School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
California Military Institute	33-67207-0101170	May 28, 2020	June 17, 2020

Purpose and Description

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

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 California Military Institute will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards and California Dashboard Indicators. School goals will influence the entire educational program of the school and are aligned with the goals of the LCAP regarding student outcomes and student and parent engagement. Goals will support the school in improving state Dashboard indicators related to: school climate, academic achievement, graduation rate, college and career readiness, and local indicators as defined in the Dashboard.

Table of Contents

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).

We have used various methods to compile information from students, parents, and teachers. We have used Google Forms to create surveys to learn parents' views of late buses, tutoring, and how they prefer to be contacted. Using this information we are changing services being offered which includes when and how students access tutoring and the use of late buses for students. We have also altered the method of contacting parents as we learned they prefer email versus auto dialers or social media. We have surveyed students regarding the colleges they prefer. Teachers have given us information regarding the types of training they desire and the types of support they need.

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

Administrators regularly walk through classrooms. During walkthroughs, administrators look for student engagement, AVID strategies, and a college-promoting environment. Feedback from AVID and WASC visitors also emphasized their observation of high student engagement, use of AVID WICOR strategies across all content areas, use of instructional technology, and Common-Core-aligned curriculum and activities.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA Annual Review and Update has included the School Site Council, which consists of peer elected Classified staff, Certificated Staff, Parents and students. The SPSA is informed by LCAP goals and is presented annually to the School Site Council, Certificated and Classified Staff, site Leadership, parents involved in AAPAC, PELI, parents attending "Coffee With The Principal", and other events that support student academic success, parent involvement and capacity building.

Resource Inequities

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

Not Applicable

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.29%	0.19%	0.19%	3	2	2
African American	6.39%	5.05%	4.77%	65	53	50
Asian	1.18%	0.76%	0.76%	12	8	8
Filipino	0.98%	0.57%	0.48%	10	6	5
Hispanic/Latino	85.64%	87.51%	88.36%	871	918	926
Pacific Islander	%	0.1%	0.1%		1	1
White	2.75%	2.86%	2.86%	28	30	30
Multiple/No Response	%	0.38%	2%		4	5
Total Enrollment				1017	1,049	1,048

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 5	60	69	67
Grade 6	120	104	98
Grade 7	145	181	183
Grade 8	155	163	186
Grade 9	181	149	154
Grade 10	127	152	120
Grade 11	125	122	125
Grade 12	104	109	115
Total Enrollment	1,017	1,049	1,048

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	165	214	183	16.2%	20.4%	17.5%
Fluent English Proficient (FEP)	489	466	500	48.1%	44.4%	47.7%
Reclassified Fluent English Proficient (RFEP)	12	12	29	7.9%	7.3%	13.6%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	66	60	65	66	60	65	66	60	65	100	100	100
Grade 6	123	118	99	123	118	99	123	118	99	100	100	100
Grade 7	149	145	177	149	144	176	149	144	176	100	99.3	99.4
Grade 8	198	154	167	196	152	167	196	152	167	99	98.7	100
Grade 11	106	121	122	106	120	120	106	120	120	100	99.2	98.4
All Grades	642	598	630	640	594	627	640	594	627	99.7	99.3	99.5

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	2461.	2442.	2427.	7.58	3.33	3.08	25.76	21.67	13.85	24.24	26.67	30.77	42.42	48.33	52.31
Grade 6	2494.	2475.	2465.	8.94	4.24	6.06	24.39	22.03	15.15	30.08	30.51	29.29	36.59	43.22	49.49
Grade 7	2528.	2536.	2507.	6.71	9.03	4.55	30.87	36.11	33.52	36.24	29.17	25.57	26.17	25.69	36.36
Grade 8	2552.	2528.	2533.	4.59	3.95	5.39	39.29	30.92	31.14	40.31	32.24	31.74	15.82	32.89	31.74
Grade 11	2645.	2598.	2638.	31.13	15.83	30.00	52.83	44.17	47.50	12.26	26.67	17.50	3.77	13.33	5.00
All Grades	N/A	N/A	N/A	10.63	7.58	9.73	35.31	32.15	30.62	31.09	29.46	26.79	22.97	30.81	32.85

Grade Level	Reading — Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	13.64	10.00	4.62	37.88	48.33	41.54	48.48	41.67	53.85
Grade 6	13.01	9.32	5.05	52.85	38.98	36.36	34.15	51.69	58.59
Grade 7	16.78	15.38	10.23	48.32	50.35	40.34	34.90	34.27	49.43
Grade 8	16.33	11.84	17.96	55.61	46.71	40.12	28.06	41.45	41.92
Grade 11	34.91	29.17	37.50	54.72	57.50	48.33	10.38	13.33	14.17
All Grades	18.59	15.51	16.11	51.41	48.40	41.31	30.00	36.09	42.58

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 5	12.12	8.33	7.69	59.09	46.67	49.23	28.79	45.00	43.08
Grade 6	11.38	5.93	4.04	43.90	44.07	50.51	44.72	50.00	45.45
Grade 7	10.07	15.38	14.77	60.40	60.14	53.41	29.53	24.48	31.82
Grade 8	14.80	9.87	10.18	62.76	55.92	61.08	22.45	34.21	28.74
Grade 11	47.17	25.00	38.33	49.06	53.33	53.33	3.77	21.67	8.33
All Grades	18.13	13.32	15.63	55.94	53.12	54.55	25.94	33.56	29.82

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 5	6.06	3.33	0.00	68.18	56.67	52.31	25.76	40.00	47.69
Grade 6	13.01	9.32	5.05	69.92	63.56	67.68	17.07	27.12	27.27
Grade 7	10.07	8.39	7.95	68.46	72.03	68.75	21.48	19.58	23.30
Grade 8	9.69	9.21	9.58	74.49	70.39	68.26	15.82	20.39	22.16
Grade 11	32.08	30.83	28.33	63.21	61.67	69.17	4.72	7.50	2.50
All Grades	13.75	12.82	11.00	69.69	66.27	66.83	16.56	20.91	22.17

