2016-2017 to 2018-2019.
2. There has been a 5% decrease in students who are identified as fluent English proficient in 3 years. This may be due to change in reclassification criteria at state level and the change in English Learner exam from CELDT to ELPAC.
3. There has been a 29.0% decrease in the number of students reclassified at GHS in 3 years. This is due in part to changes in EL testing, reclassification criteria, and the need to attend to academic language and EL student performance school wide.

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	240	269	232	237	268	0	237	268	0	98.8	99.6	0.0
All Grades	240	269	232	237	268	0	237	268	0	98.8	99.6	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	2619.	2596.		22.36	21.27		46.41	35.45		24.05	29.85		7.17	13.43	
All Grades	N/A	N/A	N/A	22.36	21.27		46.41	35.45		24.05	29.85		7.17	13.43	

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 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	28.27	20.90		56.54	50.75		15.19	28.36	
All Grades	28.27	20.90		56.54	50.75		15.19	28.36	

2019-20 Data:

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Writing 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	37.55	45.90		54.85	43.66		7.59	10.45	
All Grades	37.55	45.90		54.85	43.66		7.59	10.45	

2019-20 Data:

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Listening 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	21.10	17.16		67.93	67.54		10.97	15.30	
All Grades	21.10	17.16		67.93	67.54		10.97	15.30	

2019-20 Data:

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Research/Inquiry 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	38.40	25.37		55.27	52.99		6.33	21.64	
All Grades	38.40	25.37		55.27	52.99		6.33	21.64	

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. There has been an overall 2% decrease in juniors meeting or exceeding ELA standards (from 58.8% meet and exceed standards to 56.8% meet and exceed standards).
2. The writing domain saw an increase of 5% over the three year period. Significant attention has been paid to student writing capacity through the district assessment system.
3. The reading info text and literary text domain decreased 8% over the 3 year period and the research and inquiry domain saw a 7% decrease over the same time period. More attention needs to be paid attention to reading and research to increase student proficiency.

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	240	269	232	237	267	0	237	267	0	98.8	99.3	0.0
All Grades	240	269	232	237	267	0	237	267	0	98.8	99.3	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:

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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	2552.	2564.		5.91	9.74		18.57	17.23		27.85	33.71		47.68	39.33	
All Grades	N/A	N/A	N/A	5.91	9.74		18.57	17.23		27.85	33.71		47.68	39.33	

2019-20 Data:

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Concepts & Procedures 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	13.50	16.10		28.27	34.08		58.23	49.81	
All Grades	13.50	16.10		28.27	34.08		58.23	49.81	

2019-20 Data:

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	7.17	12.73		48.52	52.06		44.30	35.21	
All Grades	7.17	12.73		48.52	52.06		44.30	35.21	

2019-20 Data:

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Communicating Reasoning 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
Grade 11	9.28	11.99		59.92	60.67		30.80	27.34	
All Grades	9.28	11.99		59.92	60.67		30.80	27.34	

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. There has been an 8.6% increase in juniors meeting and exceeding math standards from 2016-2017 to 2018-2019. At the same time, approximately 74% of juniors have not math proficiency targets in 2018-2019.
2. Over the last three years juniors have improved 16% in the problem solving and data analysis domain--which is the most significant area of growth in the SBAC math exam.
3. .Over the last year three years juniors have improved 6% in the communicating reasoning domain--which is the lowest area of growth in the SBAC math exam.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data 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	1547.7	1554.4	1528.5	1537.2	1545.1	1527.3	1557.7	1563.4	1529.3	49	48	62
10	1566.3	1571.5	1513.2	1555.3	1571.0	1503.8	1576.9	1571.6	1522.0	29	45	36
11	1570.7	1589.9	1560.5	1574.1	1579.1	1560.2	1566.9	1600.3	1560.3	15	19	27
12	1526.1	*	1542.8	1515.1	*	1537.5	1536.6	*	1547.8	18	10	24
All Grades										111	122	149

