

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
Los Angeles Academy of Arts & Enterprise Charter School	19647330110304		

Purpose and Description

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

Targeted Assistance

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

LAAAE's school plan provides a review of schoolwide data and assessment of needs. Goals were then developed to target additional support to areas identified by stakeholders for improvement. These areas include an inclusive and supportive school culture, improvements in academic achievement and opportunities, and teacher and staff training and support.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program.....	4
Stakeholder Involvement	8
Resource Inequities	8
School and Student Performance Data	9
Student Enrollment.....	9
CAASPP Results.....	11
ELPAC Results	15
Student Population.....	19
Overall Performance	20
Academic Performance.....	21
Academic Engagement.....	28
Conditions & Climate.....	32
Goals, Strategies, & Proposed Expenditures.....	34
Goal 1.....	34
Goal 2.....	39
Goal 3.....	42
Budget Summary	45
Budget Summary	45
Other Federal, State, and Local Funds	45
Budgeted Funds and Expenditures in this Plan.....	46
Funds Budgeted to the School by Funding Source.....	46
Expenditures by Funding Source	46
Expenditures by Budget Reference	46
Expenditures by Budget Reference and Funding Source	47
Expenditures by Goal.....	47
School Site Council Membership	49
Recommendations and Assurances	50
Instructions.....	51
Instructions: Linked Table of Contents.....	51

Purpose and Description52
Stakeholder Involvement.....52
Resource Inequities52
Goals, Strategies, Expenditures, & Annual Review53
Annual Review54
Budget Summary55
Appendix A: Plan Requirements57
Appendix B:.....60
Appendix C: Select State and Federal Programs62

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Teachers are surveyed at the conclusion of each quarter during staff meetings to get their feedback. Parents and guardians are surveyed and provide their feedback during parent meetings including Parent Teacher Organization, Coffee with the Principal, English Language Advisory Committee, and School Site Council. Students are surveyed during their advisory classes. Additionally, all stakeholders are surveyed during school retreats, which occur twice per year.

Survey results from stakeholders indicate that the school is making good progress. Parents and guardians have communicated that school outreach has been helpful, especially after school closed due to COVID-19. Student surveys have suggested a variety of new extracurricular opportunities they would like to have available in a virtual setting. Teacher surveys have suggested a need for certain types of additional professional development.

Classroom Observations

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

Prior to school closure, all classrooms were observed once every two weeks by the administration. Each observation provided teachers with feedback in a variety of areas including checks for understanding, objectives, and on task percentages. Additionally, teacher leaders observed classrooms and provided feedback to teacher on personal improvement twice per quarter. Currently, the administration also conducts quarterly reviews of student work for each teacher to better assess student learning during distance learning.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

CAASPP assessment data is reviewed by stakeholders and used to modify instruction and improve student achievement as needed. While these assessments were not administered in the 19-20 school year due to COVID-19, scores from prior years indicate a need for additional targeted support, particularly in mathematics and to address equity gaps for English learners.

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

Internal benchmarks are administered three times per year in ELA and mathematics using iReady. Differentiated curriculum is then created and administered to help bring struggling students back to grade level. Schoolwide, teachers track and analyze data from these benchmarks to develop a working understanding of the gaps in skills or knowledge for each individual student and integrate content and support into all classes to help provide remediation and support.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teacher meetings are hosted twice per week and include a variety of professional development opportunities. These include trainings led by outside professionals and by teacher leaders at the school.

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

Teachers have a variety of professional development opportunities. Staff meetings hosted twice per week offer trainings led by outside professionals and teacher leaders. Additionally, teachers are encouraged to attend outside trainings specific to their needs, such as subject specific training.

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

Teachers meet in their departments during staff meetings to review content standards and assess student performance and review student data to assess student performance. Additionally, teachers attend outside professional development specific to their content areas.

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

Teachers receive instructional assistance from the administration throughout the teacher evaluation process and following each teacher observation. Lead teachers also provide ongoing support specific to each individual teacher's self-determined quarterly improvement plan. Lead teachers work collaboratively with each individual teacher to develop these individualized improvement plans based on the teacher's self-identified area for growth and then conduct observations and provide feedback. Outside professional development opportunities help teachers gain instructional assistance in content specific areas that are better met by instructional experts outside of the school.

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

Teachers and staff review student data during designated staff meetings and in departments. During this time, grade level data is broken down to assess various areas for improvement. Data sources include MTSS data tracking attendance, academics, behavior, and social-emotional wellbeing. Additionally, students review ELA and mathematics data from internal benchmarks conducted three times a year through the iReady program. Teachers review this data and are responsible for integrating lessons and teaching strategies to support remediation and growth for all students in these core areas. iReady also produces individual students with target and stretch goals in both ELA and mathematics which are designed to challenge a student to meet or exceed grade level depending on current levels. Teachers review these plans to they are aware of how to best support students.

Teaching and Learning

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

Teachers are provided with curriculum aligned to current content and performance standards.

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

The school's bell schedule provides adequate instructional minutes for reading/language arts and mathematics.

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

The master schedule provides opportunities for intervention classes, remediation, and support in lesson pacing.

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

Standards-based instructional materials specific to content area and grade level are provided to and implemented by teachers.

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

SBE-adopted and standards-aligned instructional materials specific to content area and grade level are provided and implemented by teachers. Intervention materials are used to benchmark students, assess gaps in knowledge, and provide differentiated remedial work to help bring students to grade level in ELA and mathematics.

Opportunity and Equal Educational Access

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

Special education services are provided for students with special needs. Special education services include a Special Day Class and special education paraprofessionals who provide push-in and pull-out support for students.

