

School Year: **2022-23**



School Plan for Student Achievement (SPSA)

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
Theodore Bird High School	553-0043	06/08/2023	06/12/2023

Purpose and Description

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

Schoolwide Program

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

The school's administration continues to work with the District's Staff to align the goals/services provided to the Local Control and Accountability Plan and all other state, federal, and local program by participating in the development of the LCAP and other programs.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations.....	5
Analysis of Current Instructional Program.....	6
Educational Partner Involvement.....	10
Resource Inequities	10
School and Student Performance Data	11
Student Enrollment.....	11
CAASPP Results.....	13
ELPAC Results	17
Student Population.....	19
Overall Performance	21
Academic Performance.....	23
Academic Engagement.....	29
Conditions & Climate.....	32
Goals, Strategies, & Proposed Expenditures.....	34
Goal 1.....	34
Goal 2.....	37
Goal 3.....	39
Goal 4.....	42
Goal 5.....	43
Budget Summary	44
Budget Summary	44
Other Federal, State, and Local Funds	44
Budgeted Funds and Expenditures in this Plan.....	45
Funds Budgeted to the School by Funding Source.....	45
Expenditures by Funding Source	45
Expenditures by Budget Reference	45
Expenditures by Budget Reference and Funding Source.....	45
Expenditures by Goal.....	46
School Site Council Membership.....	47
Recommendations and Assurances	48

Instructions49
 Instructions: Linked Table of Contents49
 Purpose and Description50
 Educational Partner Involvement50
 Resource Inequities50
Goals, Strategies, Expenditures, & Annual Review51
 Annual Review52
 Budget Summary53
 Appendix A: Plan Requirements55
 Appendix B:58
 Appendix C: Select State and Federal Programs60

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).

While parents and students are becoming more aware of our vision and mission through Parent Day visits and our Newsletters, students are experiencing the outcomes within the classroom on a regular basis. The vision is carried out by faculty and staff and is clearly evident in the day-to-day operation of the school and classrooms. Students and their parents are in agreement with the school's vision and mission through evidence gathered by the high levels of satisfaction with the school on Student Surveys and Parent/Guardian Surveys and the high demand for placement at Bird from the comprehensive high school. In addition, Bird High School enjoys support from local partners and businesses who also value the vision and mission of Bird High School. Bird delivers on a vision and mission that drives the educational program at the school. This is done while incorporating the District LCAP goals of improving academic achievement and college/career readiness for all student groups, ensure equitable access for all students to current technology, tools, and instructional strategies to improve educational outcomes and develop a safe, positive culture where all educational partners receive social emotional support; are engaged; and feel safe, heard, and respected. Students and their parents are in agreement with the vision and mission and this is evident by the high levels of satisfaction with the school on surveys, and the high demand for placement at Bird from the comprehensive high school. This program is in demand and enrollment at Ted Bird has doubled since 2020.

Classroom Observations

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

Formal observations and evaluations of certificated personnel are completed following the district employee contract guidelines. Additionally, informal observations are conducted on a daily basis by the site principal.

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)

Ted Bird courses are standards-based and Board-approved. The curriculum is anchored by Apex online courses with textbooks in supplemental use. Apex frequently updates its courses, with copyright dates as recent as 2022, and we incorporate those changes into the curriculum. Student learning at Bird is evaluated through formative and summative assessments, including state CAASPP testing. College and career activities, including CTE courses at the comprehensive high school, are available to students. Not all take advantage of these opportunities. The rate of participation in off-campus activities can be improved. The counselor at Ted Bird is connected to local resources including the food bank, and he shares this information with students and staff along with information related to scholarship opportunities and job listings. Bird students have traditionally come from the comprehensive high school, but more freshmen are coming in directly. In these cases, we need to increase articulation with feeder schools. Articulation between Sonora High and Ted Bird is strong. Bird students may take courses through Sonora High such as Cosmetology and have that credit applied to graduation requirements at Bird. Sonora High may send a student to Bird for part of a semester to serve a specific need, with credit earned at Bird counted toward that student's graduation at Sonora High. As Bird students complete requirements for graduation, they fill out a survey about the school. In past years we have sent surveys a few years after graduation to assess student participation in work, vocational school or college. We plan to resume these after-graduation surveys.