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 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	*	4.17	5.00	34.69	62.50	35.00	40.82	27.08	33.33	*	6.25	26.67	49	48	60
10	37.93	24.44	0.00	*	46.67	29.41	*	26.67	41.18	*	2.22	29.41	29	45	34
11	*	21.05	16.67	*	47.37	29.17	*	26.32	41.67	*	5.26	12.50	15	19	24
12	*	*	13.04	*	*	39.13	*	*	34.78	*	*	13.04	18	*	23
All Grades	21.62	14.75	7.09	39.64	52.46	33.33	30.63	27.87	36.88	*	4.92	22.70	111	122	141

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 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	36.73	27.08	23.33	34.69	47.92	33.33	26.53	18.75	31.67	*	6.25	11.67	49	48	60
10	51.72	35.56	11.76	*	44.44	38.24	*	17.78	32.35	*	2.22	17.65	29	45	34
11	*	31.58	25.00	*	57.89	54.17		5.26	8.33	*	5.26	12.50	15	19	24
12	*	*	34.78	*	*	34.78	*	*	21.74	*	*	8.70	18	*	23
All Grades	43.24	29.51	22.70	33.33	50.00	38.30	18.92	15.57	26.24	*	4.92	12.77	111	122	141

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 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	5.00	28.57	37.50	6.67	38.78	50.00	45.00	22.45	12.50	43.33	49	48	60
10	*	2.22	0.00	48.28	40.00	8.82	*	46.67	38.24	*	11.11	52.94	29	45	34
11	*	10.53	12.50	*	47.37	8.33	*	31.58	45.83	*	10.53	33.33	15	19	24
12		*	4.35	*	*	17.39	*	*	56.52	*	*	21.74	18	*	23
All Grades	9.91	3.28	4.96	33.33	39.34	9.22	33.33	45.08	45.39	23.42	12.30	40.43	111	122	141

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 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	40.82	12.50	1.72	48.98	79.17	60.34	*	8.33	37.93	49	48	58
10	44.83	8.89	0.00	48.28	82.22	52.94	*	8.89	47.06	29	45	34
11	*	10.53	12.50	*	73.68	70.83	*	15.79	16.67	15	19	24
12	*	*	0.00	*	*	73.91	*	*	26.09	18	*	23
All Grades	40.54	9.84	2.88	48.65	78.69	62.59	10.81	11.48	34.53	111	122	139

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 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	42.86	62.50	65.00	48.98	29.17	26.67	*	8.33	8.33	49	48	60
10	58.62	75.56	58.82	37.93	22.22	26.47	*	2.22	14.71	29	45	34
11	80.00	78.95	66.67	*	21.05	29.17		0.00	4.17	15	19	24
12	*	*	73.91	*	*	17.39	*	*	8.70	18	*	23
All Grades	51.35	71.31	65.25	43.24	24.59	25.53	*	4.10	9.22	111	122	141

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 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	*	2.08	3.33	42.86	72.92	36.67	44.90	25.00	60.00	49	48	60
10	*	6.67	5.88	48.28	64.44	32.35	*	28.89	61.76	29	45	34
11	*	10.53	8.33	*	78.95	41.67	*	10.53	50.00	15	19	24
12		*	8.70	*	*	52.17	61.11	*	39.13	18	*	23
All Grades	14.41	5.74	5.67	45.95	69.67	39.01	39.64	24.59	55.32	111	122	141

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 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	*	16.67	1.69	77.55	81.25	72.88	*	2.08	25.42	49	48	59
10	*	20.00	0.00	65.52	77.78	79.41	*	2.22	20.59	29	45	34
11	*	26.32	16.67	*	73.68	75.00		0.00	8.33	15	19	24
12	*	*	17.39	61.11	*	69.57	*	*	13.04	18	*	23
All Grades	24.32	19.67	6.43	69.37	77.87	74.29	*	2.46	19.29	111	122	140

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. Overall there was a 6% increase in English Language Learners scoring a 3 or 4 on the ELPAC exam from 2017-2018 to 2018-2019,
2. The number of students who rated as well developed in the speaking portion of the exam increased by 20% from 2017-2018 to 2018-2019.
3. The number of students who rated as well developed in the listening portion of the exam decreased by 30% from 2017-2018 to 2018-2019.