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 5	16.67	10.00	7.69	39.39	38.33	35.38	43.94	51.67	56.92
Grade 6	17.89	10.17	11.11	47.15	56.78	42.42	34.96	33.05	46.46
Grade 7	18.12	21.68	13.07	57.05	62.24	51.14	24.83	16.08	35.80
Grade 8	18.37	13.82	19.16	61.22	51.97	50.90	20.41	34.21	29.94
Grade 11	50.00	30.83	48.33	44.34	53.33	45.83	5.66	15.83	5.83
All Grades	23.28	18.04	20.57	52.50	54.30	47.05	24.22	27.66	32.38

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	66	60	65	66	60	65	66	60	65	100	100	100
Grade 6	123	118	99	123	118	99	123	118	99	100	100	100
Grade 7	149	145	177	149	144	176	149	144	176	100	99.3	99.4
Grade 8	198	154	167	196	152	167	196	152	167	99	98.7	100
Grade 11	106	121	122	106	120	120	106	120	120	100	99.2	98.4
All Grades	642	598	630	640	594	627	640	594	627	99.7	99.3	99.5

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	2418.	2438.	2412.	0.00	1.67	1.54	9.09	10.00	1.54	21.21	31.67	26.15	69.70	56.67	70.77
Grade 6	2459.	2457.	2464.	5.69	4.24	4.04	11.38	10.17	11.11	26.02	26.27	33.33	56.91	59.32	51.52
Grade 7	2481.	2505.	2481.	4.03	4.17	2.27	8.72	23.61	17.61	37.58	32.64	27.84	49.66	39.58	52.27
Grade 8	2497.	2491.	2521.	3.06	4.61	6.59	10.71	8.55	16.77	37.76	31.58	37.13	48.47	55.26	39.52
Grade 11	2601.	2574.	2596.	7.55	6.67	6.67	32.08	20.83	31.67	39.62	40.00	36.67	20.75	32.50	25.00
All Grades	N/A	N/A	N/A	4.22	4.55	4.47	13.75	15.15	17.38	34.06	32.49	32.70	47.97	47.81	45.45

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	1.52	5.00	1.54	16.67	20.00	12.31	81.82	75.00	86.15
Grade 6	8.94	6.78	7.07	22.76	21.19	34.34	68.29	72.03	58.59
Grade 7	8.05	11.11	8.52	26.85	39.58	30.11	65.10	49.31	61.36
Grade 8	5.10	5.26	7.19	34.69	26.97	46.11	60.20	67.76	46.71
Grade 11	29.25	13.33	15.00	35.85	44.17	52.50	34.91	42.50	32.50
All Grades	10.16	8.59	8.45	28.91	31.65	37.48	60.94	59.76	54.07

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**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 5	6.06	5.00	1.54	25.76	41.67	29.23	68.18	53.33	69.23
Grade 6	6.50	5.93	4.04	32.52	38.14	46.46	60.98	55.93	49.49
Grade 7	4.03	6.25	4.55	45.64	55.56	44.32	50.34	38.19	51.14
Grade 8	5.10	7.89	10.78	44.90	48.68	45.51	50.00	43.42	43.71
Grade 11	9.43	9.17	10.83	69.81	60.83	61.67	20.75	30.00	27.50
All Grades	5.94	7.07	7.02	44.84	50.00	46.73	49.22	42.93	46.25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 5	1.52	3.33	1.54	40.91	38.33	32.31	57.58	58.33	66.15
Grade 6	8.94	5.08	8.08	36.59	34.75	35.35	54.47	60.17	56.57
Grade 7	5.37	8.33	4.55	53.69	53.47	53.98	40.94	38.19	41.48
Grade 8	4.59	5.92	7.19	53.06	55.92	59.88	42.35	38.16	32.93
Grade 11	14.15	15.00	9.17	69.81	59.17	67.50	16.04	25.83	23.33
All Grades	6.88	7.91	6.38	51.56	50.00	52.95	41.56	42.09	40.67

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 5	1539.8	1519.1	1536.1	1515.6	1542.8	1522.1	12	19
Grade 6	1550.6	1536.2	1554.9	1533.1	1545.8	1539.0	19	23
Grade 7	1564.8	1556.6	1560.3	1569.3	1568.9	1543.4	30	36
Grade 8	1551.9	1575.9	1554.4	1592.7	1548.8	1558.7	22	29
Grade 9	1558.0	1538.9	1556.5	1539.8	1559.0	1537.2	28	23
Grade 10	*	1576.1	*	1580.2	*	1571.3	*	22
Grade 11	*	*	*	*	*	*	*	5
Grade 12	*	*	*	*	*	*	*	4
All Grades							133	161

	Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	*	5.26	*	63.16		26.32		5.26	12	19
6	*	8.70	57.89	65.22	*	26.09		0.00	19	23
7	46.67	25.00	50.00	38.89	*	36.11		0.00	30	36
8	*	24.14	*	62.07	*	13.79		0.00	22	29
9	*	8.70	42.86	30.43	*	56.52	*	4.35	28	23
10	*	27.27	*	50.00		13.64		9.09	*	22
11	*	*	*	*	*	*		*	*	*
12	*	*	*	*		*		*	*	*
All Grades	43.61	19.25	45.86	49.07	8.27	29.19	*	2.48	133	161

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	*	26.32	*	57.89		15.79		0.00	12	19
6	73.68	43.48	*	47.83		8.70		0.00	19	23
7	66.67	44.44	*	36.11	*	19.44		0.00	30	36
8	63.64	68.97	*	20.69	*	10.34		0.00	22	29
9	*	17.39	42.86	52.17	*	26.09	*	4.35	28	23
10	*	31.82	*	59.09		4.55		4.55	*	22
11	*	*		*	*	*		*	*	*
All Grades	66.17	40.99	27.07	43.48	*	14.29	*	1.24	133	161