Ted Bird courses have formative and summative assessments. Students are tested at each appointment and receive the results while present. Work and test grades are recorded on student assignment sheets and shared with parents and students. Students receive grade sheets (report cards) at the end of each semester. While class assessment data is readily available, Bird students could have baseline abilities assessed more efficiently for a greater student learning result. Computerized assessment tools such as Renaissance and Freckle could be of benefit to us.

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

Many of our courses are from the Apex online program. Parents may be added as coaches on students' Apex courses, allowing them to receive weekly emails detailing progress. In addition, informal meetings between parents and independent study teachers occur often and naturally as often parents provide the transportation to their child's independent study appointment. Also, all the stakeholders on the campus, such as teachers, administrators, and the counselor can easily gather to discuss student progress and how to best help students succeed.

Again, due to the small and intimate setting of Ted Bird, trust, respect, equity and professionalism are necessary and also attainable among staff. Any differences can be aired and resolved quickly. Teachers, the principal, and staff meet regularly. Information and opportunities are shared to enhance teacher development and student progress.

Through common assessments, Ted Bird teachers regularly check student progress in all courses with adjustments made individually as necessary (reteaching; more or less homework assigned; one-on-one tutoring). Bird teachers stay current, continuing to meet students where they are.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The staff at Theodore Bird High School are highly qualified in their field. All Ted Bird staff feel supported to seek professional development. They are aware that funding is available, know that time will be granted to seek further training, and that they are encouraged to seek out professional development of their choosing within the vision and purpose of the school. Despite this open invitation and knowledge of access to professional development, little PD is utilized by the faculty at Ted Bird.

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

Ted Bird High are all appropriately credentialed and teach within their areas of expertise and this is currently true, with one exception of a teacher who is currently pursuing his credential. All Ted Bird teachers voluntarily chose the assignment at Ted Bird Independent Study. Each has significant experience in their field(s) of education, pedagogy, and classroom routines. The academic counselor is also appropriately credentialed to guide students in finding success in high school and beyond. While a formal orientation to the new assignment is not currently in place, access to the experienced teachers is readily available, the principal is approachable, and the school secretary has expertise in the procedures, routines, past practices, and traditions of the school.

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

The district, as a whole, has structured professional development around technology use and rigorous curriculum design. Identified needs were then combined with administration observations to compile the following target areas of PD.

- * Rigorous curriculum design for all departments
- * More in-depth Common Core training for English and math as well as curriculum adoption
- * Technology training in all areas of application

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

Instructional support, primarily in math and English, is coordinated through the comprehensive high school through the use of cohorts of teachers working together in pull-out sessions. Additionally, district-level technology experts are working with staff to enhance technological use through instruction.

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

Much of our collaboration by departments is done with the comprehensive high school. Our district has a late start every Wednesday morning to allow time for collaboration/training activities to occur. This collaboration time allows the different departments to review programs, curriculum, and pacing for the many different programs. Additionally, it allows the different departments to review best practices and improve our programs. Continuous school improvement is undertaken by the entire Ted Bird High staff. The intimacy of the school encourages frequent collaboration with all stakeholders. Evidence of this collaboration can be found in growing curriculum files, robust partnership with the special education department at Sonora High School, and frequent formal and informal parent contacts. The faculty at Ted Bird utilizes a number of data sources to determine student needs and the impact of the program on students. These include CAASPP testing, attendance records, graduation statistics, and transcripts.

Teaching and Learning

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

The staff at Bird High School is working with the comprehensive high school to align curriculum and materials to the common core standards in English. Our math department has worked to adopt/implement the common core instructional materials recently adopted by the District over the past years.

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

This section is not applicable to high school.

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

Bird High School provides intervention within our APEX, online curriculum delivery system, with the use of varying levels of instruction capability. APEX allows student access to Prescriptive, Core, Honors, and even AP instruction for higher level needs. This allows the school flexibility to meet the individual students' needs.

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

Ted Bird High School continues to be supported by the district to maintain availability of standards based materials to meet students' needs. Furthermore, our school has worked diligently to get approval of many A-G courses through the APEX System.

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

All courses have sufficient adopted materials that are aligned to their respective content standards, including intervention materials where needed. All students have access to and are enrolled in standard-aligned course consistent with the individual needs. This includes A-G courses.