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
984	83.6	16.5	0.8
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	162	16.5
Foster Youth	8	0.8
Homeless	31	3.2
Socioeconomically Disadvantaged	823	83.6
Students with Disabilities	203	20.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.0
American Indian or Alaska Native		
Asian	11	1.1
Filipino	11	1.1
Hispanic	926	94.1
Two or More Races	6	0.6
Native Hawaiian or Pacific Islander		
White	19	1.9

Conclusions based on this data:

- 83.6% of the student body at Gladstone HS is socio-economically disadvantaged.






2. 92.9% of GHS students are Hispanic or Latino, which is within range of Azusa Unified norms, but is 28% more than LA county average.
3. 1.2% of GHS students are African American and 3% are white which are close to Azusa Unified norms, but GHS has approximately 6% less African American students and 11% less white students compared to LA county averages.

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	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Yellow</div>	<div>Graduation Rate</div> <div></div> <div>Blue</div>	<div>Suspension Rate</div> <div></div> <div>Yellow</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		
<div>College/Career</div> <div></div> <div>Green</div>		

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

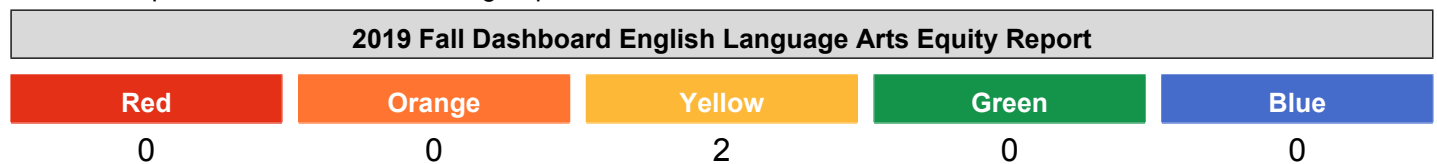
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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
 Yellow 16.5 points above standard Declined Significantly -20.6 points 262	 No Performance Color 66.4 points below standard Declined Significantly -22.4 points 25	 No Performance Color 0 Students	 No Performance Color 6.6 points below standard Declined -3.7 points 17	 Yellow 9.3 points above standard Declined Significantly -28.9 points 215	 No Performance Color 113.2 points below standard Declined -13.6 points 25

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic  Yellow 16.3 points above standard Declined Significantly -19.7 points 237	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  No Performance Color 20.5 points above standard 11

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 72.8 points below standard Increased ++8.7 points 16	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 9	English Only 9.1 points above standard Declined Significantly -23.9 points 104
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Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance Mathematics

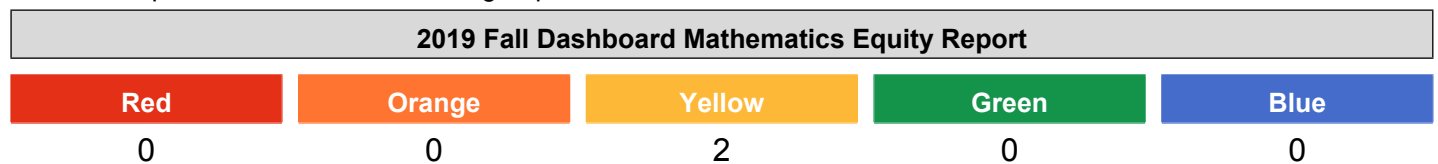
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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 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
 <p>Yellow</p> <p>60.4 points below standard</p> <p>Increased ++12.5 points</p> <p>261</p>	 <p>No Performance Color</p> <p>151.6 points below standard</p> <p>Declined Significantly -19.8 points</p> <p>25</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 <p>No Performance Color</p> <p>63.3 points below standard</p> <p>Increased Significantly ++59.2 points</p> <p>17</p>	 <p>Yellow</p> <p>68.4 points below standard</p> <p>Increased ++6.1 points</p> <p>214</p>	 <p>No Performance Color</p> <p>189 points below standard</p> <p>Increased ++14.3 points</p> <p>24</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic  Yellow 61.5 points below standard Increased ++12.4 points 236	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  No Performance Color 41.5 points below standard 11

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 162.9 points below standard Declined -11 points 16	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 9	English Only 70.7 points below standard Increased ++5.7 points 103
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Conclusions based on this data:

1.