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	*	5.26	*	10.53	*	73.68		10.53	12	19
6	*	0.00	*	26.09	*	69.57	*	4.35	19	23
7	50.00	2.78	*	38.89	*	44.44	*	13.89	30	36
8	*	6.90	*	31.03	*	58.62	*	3.45	22	29
9	*	0.00	*	13.04	*	56.52	*	30.43	28	23
10	*	4.55	*	36.36	*	45.45		13.64	*	22
11	*	*	*	*	*	*	*	*	*	*
12		*	*	*	*	*		*	*	*
All Grades	28.57	3.73	31.58	26.71	29.32	57.76	10.53	11.80	133	161

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	*	5.26	*	84.21		10.53	12	19
6	*	21.74	*	78.26		0.00	19	23
7	56.67	19.44	43.33	66.67		13.89	30	36
8	*	13.79	54.55	79.31	*	6.90	22	29
9	42.86	4.35	46.43	78.26	*	17.39	28	23
10	*	9.09	*	86.36		4.55	*	22
All Grades	48.87	13.04	47.37	77.64	*	9.32	133	161

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	100.00	68.42		31.58		0.00	12	19
6	89.47	52.17	*	47.83		0.00	19	23
7	76.67	72.22	*	27.78		0.00	30	36
8	86.36	82.76	*	17.24		0.00	22	29
9	57.14	56.52	*	39.13	*	4.35	28	23
10	*	86.36		9.09		4.55	*	22
All Grades	81.20	72.05	16.54	26.71	*	1.24	133	161

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	*	5.26	*	78.95		15.79	12	19
6	*	0.00	*	56.52	*	43.48	19	23
7	50.00	11.11	*	41.67	*	47.22	30	36
8	*	6.90	*	62.07	*	31.03	22	29
9	*	4.35	*	39.13	39.29	56.52	28	23
10	*	9.09	*	72.73	*	18.18	*	22
11	*	*	*	*	*	*	*	*
All Grades	36.84	6.83	32.33	57.14	30.83	36.02	133	161

Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	*	10.53	*	84.21		5.26	12	19
6	*	30.43	68.42	69.57	*	0.00	19	23
7	*	11.11	66.67	88.89		0.00	30	36
8	*	0.00	81.82	100.00		0.00	22	29
9	*	0.00	71.43	91.30	*	8.70	28	23
10	*	13.64	*	81.82		4.55	*	22
All Grades	29.32	9.94	66.92	87.58	*	2.48	133	161

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1049	**86.4**	**20.4**	**0.5**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	214	20.4
Foster Youth	5	0.5
Homeless	87	8.3
Socioeconomically Disadvantaged	906	86.4
Students with Disabilities	15	1.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	53	5.1
American Indian	2	0.2
Asian	8	0.8
Filipino	6	0.6
Hispanic	918	87.5
Two or More Races	27	2.6
Pacific Islander	1	0.1
White	30	2.9

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

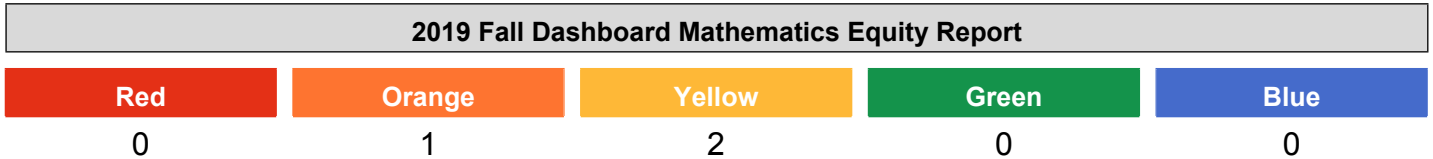| Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Graduation Rate** Blue	**Suspension Rate** Yellow
Mathematics Yellow	**Chronic Absenteeism** Orange	
College/Career Yellow		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	0	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
27.4 points below standard	63.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.1 points	Maintained ++0.5 points	3
597	232	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
55.9 points below standard	30.5 points below standard	102.5 points below standard
43	Maintained ++1.4 points	13
	517	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
2.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased ++6.3 points	1	2	3
33			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
29.7 points below standard	8.9 points above standard	0 Students	56.8 points below standard
Maintained -0.8 points	Increased ++7.5 points		Declined -4.8 points
520	17		17

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
117.8 points below standard	18.8 points below standard	21.4 points below standard
Declined Significantly -31.6 points	Increased Significantly ++20.6 points	Declined -3.4 points
105	127	225

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
72.9 points below standard	101.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++4 points	Increased ++7.3 points	
597	232	3

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
104.9 points below standard	75.6 points below standard	124.2 points below standard
43	Increased ++6.9 points	13
	517	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
68.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -18 points	1	2	3
33			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color		No Performance Color
75.7 points below standard	48.6 points below standard		57.8 points below standard
Increased ++4.8 points	Declined -6.4 points		Increased Significantly ++34.8 points
520	17		17

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

| 2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
138.8 points below standard	70.2 points below standard	64 points below standard
Declined -7.1 points	Increased ++12.3 points	Maintained ++1.7 points
105	127	225

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
41.3 making progress towards English language proficiency
Number of EL Students: 160
Performance Level: Low
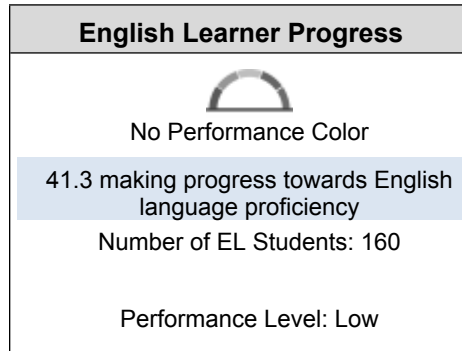
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

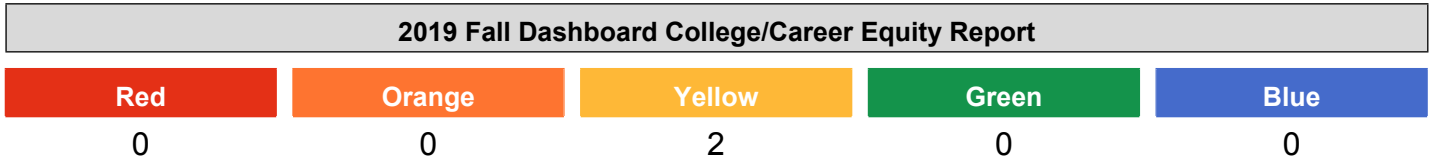| 2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
58	36	8	58