Opportunity and Equal Educational Access

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

As discussed earlier, the APEX curriculum offers various levels of instruction to individually meet the students' needs. This enables students to meet the standards of instruction and increase educational access. Additionally, the district provides a Title One Aide, counseling support, and special education support when needed.

Evidence-based educational practices to raise student achievement

The district, through the LCAP is supporting increased training for teachers such as Rigorous Curriculum Design (RCD), and provided coaching for mathematics. Also, the APEX and newly adopted math curriculum is researched based on common core standards.

Parental Engagement

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

Under-achieving students are provided resources by the school and community to meet their needs through the counseling department. Referrals are made to support the individual student needs as necessary. Many of our courses are from the Apex online program. Parents may be added as coaches on students' Apex courses, allowing them to receive weekly emails detailing progress. In addition, informal meetings between parents and independent study teachers occur often and naturally as often parents provide the transportation to their child's independent study appointment. Also, all the stakeholders on the campus, such as teachers, administrators, and the counselor can easily gather to discuss student progress and how to best help students succeed. Ted Bird produces a newsletter to keep parents informed about events on campus. Staff also hosted a parent night for parents to meet teachers and learn about the program. Parents, principal, teachers, and staff met to discuss the school at a site council meeting this year.

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)

Parent and community members are encouraged to participate in the Alternative Education Site Counsel where planning and over-site are discussed. Additionally, parent nights are held annually to encourage more involvement and participation of parents and provide input to the LCAP process. Surveys are conducted annually to further increase involvement of community members.

Funding

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

Title One provides funding for Title One aide and a counselor to support students.

Fiscal support (EPC)

Financial support of the school is coordinated through the LCAP at the district level. Input is derived from all sites in regard to development toward goals.

Educational Partner 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 Single Plan for Student Achievement is compiled by the principal after discussions with staff and the site council which includes students. Additionally, the staff evaluates data (testing) to determine patterns within our program.

Resource Inequities

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

There are no resource inequities identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	2.08%	0		2
African American	0%	%	%	0		0
Asian	0%	2.7%	4.17%	0	2	4
Filipino	0%	%	1.04%	0		1
Hispanic/Latino	20.41%	12.2%	18.75%	10	9	18
Pacific Islander	0%	%	%	0		0
White	71.43%	78.4%	69.79%	35	58	67
Multiple/No Response	0%	6.8%	4.17%	4	5	4
Total Enrollment				49	74	96

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	1	4	12
Grade 10	9	7	10
Grade 11	18	27	31
Grade 12	21	36	43
Total Enrollment	49	74	96

Conclusions based on this data:

1. Enrollment has increased by 49% from the 2019-20 school year to the 2021-22 school year.
2. 9th grade student enrollment has increased by 91% from the 2019-20 school year to the 2021-22 school year
3. The White student sub-group continues to be the largest sub-group enrolled over the three school years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners		1	2	0.0%	1.4%	2.1%
Fluent English Proficient (FEP)	0	2	6	0.0%	2.7%	6.3%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.0%	

Conclusions based on this data:

1. English Learners (EL) ranged from 0.0% to 2.0% over the three measured school years.
2. Fluent English Proficient (FEP) ranged from 0.0% to 6.3% over the measured school years.
3. There were no reclassified Fluent English Proficient students enrolled over the three measured school years.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	26	36	47	26	26	41	26	26	41	100	72.2	87.2
All Grades	26	36	47	26	26	41	26	26	41	100	72.2	87.2

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2570.	2556.	2520.	7.69	0.00	7.32	38.46	30.77	21.95	34.62	53.85	24.39	19.23	15.38	46.34
All Grades	N/A	N/A	N/A	7.69	0.00	7.32	38.46	30.77	21.95	34.62	53.85	24.39	19.23	15.38	46.34

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.

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
Grade 11	23.08	*	12.20	50.00	*	58.54	26.92	*	29.27	
All Grades	23.08	*	12.20	50.00	*	58.54	26.92	*	29.27	

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	7.69	*	2.44	76.92	*	51.22	15.38	*	46.34
All Grades	7.69	*	2.44	76.92	*	51.22	15.38	*	46.34

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.