School and Student Performance Data

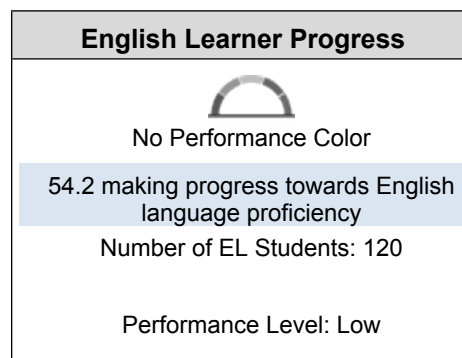
Academic Performance English Learner Progress

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
17.5	28.3	2.5	51.6

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	185	100
African American	2	1.1
American Indian or Alaska Native		
Asian	1	0.5
Filipino	4	2.2
Hispanic	175	94.6
Native Hawaiian or Pacific Islander		
White	2	1.1
Two or More Races	1	0.5
English Learners	34	18.4
Socioeconomically Disadvantaged	171	92.4
Students with Disabilities	30	16.2
Foster Youth		
Homeless	35	18.9

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	18	9.8
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	17	9.8
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	2	6.1
Socioeconomically Disadvantaged	15	8.9
Students with Disabilities	0	0
Foster Youth		
Homeless	1	2.9

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

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

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

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	50	27
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	48	27.4
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	5	14.7
Socioeconomically Disadvantaged	48	28.1
Students with Disabilities	6	20
Foster Youth		
Homeless	8	22.9

* 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	75	40.5
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	71	40.6
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	3	8.8
Socioeconomically Disadvantaged	68	39.8
Students with Disabilities	1	3.3
Foster Youth		
Homeless	12	34.3

* 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	27	14.6
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	26	14.9
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	1	2.9
Socioeconomically Disadvantaged	25	14.6
Students with Disabilities	0	0
Foster Youth		
Homeless	3	8.6

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

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	41	22.2
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	39	22.3
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	37	21.6
Students with Disabilities	0	0
Foster Youth		
Homeless	4	11.4

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

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	35	18.9
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	33	18.9
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	32	18.7
Students with Disabilities	0	0
Foster Youth		
Homeless	4	11.4

* 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	35	18.9
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	35	20
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	4	11.8
Socioeconomically Disadvantaged	32	18.7
Students with Disabilities	0	0
Foster Youth		
Homeless	6	17.1

* 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 Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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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	185	174	2	94.1
English Learners	34	29	1	85.3
Foster Youth				
Homeless	35	30	0	85.7
Socioeconomically Disadvantaged	171	161	2	94.2
Students with Disabilities	30	28	1	93.3
African American	2		1	
American Indian or Alaska Native				
Asian	1		0	
Filipino	4		0	
Hispanic	175	165	1	94.3
Native Hawaiian or Pacific Islander				
White	2		0	
Two or More Races	1		0	

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

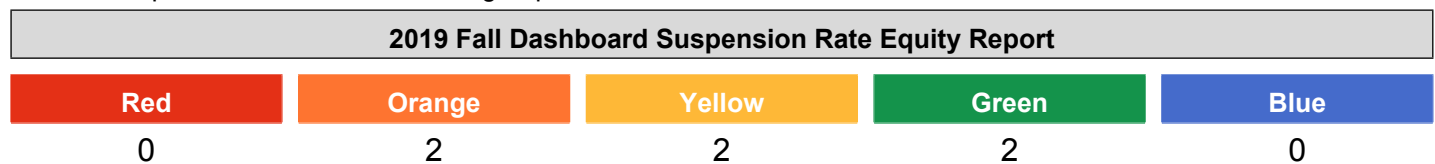
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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 information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 4.5 Maintained -0.2 1149	English Learners  Orange 7.6 Increased +0.4 157	Foster Youth  No Performance Color Less than 11 Students - Data Not 9
Homeless  Orange 8 Increased +1.5 100	Socioeconomically Disadvantaged  Green 4.6 Declined -0.4 980	Students with Disabilities  Yellow 7.8 Declined Significantly -2.1 192