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
College/Career

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	0	0

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	No Performance Color	No Performance Color
58.9	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Declined -12.5	10	
112		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
61.5	58.3	Less than 11 Students - Data Not Displayed for Privacy
13	Declined -11.1	2
	108	

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
3			1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
58.8	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Declined -11.5	4		2
102			

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
Prepared	71.4 **Prepared**	58.9 **Prepared**
Approaching Prepared	26.7 **Approaching Prepared**	39.3 **Approaching Prepared**
Not Prepared	1.9 **Not Prepared**	1.8 **Not Prepared**

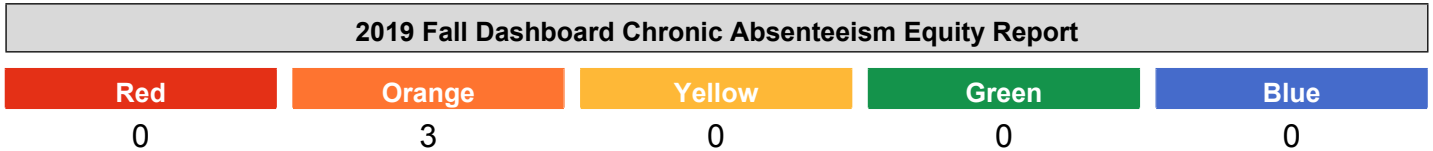**Conclusions based on this data:**

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
7.4	9	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.1	Increased +3.5	3
539	134	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
10.6	7.9	14.3
47	Increased +2.2	14
	469	

	2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity		

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -12.5	1	2	2
25			

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
8.1	0	Less than 11 Students - Data Not Displayed for Privacy	10.5
Increased +2.7	Maintained 0	0	Increased +5.8
472	18		19

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	2
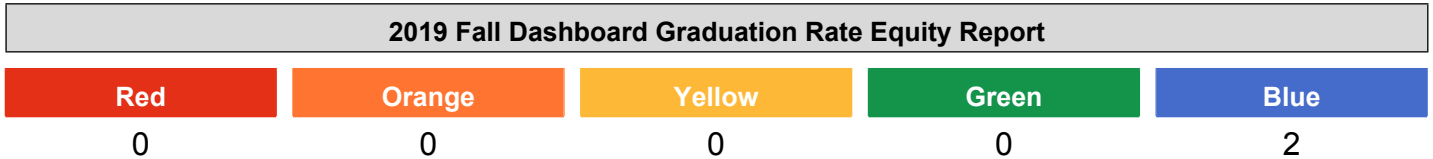
This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
98.2	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Maintained -0.8	10	
112		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	No Performance Color
100	99.1	Less than 11 Students - Data Not Displayed for Privacy
13	Maintained +0.1	2
	108	

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
3			1

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color	No Performance Color
99	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.3	4		2
102			

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
99.1	98.2

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	4	0	0
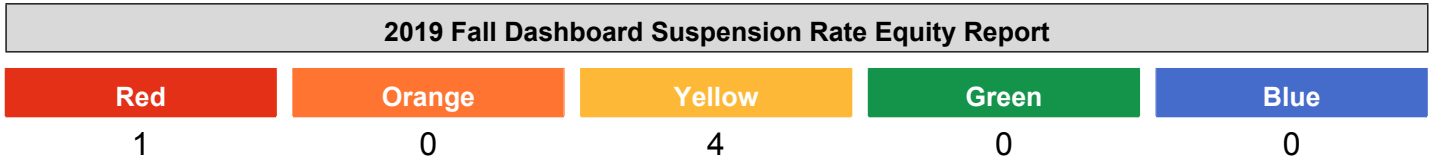
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
5.1	7.7	Less than 11 Students - Data Not
Declined Significantly -2	Declined Significantly -3.6	7
1104	207	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
7.7	5.2	8.7
91	Declined Significantly -2.6	Increased +2
	948	23

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	No Performance Color	No Performance Color	No Performance Color
14.5	Less than 11 Students - Data 3	Less than 11 Students - Data 8	Less than 11 Students - Data 6
Increased +3.1			
55			

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Yellow
4.6	3.1	Less than 11 Students - Data 1	6.1
Declined Significantly -2.6	Increased +3.1		Declined -1.4
966	32		33

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	7.1	5.1

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

All students will attain proficiency in all academic areas.

LEA/LCAP Goal

All students will attain grade level proficiency in English Language Arts and Mathematics.

Goal 1

All students will attain grade level proficiency in all academic areas.

Identified Need

ELA:
- The proficiency rate for EL Students demonstrated zero increase from 3% as measured by the spring administration of the CAASPP in comparison to 3% in 2018.
- The number of middle school students experiencing no positive movement increased by 68 students from 2018 to 2019 as measured by CAASP administration.
- EL students at CMI continue to show a high percent of standard not met in claim 1 (Reading Comprehensions) as indicated by CAASSP data from 2018 showing 77.9% and decreased to 69.3% in 2019.
- EL students at CMI continue to show a high percent of standard not met in claim 2 (Writing) as indicated by CAASSP data from 2018 showing 76.9% and decreased to 64.2% in 2019.
- The percent of EL students at CMI not meeting standard on claim 4 (Research/Inquiry) increased from 58.7% in 2018 to 64.2% in 2019 as indicated by CAASSP.
- The percent of middle school students at CMI scoring proficient on claim 1 (Reading Comprehension) decreased from 13.2% during the spring 2018 adminstration of the CAASPP to 12.1% as measured by the 2019 CAASPP results for ELA.
- The percent of middle school students at CMI scoring below standard on claim 4 (Research/Inquiry) increased from 29.8% during the spring 2018 administration of the CAASPP to 32.6% as measured by the 2019 CAASPP results for ELA.