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	19.23	*	4.88	57.69	*	85.37	23.08	*	9.76
All Grades	19.23	*	4.88	57.69	*	85.37	23.08	*	9.76

2019-20 Data:

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

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	11.54	*	7.32	69.23	*	65.85	19.23	*	26.83
All Grades	11.54	*	7.32	69.23	*	65.85	19.23	*	26.83

2019-20 Data:

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

Conclusions based on this data:

1. In the 2018-2019 school year, 100% of students enrolled participated in the English Language Art assessment. In the 2020-21 school year 72.2% of the students participated in the English Language Art assessment and in the 2021-22 school year 87.2% participated.
2. In the 2021-22 school year the Reading standards met increased from 50% to 58.54% met, while the writing fell from 76.92% met to 51.22% met.
3. Overall achievement for all student went from 38.46% met in the 2018-19 school year to 21.95% met in 2021-22 school year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	26	36	47	26	24	41	26	24	41	100	66.7	87.2
All Grades	26	36	47	26	24	41	26	24	41	100	66.7	87.2

* 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2499.	2478.	2479.	0.00	0.00	0.00	7.69	0.00	2.44	19.23	16.67	19.51	73.08	83.33	78.05
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	7.69	0.00	2.44	19.23	16.67	19.51	73.08	83.33	78.05

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
Grade 11	3.85	*	0.00	15.38	*	29.27	80.77	*	70.73	
All Grades	3.85	*	0.00	15.38	*	29.27	80.77	*	70.73	

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00	*	0.00	42.31	*	65.85	57.69	*	34.15
All Grades	0.00	*	0.00	42.31	*	65.85	57.69	*	34.15

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	3.85	*	0.00	42.31	*	43.90	53.85	*	56.10
All Grades	3.85	*	0.00	42.31	*	43.90	53.85	*	56.10

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. in the 2021-22 school year ther was an 87.2% participation rate. This is up from the 66.7% rate from the previous year.
2. No students in the three measured school years "exceeded" the mathematics standard.
3. In the 2018-19 school year 7.68% of the student met the standard. 2021-22 only 2.44% of the students met the standard, but this is up from the 0.0% measured in the 2020-21 school year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades											*	4

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades		*	*		*	*		*	*		*	*		*	*

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades		*	*		*	*		*	*		*	*		*	*

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades		*	*		*	*		*	*		*	*		*	*

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades		*	*		*	*		*	*		*	*

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades		*	*		*	*		*	*		*	*

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades		*	*		*	*		*	*		*	*

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades		*	*		*	*		*	*		*	*

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. No data available.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
96	44.8	2.1	
Total Number of Students enrolled in Theodore Bird High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	2	2.1
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	43	44.8
Students with Disabilities	13	13.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian	2	2.1
Asian	4	4.2
Filipino	1	1.0
Hispanic	18	18.8
Two or More Races	4	4.2
Pacific Islander		
White	67	69.8

Conclusions based on this data:

1. The socioeconomically disadvantaged sub-group is 44.8% of all of the the student groups. Up from 33.8% in the prevoius school year.
2. The White Race/Ethnicity sub-group is 69.8% of all Race/Ethnicity student groups. Down from the 78.4% from the previous year.
3. 13.5% of the students enrolled fall in the Students with Disabilities sub-group. Up from 4.1% from the previous year.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Level	Graduation Rate  High	Suspension Rate  Very Low
Mathematics No Performance Level		
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

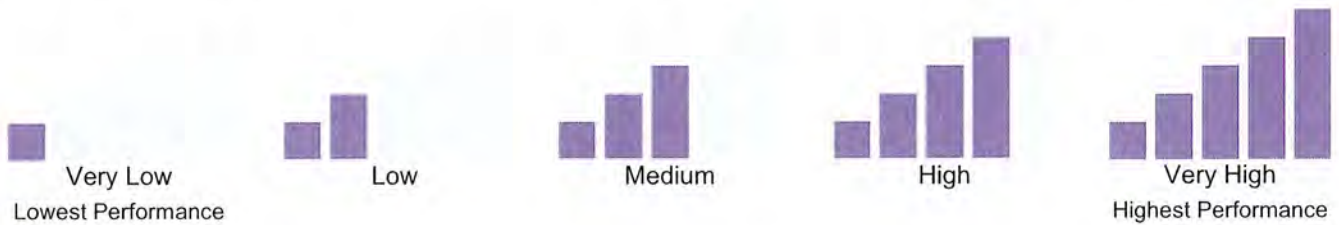
1. Suspension rate is in the very low category
2. Graduation rate is in the very high category
3. No other categories are reported in