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 13.3 Declined -4.3 15	American Indian  No Performance Color Less than 11 Students - Data 3	Asian  No Performance Color Less than 11 Students - Data 8	Filipino  No Performance Color 0 Maintained 0 11
Hispanic  Yellow 4.6 Maintained +0.2 1065	Two or More Races  No Performance Color 0 Declined -14.3 11	Pacific Islander  No Performance Color Less than 11 Students - Data 2	White  Green 2.9 Declined -5.4 34

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.7	4.5

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 GHS 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) assessment, District ELA and Math Benchmarks, local reading assessments (Reading Inventory and local math MDTP assessments).

Identified Need

11th graders ELA met and exceeded (increase all students and significant subgroups by at least 5%) (historical-SBAC not administered in 19-20 due to school closure)

All 16-17: 58.8% ELL 16-17: 24% SPED 16-17: 3%
All 17-18: 68.8% ELL 17-18: 0% SPED 17-18: 11%
All 18-19: 56.8% ELL 18-19: 0% SPED 18-19: 0%

11th graders math met and exceeded (increase all students and significant subgroups by at least 5%) (historical-SBAC not administered in 19-20 due to school closure)

All 16-17: 18.3% ELL 16-17: 3% SPED 16-17: 3%
All 17-18: 24.5% ELL 17-18: 0% SPED 17-18: 0%
All 18-19: 26.9% ELL 18-19: 0% SPED 18-19: 0%

Increase all students achievement on district ELA benchmarks by at least 5%

Grade 9 18-19 A: 15% mastery, 18-19 B: 19.5% mastery, 18-19 C: 21.9% mastery
Grade 10 18-19 A: 53.5% mastery, 18-19 B: 58.3% mastery, 18-19 C: 56.1% mastery
Grade 11 18-19 A: 37% mastery, 18-19 B: 47.4% mastery, 18-19 C: 58.6% mastery
Grade 12 18-19 A: 57.6% mastery, 18-19 B: 76.8.% mastery, 18-19 C: 64.5% mastery

Grade 9 19-20 A: 33% mastery, 19-20 B: 45% mastery
Grade 10 19-20 A: 23% mastery, 19-20 B: 61% mastery
Grade 11 19-20 A: 35% mastery, 19-20 B: 51% mastery
Grade 12 19-20 A: 43% mastery, 19-20 B: 74% mastery

Increase all student achievement on district math benchmarks by at least 5%

Integrated 1 18-19 A: 47% mastery, 18-19 B: 19.7% mastery, 18-19 C: 7.5% mastery
Integrated 2 18-19 A: 37.6% mastery, 18-19 B: 8.1% mastery, 18-19 C: 10% mastery
Integrated 3 18-19 A: 37.7% mastery, 18-19 B: 18.6% mastery, 18-19 C: 29.1% mastery
Pre-calculus 18-19 A: 29.5% mastery, 18-19 B: 15.3% mastery, 18-19 C: 0% mastery

Integrated 1 19-20 A: 30% mastery. 19-20 B: 33% mastery

Integrated 2 19-20 A: 53% mastery.	19-20 B: 27% mastery
Integrated 3 19-20 A: 34% mastery.	19-20 B: 15% mastery
Precalculus. 19-20 A: 54% mastery	