Math:
- The proficiency rate for Special Education Students demonstrated a slight increase to 4% as measured by the spring administration of the CAASPP for Mathematics in comparison to 1% in 2018.
- The proficiency rate for EL Students demonstrated a slight increase to 2.5% as measured by the spring administration of the CAASPP for Mathematics in comparison to 0% in 2018.

77% of students who previously scored Standard Not Met on the CAASPP for Mathematics demonstrated no movement for the previous two adminstrations (Spring of 2018 and the Spring of 2019).

- During the Spring 2019 adminstration of the CAASPP for Mathematics, 91.8% of ELs and SWDs in the PUHSD scored Standard Not Met on Claim 1 Concepts & Procedures in

comparison to 92.8% scoring Standard Not met on Claim 1 for the spring of 2018 administration.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Academic Indicator ELA (Grade 11)	2018-19 Overall: 27.7 points below standard Declined 17.1 Points Dashboard Performance: Orange English Learner:63.6 points below standard Maintained .50 Points Dashboard Performance: Orange Hispanic: 29.7 points below standard Maintained .8 Points Dashboard Performance: Orange Socioeconomically Disadvantaged: 30.5 points below standard Maintained1.4 Points Dashboard Performance: Orange	2020-21 Overall: Dashboard Performance: Yellow English Learner: Dashboard Performance: Yellow Hispanic: Dashboard Performance: Yellow Socioeconomically Disadvantaged: Dashboard Performance: Yellow
CA Dashboard Academic Indicator Math (Grade 11)	2018-19 Overall: 72.9 points below standard Increased 4 Points Dashboard Performance: Yellow English Learner: 101.2 points below standard Increased 7.3 Points Dashboard Performance: Orange Hispanic: 75.7 points below standard Increased 4.8 Points Dashboard Performance: Yellow	2020-21 Overall: Dashboard Performance: Green English Learner: Dashboard Performance: Yellow Hispanic: Dashboard Performance: Green Socioeconomically Disadvantaged: Dashboard Performance: Green

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Socioeconomically Disadvantaged: 75.6 points below standard Increased 6.9 Points Dashboard Performance: Yellow	
English Language Proficiency Assessment (ELPAC)	2018-2019: Level 4 - Well Developed 36.2% Level 3 - Moderately Developed 22.5% Level 2 - Somewhat Developed 36.2% Level 1 - Beginning Stage 5%	2020-21 Increase the number of students scoring Level 4 by 3%

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

1.1 Provide extra curricular opportunities and supports for students to improve academic proficiency.

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)
5,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Teacher extra duty: before and after school tutoring, release time, sub coverage
27,500	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Consultant Contract: tutoring, test prep

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.2 Increase teacher capacity to deliver outstanding standards based first best instruction.

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

Amount(s)	Source(s)
4,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Professional development opportunities to include but not limited to: Sub coverage, release time, teacher extra duty
3,694	Title I Part A: Allocation 3000-3999: Employee Benefits Employee benefits for certificated and classified

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.3 Provide supplemental materials and supplies to support teachers and increase academic success for all 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)
15,000	Title I Part A: Allocation 4000-4999: Books And Supplies Materials and supplies to support core content courses.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.4 Provide credit recovery and advancement to 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)
5,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Teacher extra duty for after school, summer camp and Saturday opportunities.

Annual Review

SPSA Year Reviewed: 2019-20

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.

Implementation of Strategies/Activities:
- Renaissance (Myon)
- Sustained Silent Reading embedded in bell schedule
- ELA & Math Interventions (Tutoring, Support Classes, etc.)
- Math Enrichment Activities (Math Night, Math Day, family math nights, cocoa and cram)
- Increase of ELD support classes
- After School Tutoring
- Standards based grading including a retake policy change
- Scheduled and use of IABs
- Focus on Essential standards
- Targeted interventions using MTSS strategies.
- Professional Development (T4 Learning, STEMulate, Solution Tree)

Effectiveness of Strategies/Activities:
- Implementing SSR (Sustained Silent Reading on Tu & F) using MYON allowed for students to receive an extra 30 minutes/week of schoolwide reading support to increase reading fluency and comprehension.
- Students also had and currently have the ability to access thousands of books from home via their chromebooks using MYON.
- Schoolwide figures of MYON:

3,276 books read/finished

1,791 time spent reading
- Implementing ELA and Math support classes allowed for an opportunity to have RTI embedded during the school day.

- A challenge with these support classes was a lack of support curriculum/materials/professional development necessary to increase student acquisition of core concepts.
- Extra duty pay for tutoring after school gave all students the opportunity to access extra support from core ELA and Math teachers several times during each week.
- Increased offerings of support classes for 2019-2020 school year allowed for all EL students to receive ELD support during the school day.
- A challenge with this is a need for more professional development and training in the use of ELD curriculum.

Effectiveness of Strategies/Activities:
- Focusing on essential standards increased the use of the Standards-Based Grading policy change for 14 staff members (including all math teachers).
- Students had increased opportunities for interventions
- Students had the opportunity to retake assessments resulting in increased motivation and student success
- Increased MTSS support for Academics, Behavior & Social Emotional incidents focused on keeping students in class.
- Pass rate in math was increased
- Suspension rate decreased
- Social-Emotional incident rate maintained
- Professional development (PD) opportunities for teachers allowed for an increase of collaborative training and focus. ELA and Math teachers were provided with year-long PD support from the site, district and out of district agencies.
- Focus on collaboration
- Focus on Teacher Clarity using close reading strategies. Teachers reported increased success on in class assessments.

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

SPSA Goal #1:

Budget: $120,000

Estimated Actuals: $105,000

Net: ($15,000)

Net difference represents:
- Academic performance incentives - covered in the LCAP ($10,000)
- Additional literature books for the library ($5,000)

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.