School and Student Performance Data

Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
No Performance Level 60.6 points below standard 23 Students	No Performance Level 1 Student	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Level 32.6 points below standard 13 Students	No Performance Level 4 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		No Performance Level 1 Student	
Hispanic	Two or More Races	Pacific Islander	White
No Performance Level 7 Students	No Performance Level 0 Students		No Performance Level 61.7 points below standard 15 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
1 Student	0 Students	47.5 points below standard 20 Students

Conclusions based on this data:

1. The All student group performed 60.6 points below the standard
2. The White student sub-group performed 61.7 points below the standard
3. The English Only sub-group performed 47.5 points below the standard

School and Student Performance Data

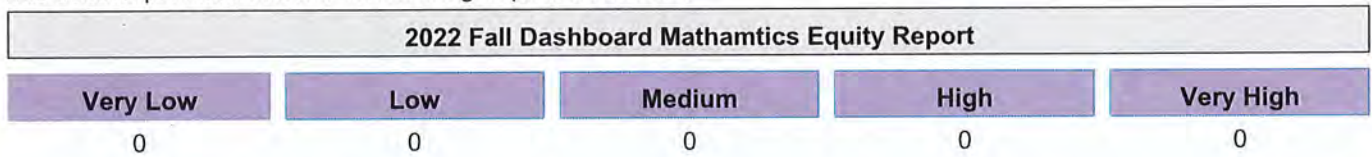
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
No Performance Level 162.7 points below standard 23 Students	No Performance Level 1 Student	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Level 157.9 points below standard 13 Students	No Performance Level 4 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		No Performance Level 1 Student	
Hispanic	Two or More Races	Pacific Islander	White
No Performance Level 7 Students	No Performance Level 0 Students		No Performance Level 148.9 points below standard 15 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
1 Student	0 Students	148.9 points below standard 20 Students

Conclusions based on this data:

1. The All student sub-group performed 162.7 point below the standard
2. The Socioeconomically Disadvantaged sub-group performed 157.9 points below the standard
3. The White student sub-group performed 148.9 points below the standard

School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator		
<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #e0e0e0;">English Learner Progress</td> </tr> <tr> <td style="padding: 20px;"> <p>No Performance Level making progress towards English language proficiency Number of EL Students: 4 Students Performance Level: No Performance Level</p> </td> </tr> </table>	English Learner Progress	<p>No Performance Level making progress towards English language proficiency Number of EL Students: 4 Students Performance Level: No Performance Level</p>
English Learner Progress		
<p>No Performance Level making progress towards English language proficiency Number of EL Students: 4 Students Performance Level: No Performance Level</p>		

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.

2022 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
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

1. The number of student participation is too low to register a rating.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. 9.6% of the students completed at least one career technical education pathway.
2. 11.5% of the students fell into 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
3. 1.9% of the students fell into 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)

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High
High
Medium
Low
Very Low
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 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. The number of student participation is to low to register a rating.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



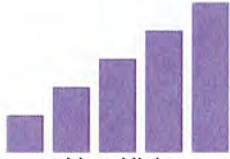
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	1

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>High 92.1% graduated 63 Students</p>		<p>No Performance Level Less than 11 Students 1 Student</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level Less than 11 Students 2 Students</p>	<p>No Performance Level 92.9% graduated 28 Students</p>	<p>No Performance Level 80% graduated 15 Students</p>

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
	<p align="center">No Performance Level Less than 11 Students 1 Student</p>	<p align="center">No Performance Level Less than 11 Students 1 Student</p>	<p align="center">No Performance Level Less than 11 Students 1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">No Performance Level Less than 11 Students 8 Students</p>	<p align="center">No Performance Level Less than 11 Students 4 Students</p>		 <p align="center">Very High 95.8% graduated 48 Students</p>

Conclusions based on this data:

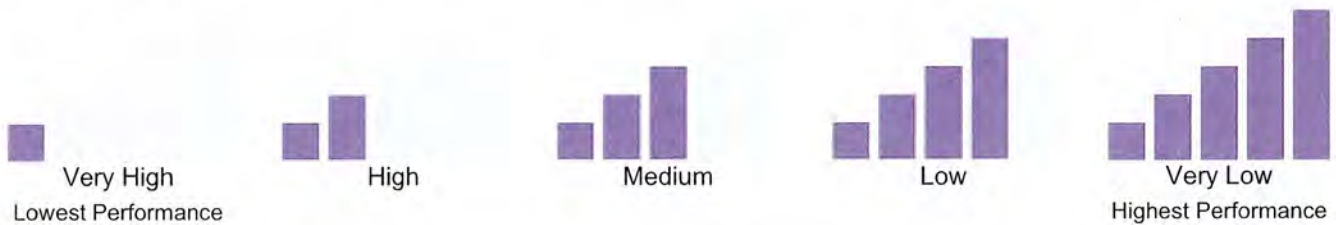
1. Overall student graduation rate is 92.1% up from the previous year of 86.5%.
2. Socioeconomically Disadvantaged graduation rate is 92.9 % up from the 79.3% from the previous year.
3. 80% of students with disabilities graduated.

School and Student Performance Data

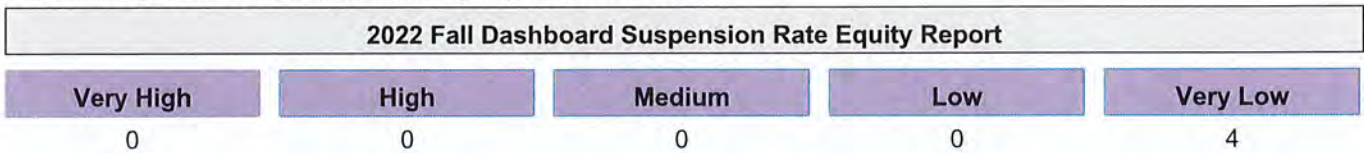
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

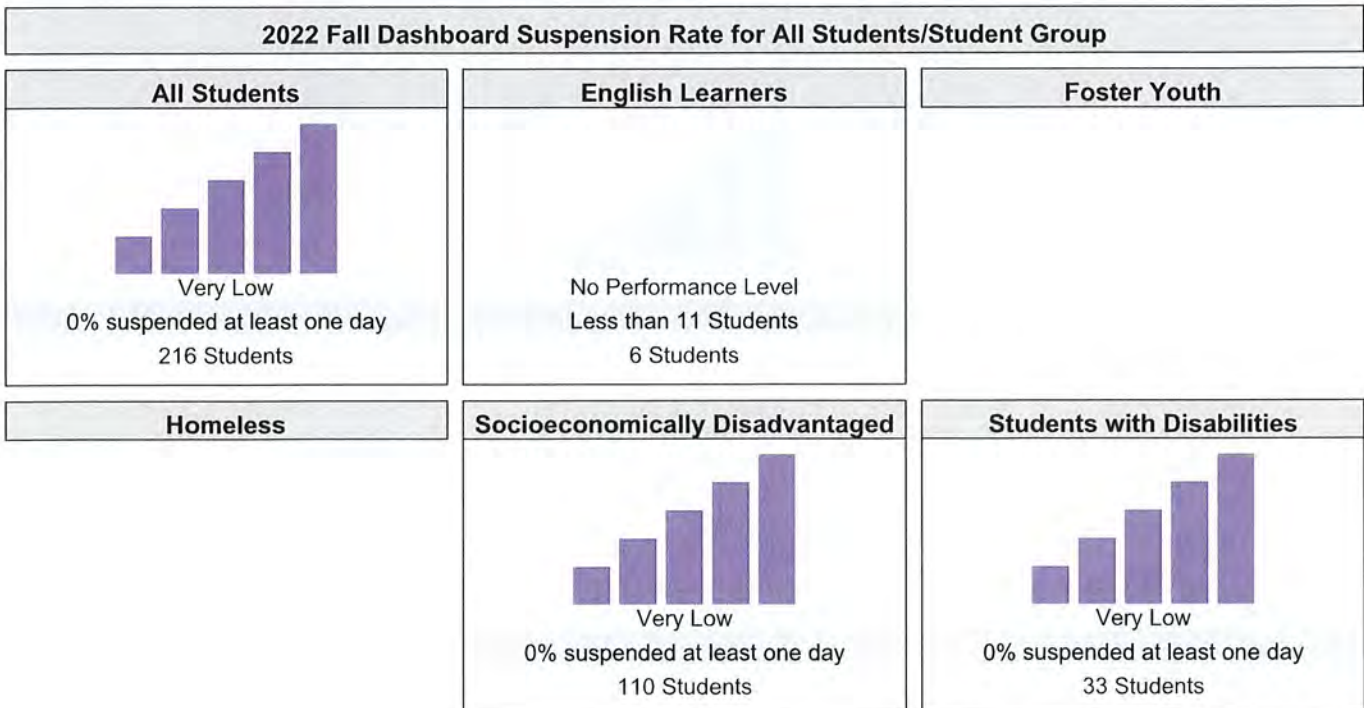
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).