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
AUSD District ELA assessment	34% met and exceeded assessment A (2020-2021)	
AUSD District Math assessment	30% met and exceeded assessment A (2020-2021)	
SPED performance on ELA assessment	24% of SPED students met or exceeded standards on ELA	
SPED performance on math assessment	9% of SPED students met or exceeded standards on math A	
AUSD reading inventory	31% of all students demonstrated proficiency or above on fall reading inventory	
SPED performance on AUSD reading inventory	8.2% of SPED students demonstrated proficiency or above on fall reading inventory	

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

Administrators and teachers will plan for strategies to support struggling 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)
4949	Title I 1000-1999: Certificated Personnel Salaries certificated hourly
2120	Title I 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)

All Students

Strategy/Activity

Purchase supplementary materials for struggling ELA and Math 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)

1310

Source(s)

Title I
4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will provide after school tutoring for struggling 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)

5530

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
certificated hourly for cohort

1659

Title I
3000-3999: Employee Benefits
benfits for certificated horly for cohort

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

Community Liaison will support parent engagement 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)
14789	Title I 2000-2999: Classified Personnel Salaries
6200	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)

Students not meeting standards

Strategy/Activity

APEX credit recovery zero period to support students toward graduation

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)
18856	LCFF 1000-1999: Certificated Personnel Salaries APEX intervention
6824	LCFF 3000-3999: Employee Benefits 6624

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

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

Parents

Strategy/Activity

Bilingual Aides will provide translation during parent nights

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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350	LCFF 1000-1999: Certificated Personnel Salaries
150	LCFF 3000-3999: Employee Benefits

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

Purchase Delta Math subscription for math department to support struggling 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)
1100	Title I 5000-5999: Services And Other Operating Expenditures

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 2022, emerging bilinguals will improve performance on district level assessments in ELA and math and demonstrate growth on ELPAC and reclassification

Identified Need

Increase academic achievement of EL students in ELA and math

11th graders ELA met and exceeded (increase all students and significant subgroups by at least 5%) (historical-SBAC not administered in 19-20 due to school closure)

ELL 16-17: 24%

ELL 17-18: 0%

ELL 18-19: 0%

11th graders math met and exceeded (increase all students and significant subgroups by at least 5%) (historical-SBAC not administered in 19-20 due to school closure)

ELL 16-17: 3%

ELL 17-18: 0%

ELL 18-19: 0%

All ELLs performance on ELA district assessments 19-20

Grade 9 19-20 A: 0% mastery, 19-20 B: 6% mastery

Grade 10 19-20 A: 0% mastery, 19-20 B: 28% mastery

Grade 11 19-20 A: 6% mastery, 19-20 B: 19% mastery

Grade 12 19-20 A: 19% mastery, 19-20 B: 54% mastery

Increase the reclassification rate

7% reclassification rate in 2019-2020 school year

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Emerging bilingual performance on district ELA assessment

8.3% of emerging bilinguals demonstrated mastery on ELA assessment A

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Emerging bilingual performance on district math assessment	6.8% of emerging bilinguals demonstrated mastery on math assessment A	
Emerging bilingual performance on district ELD assessment	58.7% of emerging bilinguals demonstrated mastery on ELD assessment A	
Emerging bilingual performance on district reading inventory	0.7% of emerging bilinguals proficient or above on fall reading inventory	
Emerging bilingual performance on overall ELPAC		
Emerging bilingual performance on reclassification		

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)

ELD Students

Strategy/Activity

Provide an additional ELD support section

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)
18755	Title I 1000-1999: Certificated Personnel Salaries
6594	Title I 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)

ELD Students

Strategy/Activity

EL students will receive additional bilingual support in core classes

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
13431	Title I 2000-2999: Classified Personnel Salaries Bilingual Instructional Aide
5756	Title I 3000-3999: Employee Benefits
10960	Title I 2000-2999: Classified Personnel Salaries Bilingual Instructional Aide
4697	Title I 3000-3999: Employee Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Parents

Strategy/Activity

A Parent Center will be established where parents will receive training, access computers for Aeries, and conduct meetings with school staff. Light refreshments will be provided to create a welcoming atmosphere for parents.