Changes to goal: No changes will be made to the goal

Metrics: No change in metrics

Changes to Actions and Services: New changes to actions and services

NEW Actions and Services:
- 1.1 Provide extra curricular opportunities and supports for students to improve academic proficiency:
- Tutoring/Targeted Interventions (Inside and outside of regular school day or weekends)
- Teacher 1/7th opportunities for intervention
- Summer Bridge Programs
- Increased purchase of independent reading books/materials/software/programs/supplemental reading supports

1.2 Increase teacher capacity to deliver outstanding standards based first best instruction:
- Professional Development in Close Reading, Writing, Grading, RTI.
- AVID Training for all content areas

1.3 Provide supplemental materials and supplies to support teachers and increase academic success for all students:
- Assessment support materials aligned with essential standards and SBAC
- Supplemental ELD materials/supports
- Newsela, Renaissance Reading/MyOn

1.4 Provide credit recovery and advancement to students:

- Plato for students to catch up on classes or for advancement during the regular year or summer

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College and Career Readiness

LEA/LCAP Goal

All students will graduate from high school prepared for postsecondary and career options.

Goal 2

All students will graduate from high school prepared for postsecondary and career options.

Identified Need

- SBAC scores decreased
- Military Leadership indicator decreased
- AP Scores decreased slightly/low AP pass rate
- Dual Enrollement opportunities decreased

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College and Career Indicator	2018-19: Overall Dashboard: 71.4% Prepared Increased 2.6% Dashboard Performance: Blue 2019-20 Overall Dashboard: 58.9% Prepared Declined 12.5% Dashboard Performance: Yellow	2020-21 Overall Dashboard: Increase Prepared by 3% Dashboard Performance: Green
Graduation Rate	2018-19 Graduation Rate: 99% Dashboard Performance: Blue 2019-20 Graduation Rate: 98.2% Dashboard Performance: Blue	2020-21 Maintain graduation rate between: 98% - 99% Dashboard Performance: Blue
AVID Enrollment	2018-19 AVID Enrollment: 255	2020-21

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2019-20 AVID Enrollment: 261	Increase AVID enrollment by 10%
FAFSA Completion Rate	2018-19 FAFSA Completion Rate: 100% 2019-20 FAFSA Completion Rate: 100%	2020-21 Maintain FAFSA Completion Rate of 100%
A-G Completion Rate	2017-18 A-G Completion Rate: 92.4% 2018-19 A-G Completion Rate: 98.2%	2020-21 Maintain A-G Completion Rate of 95% - 100%
AP Participation	2017-18 AP Participation: 101 2018-19 AP Participation: 104	2020-21 Increase AP Participation by 1%
Dual Enrollment	2018-19 Dual Enrollment: 18 2019-20 Dual Enrollment: 19	2020-21 Increase Dual Enrollment by 2%
CTE Enrollment	2017-18 CTE Enrollment: 5 2018-19 CTE Enrollment: 6	2020-21 Increase CTE Enrollment by 5%

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

2.1 Utilize incentives designed to improve passing and proficiency rates for SBAC, AP Exams, CTE Pathways completion.

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

Amount(s)	Source(s)
1,000	Title I Part A: Allocation 4000-4999: Books And Supplies Materials and supplies to include but limited too: certificates, ribbons, awards

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

2.2 Continued support of and increase in student participation in AP courses.

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

Amount(s)	Source(s)
0	General Fund 0000: Unrestricted Any cost incurred would be charged to general fund or LCAP S/C

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.3 Continue to support and increase Dual Enrollment and online College Courses.

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

Amount(s)	Source(s)
0	General Fund

	0000: Unrestricted Any cost incurred would be charged to general fund or LCAP S/C

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.4 Continue to support CTE pathways (Biomedical, Military, Engineering).

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

Amount(s)	Source(s)
0	General Fund 0000: Unrestricted Any cost incurred would be charged to general fund or LCAP S/C

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.5. Support STEAM development

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

Amount(s)	Source(s)
0	General Fund 0000: Unrestricted Any cost incurred would be charged to general fund or LCAP S/C

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.6. Continue to implement AVID program school wide and obtain AVID school of distinction status.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	General Fund 0000: Unrestricted Any cost incurred would be charged to general fund or LCAP S/C

Annual Review

SPSA Year Reviewed: 2019-20

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.

Implementation of Strategies/Activities:
- Graduation Rate increased
- AVID
- Course offerings Increased
- College visits/tours offered
- Professional Development offered
- FAFSA submission and completion
- FAFA nights/supports
- A-G completion rate high
- AP course offerings
- AP Potential Reports
- Dual Enrollment offered for CMI students
- PLTW offerings
- Biomedical
- Engineering

Effectiveness of Strategies/Activities:
- Class of 2020 will be the largest graduating class to date.
- 101% graduation rate
- 2 Juniors graduating early this year and have met all A-G requirements
- CMI's registrar determined all former student's current school and removed them from CMI enrollment
- This eliminated any potential drop-out indicators
- AVID courses increased
- 200 CMI students visited/toured colleges (Middle and High School students)
- Almost 100% of CMI teachers have attended at least 1 AVID professional development

- 101% FAFSA submission & completion rate
- PUHSD graduation requirement
- FAFSA nights put on by counselors
- Counseling staff worked one-on-one with students/families

Effectiveness of Strategies/Activities:
- 99% A-G completion
- All A-G courses are available at CMI and students are placed according to the PUHSD course sequence guidelines
- 1 student will be attending a school out of country and did not require A-G completion for CSU/Cal State
- AP course offering increased
- The AP potential report was used to determine specific AP course needs and student placement in those courses
- Dual enrollment numbers maintained
- A challenge with this is that CMI students required transportation almost daily to Perris High School.
- CMI does not currently have a teacher/s that trained in any dual enrollment courses

or, dual enrollment courses may need to be offered outside of regular school hours
- PLTW courses increased
- 2 PLTW engineering courses were implemented due to CMI teacher receiving professional development
- Increased offering in Biomedical due to CMI teacher receiving professional development.
- May need more professional development for training in these two areas to maintain these two PLTW pathways

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

SPSA Goal #2:

Budget: $8,500

Estimated Actuals: $6,000

Net: ($2,500)

Net difference represents:

- Transition life skill workshops ($2,500)

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.