This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
	<p align="center">No Performance Level Less than 11 Students 3 Students</p>	<p align="center">No Performance Level Less than 11 Students 4 Students</p>	<p align="center">No Performance Level Less than 11 Students 3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p align="center">Very Low 0% suspended at least one day 39 Students</p>	<p align="center">No Performance Level Less than 11 Students 7 Students</p>	<p align="center">No Performance Level Less than 11 Students 1 Student</p>	 <p align="center">Very Low 0% suspended at least one day 159 Students</p>

Conclusions based on this data:

1. Suspension rate is in the very low range.
2. There were no students suspended.

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

Increase student performance

LEA/LCAP Goal

Improve academic achievement and college/career readiness for all student groups.

Goal 1

Improve academic achievement and college/career readiness for all student groups.

Identified Need

To address the needs demonstrated in review of CDE Dashboard data, stakeholder input, and local data. This goal was developed to ensure that all students at Cassina High School have access to support to improve academic achievement and college/career readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The College/Career Indicator (CCI)	9.6% of the students completed at least one career technical education pathway.	50% of all students and subgroups will be prepared according to the the College/Career Indicator criteria.
Smarter Balanced Achievement level in English Language Arts/Literacy	2021-22 7.6% exceeded standard, 21.95% met standard, 24.39% nearly met standard and 46.34% did not meet the standard.	CAASPP achievement levels in ELA for all students will improve in the "met" category from 21.95% to to 30%
Smarter Balanced Achievement level in Mathematics	2021-22 0.0% exceeded the standard, 2.44% met the standard, 19.51% nearly met the standard and 78.05% did not meet the standard.	CAASPP achievement levels in math for all students will improve in the "met" category by 5%
Overall student graduation rate	2022 overall student graduation rate was 92.1%	Increase graduation rate annually

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

Improve students access to CCAPP opportunities through updated relationships with the local Junior 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)

1,529

Source(s)

General Fund

4000-4999: Books And Supplies

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

Increase motivation for students by making curriculum challenging and relevant by working to implement/get approval of A-G courses so our students can attend four year colleges if desired.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Analysis of the 2021-22 goals will occur during the 2023 report.

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

Analysis of the 2021-22 goals will occur during the 2023 report.

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

Analysis of the 2021-22 goals will occur during the 2023 report.

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

Ensure equitable access for all students

LEA/LCAP Goal

Ensure equitable access for all students to current technology, tools, and instructional strategies to improve

Goal 2

Ensure equitable access for all students to current technology, tools, and instructional strategies to improve

Identified Need

To address the needs demonstrated in review of CDE Dashboard data, stakeholder input, and local data. This goal was developed to ensure that all students at Cassina High School will have equitable to current technology, tools, and instructional strategies to improve educational outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
APEX Learning System to provide diverse subject matter learning	All required A-G subjects are available through APEX Learning System	Increased performance/motivation/successes
Ratio of students to computer/chromebooks	The ratio of Cassina High School students to computer/Chromebooks is 1:1.	The ratio of Cassina High School students to computer/Chromebooks is 1:1.
Current Curriculum	The percentage of classes using state board adopted textbooks and curriculum adopted over 10 years ago was 30%.	All classes will be using state board adopted textbooks and curriculum that was adopted within the last 10 years.