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)
500	LCFF 4000-4999: Books And Supplies supplies for for parent meetings

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

ELD Students

Strategy/Activity

Teachers will support the implementation of the ELPAC assessment through additional training and administration of the Speaking /Listening portion of the test.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

ELD Students

Strategy/Activity

Bilingual instructional aides extra hours to support EL students in the core content subjects

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)

4560

Title I
2000-2999: Classified Personnel Salaries
bilingual aide

1950

Title I
3000-3999: Employee Benefits

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 will increase.

Identified Need

Increase students prepared on California College and Career Readiness Indicator by at least 5%
Prepared: Class of 2018: 39.1% Class of 2019 49.8% Class of 2020: 54%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students CCI "prepared" on CA Dashboard	2019 49.8% prepared on CCI indicator	54.8% prepared on 2020 CCI indicator
Percentage of AP students passing an AP exam with a 3 or higher	2019 43% passing rate on AP exams	48% passing rate on AP exams

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

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
	47,182

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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
	40,245

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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
	368,019

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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
	278,811

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide Early college Program in coordination with Citrus College.

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
	62,500

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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

636,109

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 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

21,000

Strategy/Activity 9**Students to be Served by this Strategy/Activity**

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

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

1,657,520

Strategy/Activity 10**Students to be Served by this Strategy/Activity**

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

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

100,000

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

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)

Strategy/Activity 12

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.

3080

LCFF

5000-5999: Services And Other Operating Expenditures

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide science and social studies departments additional planning time to ensure ALL students are mastering content standards with new adopted curriculum and resources (identify struggling standards and necessary interventions)

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

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, school will increase parent participation in both formal and informal meetings, and will increase their positive assessment of the school's program.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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

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)

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)

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)

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)

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)

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)

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)

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)

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)

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

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 by promoting school programs and utilizing multi-tiered systems of support (MTSS)

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)

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Create, monitor, and update official social media accounts for the school

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)

None Specified

0

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Continue implementation of PBIS

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)

None Specified

0

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	\$134,120.00

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	\$104,360.00

Subtotal of additional federal funds included for this school: \$104,360.00

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	\$29,760.00

Subtotal of state or local funds included for this school: \$29,760.00

Total of federal, state, and/or local funds for this school: \$134,120.00

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	104360.	0.00
LCFF	29760	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	29,760.00
Title I	104,360.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	48,440.00
2000-2999: Classified Personnel Salaries	43,740.00
3000-3999: Employee Benefits	35,950.00
4000-4999: Books And Supplies	1,810.00
5000-5999: Services And Other Operating Expenditures	4,180.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	19,206.00
3000-3999: Employee Benefits	LCFF	6,974.00
4000-4999: Books And Supplies	LCFF	500.00
5000-5999: Services And Other Operating Expenditures	LCFF	3,080.00
1000-1999: Certificated Personnel Salaries	Title I	29,234.00

2000-2999: Classified Personnel Salaries	Title I	43,740.00
3000-3999: Employee Benefits	Title I	28,976.00
4000-4999: Books And Supplies	Title I	1,310.00
5000-5999: Services And Other Operating Expenditures	Title I	1,100.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	63,837.00
Goal 2	67,203.00
Goal 3	3,080.00

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

Name of Members	Role
Sam Perdomo	Principal
Hilda Alvarez	Classroom Teacher
James Lowery	Classroom Teacher
Alfred Zamora	Classroom Teacher
Daisy Flores	Classroom Teacher
Marlene Boragine	Classroom Teacher
Kimberly Lopez	Secondary Student
Althea ito	Secondary Student
Hector Hernandez	Secondary Student
Cecilia Ford	Other School Staff Parent or Community Member
Araceli Lepe	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	District/School Liaison Team for schools in Program Improvement
	Departmental Advisory Committee
	Other: Curriculum Council

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 08/31/2020.

Attested:

Principal, Gabriel Fernandez on 8-31-20
SSC Chairperson, Niru Parmar on 8-31-20

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019