Changes to goal: No changes will be made to the goal.

Metrics: No change in metrics

Changes to Actions and Services: New Actions/Services

NEW Actions and Services:

2.1 Utilize incentives designed to improve passing and proficiency rates for SBAC, AP Exams, CTE Pathways completion
- Motivational events/speakers, educational trips
- Prizes, swag gear
- Tutoring and test prep services

2.2 Continued support of and increase in student participation in AP courses
- Advertising
- AP tests offered at minimal or no cost to CMI students
- Add AP sections according to AP Potential
- Provide annual PD to all AP teachers (AP by the sea etc.)

2.3 Continue to support and increase Dual Enrollment and online College Courses
- Collaborate with MSJC and the District to advertise and promote the Dual Enrollment and Online College Courses with special events, programs, brochures, speakers
- Offer Dual Enrollment and Online College Courses to CMI students free of charge
- Provide PD for teachers or staff interested in teaching or supporting Dual Enrollment and Online College Courses.

2.4 Continue to support CTE pathways (Biomedical, Military, Engineering)
- Ensure the acquisition of the necessary materials and equipment needed
- Provide ongoing PD for teachers and staff involved

2.5. Support STEAM development
- Ensure the acquisition of the necessary materials and equipment needed
- Provide ongoing PD for teachers and staff involved
- Partner with and purchase STEM Learning Systems for Middle School Career Exploration

2.6. Continue to implement AVID program school wide and obtain AVID school of distinction status
- Increase AVID sections offered
- Increase visits to colleges, trade and professional programs for all students and grades.
- Purchase AVID materials, decorations and college, career and military materials for classrooms, teachers and students
- Fund college and career events/trips to increase exposure and introduce our students and parents to opportunities.
- Provide ongoing AVID PD for all teachers

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

School Climate and Safety

LEA/LCAP Goal

All departments and sites will provide a safe and positive environment for staff and students.

Goal 3

CMI will provide a safe and positive environment for staff and students.

Identified Need

- To continue to increase positive student engagement opportunities for each student in our program. Increase the conditions for positive citizenship, and inculate positive behavior values through military leadership opportunities, and peer guided conflict resolution.
- Our data showed an increase in general bullying among students.
- Our data showed an increase in incidents of social emotional/mental health needs among our students.
- African American Students suspended at least 1 time increased 3.1% in the prior year 18-19'.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	2017-18 Overall: 7.1% suspended at least once Declined 2.7% Points Dashboard Performance: Yellow 2018-19 Overall: Overall: 5.1% suspended at least once Declined 2% Points Dashboard Performance: Yellow	2020-21 Overall: decrease students suspended at least once by 2% Dashboard Performance: Green
Chronic Absenteeism	Baseline: 2018-19: 20.8% Subgroups: 5.3% ELs, 8.1% Hispanic, 5.7% SED 2019-20: Overall: 7.4% overall; Increased 2.1%	2020-21 Reduce Chronic Absenteeism by 1% across all subgroups

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Subgroups: 9% ELs, 8.1% Hispanic, 7.9% SED	
CA Healthy Kids Student Survey	2019-20 CA Healthy Kids Survey: no survey due to school closure COVID-19	2020-21 Increase CA Healthy Kids Student Survey responses by 10%
Attendance Rate	2019-20 Attendance Rate: 96.45%	2020-21 Increase Attendance Rate by 1%
Dismissal Rate	2019-20: 8 students dismissed	2020-21 Decrease dismissed students to less than 5 students.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.1 Provide Other Means of Correction to support positive student behavior outcomes and improve student safety.

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

Amount(s)	Source(s)
0	General Fund 0000: Unrestricted Any cost incurred would be charged to general fund or LCAP S/C

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

3.2 Provide programs that promote positive behavior expectations.

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

Amount(s)	Source(s)
0	General Fund 0000: Unrestricted Any cost incurred would be charged to general fund or LCAP S/C

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.3 Provide Social Emotional Support to 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)
5,740	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Consultant Contract to provide social emotional support, Ripple Effects

Annual Review

SPSA Year Reviewed: 2019-20

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.

Implementation of Strategies/Activities:
- Administrators utilize alternatives to suspension in their daily practice.
- Tier 2 plus Discipline Interventions provided by the implementation of the Honor Review Board System. This provided another layer of intervention for our students and their families in lieu of dismissal.

- Increased use of schoolwide presentations of or relating to cyber safety, drug and mental health awareness programs delivered to all students at CMI through assemblies.
- MTSS strategies employed to address the whole-child.
- Five Star Student Engagement: reinforcement of positive student behaviors

Effectiveness of Strategies/Activities:
- Administrators utilize alternatives to suspension in their daily practice that includes one-on-one counseling, referral for counseling services, and other disciplinary strategies.
- Discipline Interventions provided by the implementation of the Honor Review Board System provided another layer of intervention for our students and their families in lieu of dismissal.
- Provide daily communication with parents of absent students and meetings with students trending towards chronic absentee status.
- MTSS meets monthly reviewing data points, and look for trends and patterns and develop interventions for students may include:
- Increased use of schoolwide presentations of or relating to cyber safety, drug and mental health awareness programs informed our student about social emotional needs.
- Counselors provide social emotional support to individuals, and also small cohorts of students.

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

SPSA Goal #3:
Budget: $2,500
Estimated Actuals: $2,500
Net: $0

Net difference represents:

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.

Changes to goal: No changes will be made to the goal.

Metrics: No change in metrics

Changes to Actions and Services: No changes to Actions/Services

NEW Actions and Services:

3.1 Provide Other Means of Correction to support positive student behavior outcomes and improve student safety.

- Implement Honor Review Board and provide for student and staff professional development as well as necessary training and support with materials and incentives.

3.2 Provide programs that promote positive behavior expectations.

- Implement 5 Start program to incentivize positive student behavior and provide any necessary staff and student training, equipment, materials and supplies, incentives.
- Provide training for teachers and staff in Positive Behavior Management, relationship building and de escalation techniques.
- Continued support of WEB and Link Crew as well as the necessary training of staff and students in terms of materials, supplies, mentorship opportunities.