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

1. Continue to provide online-curriculum options in order to increase class offerings as well as offer additional options to help students make up credits through Apex Learning.
2. Provide all classes with state board adopted textbooks and curriculum that was adopted within the last 10 years.
3. Maintain the level of technical support for students and staff in the IT department to include instructional and technological support. Support student access to online learning, contemporary learning tools, and collaborative communication skills through 1:1 digital devices for all Cassina High School 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)
19,149	LCFF 2000-2999: Classified Personnel Salaries Staff Salaries
9,002	LCFF 3000-3999: Employee Benefits Staff Benefits

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Analysis of the 2021-22 goals will occur during the 2023 report.

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

Analysis of the 2021-22 goals will occur during the 2023 report.

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

Analysis of the 2021-22 goals will occur during the 2023 report.

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

Develop a safe and positive school culture

LEA/LCAP Goal

Develop a safe, positive culture where all stakeholders receive social emotional support; are engaged; and feel safe, heard, and respected.

Goal 3

Develop a safe, positive culture where all stakeholders receive social emotional support; are engaged; and feel safe, heard, and respected.

Identified Need

Address the needs demonstrated in review of CDE Dashboard data, stakeholder input, and local data. This goal was developed to ensure that all students in the Sonora Union High School District will have a safe, positive culture where all stakeholders receive social emotional support; are engaged; and feel safe, heard, and respected.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation rate	Lower graduation rate than in prior years.	Increased graduation rate
STOPit Application	Data will be collected	Increase the instances where all stakeholders are engaged and feel safe, heard, and respected.

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

1. Counselor to provide academic counseling services for student support.
2. Provide specialized academic counseling services for students identified as "at risk" through a campus staff.
3. Continue to fund one campus supervisor.
4. Support the teaching, modeling, and affirmation of expected student behaviors through continued implementation of Positive Behavioral Intervention and Support practices supported by HERO.

5. Continue to fund a school communication tool to provide phone, email, text, and other mass forms of information to students and parents regarding student and school events.

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)
248	General Fund 4000-4999: Books And Supplies Supplies
300	General Fund 5000-5999: Services And Other Operating Expenditures STOPit Application
70,900	Title I 1000-1999: Certificated Personnel Salaries Alternative Education Counselor
21,645	Title I 3000-3999: Employee Benefits Alternative Education Counselor

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

Parent Night, Site Council membership and student information board. Will also ask students to join us for our Advisory periods. Furthermore, staff will work to develop an information flyer to be distributed to community members periodically throughout the year with information about events and activities.

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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Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Analysis of the 2021-22 goals will occur during the 2023 report.

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

Analysis of the 2021-22 goals will occur during the 2023 report.

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

Analysis of the 2021-22 goals will occur during the 2023 report.

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 4

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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 5

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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	\$78,238.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$122,773.00

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	\$92,545.00

Subtotal of additional federal funds included for this school: \$92,545.00

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 (\$)
General Fund	\$2,077.00
LCFF	\$28,151.00

Subtotal of state or local funds included for this school: \$30,228.00

Total of federal, state, and/or local funds for this school: \$122,773.00

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
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Expenditures by Funding Source

Funding Source	Amount
General Fund	2,077.00
LCFF	28,151.00
Title I	92,545.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	70,900.00
2000-2999: Classified Personnel Salaries	19,149.00
3000-3999: Employee Benefits	30,647.00
4000-4999: Books And Supplies	1,777.00
5000-5999: Services And Other Operating Expenditures	300.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	General Fund	1,777.00
5000-5999: Services And Other Operating Expenditures	General Fund	300.00
2000-2999: Classified Personnel Salaries	LCFF	19,149.00
3000-3999: Employee Benefits	LCFF	9,002.00
1000-1999: Certificated Personnel Salaries	Title I	70,900.00
3000-3999: Employee Benefits	Title I	21,645.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,529.00
Goal 2	28,151.00
Goal 3	93,093.00

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
- 1 Classroom Teachers
- 1 Other School Staff
- 1 Parent or Community Members

Name of Members	Role
Robert Mayben	Principal
Eric Knapp	Other School Staff
Cathy Atkins	Classroom Teacher
Dyan Foust	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 6/8/23.

Attested:



Principal, Robert Mayben on 6/8/23

SSC Chairperson, Dyan Foust on 6/8/23

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.

[Educational Partner 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.

Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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/fq/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/fq/fo/af/>

Developed by the California Department of Education, January 2019