3.3 Provide Social Emotional Support to students.
- Continue to implement Social Emotional program "Ripple Effects" and provide the training and software/materials needed.
- Provide Professional Development for teachers and staff as well as training for students via outside consultants or internally available trainings and programs and providing all the materials and equipment needed (Anti-Bully, Leadership, Responsibility, Safety, Relationships, Respect, Healthy Choices, Mental Health)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent, Community Outreach and Engagement

LEA/LCAP Goal

Secure and strengthen the home- school- community connections and communications.

Goal 4

CMi will secure and strengthen the home- school- community connections and communications.

Identified Need

- Many of our Spanish speaking parents aren't computer literate so data entered into the IC system isn't accurate which makes contact with parents more difficult.
- Staff needs to communicate their needs for announcements, translation of written documents in a timely manner.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation	2019-20: Parent Participation: 3,967* as of March 13, 2020 *School closures due to COVID-19 2018-19: Parent Participation: 2,074	2020-21: Increase Parent Participation by 1%
CA Healthy Kids Survey: Parent Survey	2019-20: Not administered due to school closure	2020-21: Increase parent survey responses by 3%
Social Media	2019-20: Year over Year Results: Facebook followers: 7180 a 20% increase Twitter Impressions: 135.7K a13.6% increase Instagram Likes: 2911 a 7% increase	2020-21: Increase social media followers by 1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
IC Parent Accounts	2019-20 Parent Accounts: 956	2020-21: Increase parent accounts by .05%

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

4.1 Establish a quarterly event where various CMI parent groups collaborate on strengthening home school community connections and communication.

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

Amount(s)	Source(s)
500	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials and supplies to include but limited to: resource materials
1,500	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Classified salaries to cover child care cost

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

4.2 Provide trainings to all our parents on various topics such as: academics, social emotional learning, communication, college and career, drug awareness, suicide prevention, bullying prevention, social media.

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

Amount(s)	Source(s)
3,000	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures To include but limited too: transportation cost for parent filed trips, guest speakers, motivation speakers.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4.3 Provide ongoing professional development for our parent liaison and staff that support CMI parent groups.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,500	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Conference registration fees, mileage reimbursement, lodging

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4.4 Provide for materials, supplies and food necessary to support parent meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,500	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials and supplies to include but not limited to: certificates, paper, awards, decorations.

Annual Review

SPSA Year Reviewed: 2019-20

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.

Implementation of Strategies/Activities:
- The leadership structure provided the impetus for significant growth in parent opportunities for informing our parent community, and in overall parent engagement.
- CMI's Parent Liaison established a high standard for collaborative communication between the various stakeholder groups throughout the year.
- Parent Liaison and administrative team members worked together to increase communication using various social media platforms.
- CMI Parent Liaison facilitated events, and provided ongoing communication to our learning community to enhance and support student academic achievement, and parent learning opportunities.
- CMI continues to build community through incoming parent/student orientations, W.O.W. week activities, parent bootcamps, and summer day camp opportunities that benefit students and parents.

Effectiveness of Strategies/Activities:
- Our LCAP data showed a 95% increase in parent engagement attendance, and a 42% increase in the number of Activities offered throughout the year.
- By collaborating with PELI, Military Advisory Panel, Parent Volunteers, AAPAC, SSC, CCAC, Athletics and various leadership teams our parent outreach programs keep our parent/community informed about supporting student academic achievement, leadership, and athletic development.
- Our counseling team established positive parent engagement community presentations with various providers throughout the school year.
- Our Administrative Office staff served as Liaisons for our large bilingual population and have developed many positive impactful relationships with our learning community. They utilized various social media platforms as well as direct communication to engage parents.
- CMI offers multiple opportunities through programs, special events that enhance family engagement that ultimately support student academic achievement.

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

SPSA Goal #4:

Budget: $14,000

Estimated Actuals: $2,500

Net: ($11,500)

Net difference represents:

- Some activities were not met due to school closure from COVID -19.
- Pending: Transportation invoices

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.

Changes to goal: No changes will be made to the goal.

Metrics: No change in metrics

Changes to Actions and Services: No changes to Actions/Services

NEW Actions and Services:
4.1 Establish a quarterly event where various CMI parent groups collaborate on strengthening home school community connections and communication.

4.2 Provide trainings to all our parents on various topics such as: academics, social emotional learning, communication, college and career, drug awareness, suicide prevention, bullying prevention, social media.

4.3 Provide ongoing professional development for our parent liaison and staff that support CMI parent groups.

4.4 Provide for materials, supplies and food necessary to support parent meetings.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$75,934.00

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 Part A: Allocation	$66,934.00
Title I Part A: Parent Involvement	$9,000.00

Subtotal of additional federal funds included for this school: $75,934.00

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	$0.00

Subtotal of state or local funds included for this school: $0.00

Total of federal, state, and/or local funds for this school: $75,934.00

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

Expenditures by Funding Source

Funding Source	Amount
General Fund	0.00
Title I Part A: Allocation	66,934.00
Title I Part A: Parent Involvement	9,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	0.00
1000-1999: Certificated Personnel Salaries	14,000.00
2000-2999: Classified Personnel Salaries	1,500.00
3000-3999: Employee Benefits	3,694.00
4000-4999: Books And Supplies	18,000.00
5000-5999: Services And Other Operating Expenditures	11,240.00
5800: Professional/Consulting Services And Operating Expenditures	27,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	General Fund	0.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	14,000.00
3000-3999: Employee Benefits	Title I Part A: Allocation	3,694.00
4000-4999: Books And Supplies	Title I Part A: Allocation	16,000.00

5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5,740.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	27,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,500.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	5,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	60,194.00
Goal 2	1,000.00
Goal 3	5,740.00
Goal 4	9,000.00

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:

School Principal

Classroom Teachers

Name of Members	Role

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 .

Attested:

Principal, Nicholas Milosavljevic on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

● Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

● Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

● Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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