An English Language Development program is provided for English learners. This program includes designated English language development during regularly scheduled classes which are taught by the ELD Coordinator. This protected time is specifically for students to focus on developing English proficiency in a protected environment. Additionally, integrated English language development is provided for all English learners. Teachers in all content areas implement these strategies, such as Specially Designed Academic Instruction in English (SDAIE) to support English learners both in developing English proficiency and facilitating comprehension of regular class content.

Additionally, all students who are struggling academically are placed in our tutoring program. In this program, students are assigned to a tutor or academic coach who provides a variety of services including push-in support, tutoring outside of class, goal planning, follow-up, and communication with parents and guardians. Tutors and academic coaches meet regularly to brainstorm best practices and track student academic progress.

Evidence-based educational practices to raise student achievement

Teachers and staff receive training in research based education practices to raise student achievement. These trainings are conducted through staff leaders, outside educational professionals, and sending staff to external professional development programs. These include programs and strategies such as "Teach Like a Champion".

Parental Engagement

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

LAAAE provides resources to assist under-achieving students. These include a school breakfast and lunch program, an after school program, summer school opportunities to recover units and reduce summer learning loss, and a strong student services team to assist with academics, behavior, attendance, and social-emotional wellbeing.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community representatives, classroom teachers, students, and other school personnel are included in the planning, implementation, and evaluation of ConApp programs through a variety of stakeholder meetings throughout the year as previously discussed. All stakeholders are encouraged to attend and provide feedback at board meetings.

Funding

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

Underperforming services receive additional services including special education support, English language development support for English learners, remedial academics, behavior support, attendance support, and social-emotional services.

Fiscal support (EPC)

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

LAAAE consulted with parents/guardians, students, staff, teachers, and community members as part of the planning process for the development of this SPSA. Students were consulted through advisory classes and semiannual school retreats. Parents and guardians were consulted through a variety of regular school meetings including Coffee with the Principal, School Site Council (SSC), English Language Advisory Committee (ELAC), and Family Nights. Each meeting provides opportunities for parents and guardians to receive information and school wide data as well as provide input on school plans for improvement. Staff review school data and provide input at regular staff meetings. All stakeholders, including those from the broader community, are encouraged to attend board meetings to get information about the school and are encouraged to provide their feedback directly to the board of directions. The leadership team including the Principal, Assistant Principals, Director of Student Services, and Director of Community Relations also seek stakeholder feedback during individual and small group meetings with stakeholders.

Resource Inequities

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

LAAAE remains committed to closing achievement gaps at the school for all subgroups of students. LAAAE is focused on implementing or improving the resources and strategies used to support English learners. This subgroup of students has been identified as a target for continued focus and support in order to improve their academic performance as indicated by the metrics in the needs assessment, such as state tests.

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%			0
African American	0.57%	1.39%	1.37%	2	4	4
Asian	%	%	0%			0
Filipino	0.29%	0.35%	0.34%	1	1	1
Hispanic/Latino	96.84%	96.52%	98.28%	337	277	286
Pacific Islander	%	%	0%			0
White	0.57%	0.7%	0%	2	2	0
Multiple/No Response	1.72%	1.05%	0%	6	3	0
Total Enrollment				348	287	291

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	45	13	32
Grade 7	32	60	22
Grade 8	51	26	60
Grade 9	63	58	68
Grade 10	58	40	43
Grade 11	52	43	29
Grade 12	47	47	37
Total Enrollment	348	287	291

Conclusions based on this data:

1. LAAAE serves a predominantly Hispanic/Latino community.
2. Enrollment has seen a slight decrease but subsequently held steady over the past three years.
3. Cohort classes sizes for incoming sixth grade students have not fully replaced outgoing twelfth grade classes.

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	127	107	124	36.5%	37.3%	42.6%
Fluent English Proficient (FEP)	200	158	149	57.5%	55.1%	51.2%
Reclassified Fluent English Proficient (RFEP)	23	8	1	17.6%	6.3%	0.9%

Conclusions based on this data:

1. LAAAE serves a high and increasing percentage of English learners indicating a need to ensure appropriate training and resources for all staff in an effort to support this subgroup of students.
2. Recent percentages Reclassified Fluent English Proficient students have been decreasing indicating a need to focus English language development resources and strategies.
3. The percentages of of Fluent English Proficient students has remained relatively consistent over the past three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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 6	34	45	17	33	45	17	33	45	17	97.1	100	100
Grade 7	49	30	58	49	29	57	49	29	57	100	96.7	98.3
Grade 8	38	49	28	33	48	28	33	48	28	86.8	98	100
Grade 11	45	51	36	45	47	33	45	46	33	100	92.2	91.7
All	166	175	139	160	169	135	160	168	135	96.4	96.6	97.1

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

Overall Achievement for All Students															
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 6	2448.	2469.	2454.	6.06	0.00	0.00	15.15	24.44	17.65	12.12	31.11	29.41	66.67	44.44	52.94
Grade 7	2469.	2499.	2480.	0.00	3.45	1.75	16.33	27.59	14.04	32.65	34.48	35.09	51.02	34.48	49.12
Grade 8	2475.	2477.	2525.	3.03	0.00	7.14	15.15	14.58	25.00	24.24	25.00	42.86	57.58	60.42	25.00
Grade 11	2598.	2544.	2562.	22.22	13.04	15.15	37.78	26.09	39.39	22.22	23.91	18.18	17.78	36.96	27.27
All Grades	N/A	N/A	N/A	8.13	4.17	5.93	21.88	22.62	22.96	23.75	27.98	31.85	46.25	45.24	39.26

Reading Demonstrating understanding of literary and non-fictional texts									
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 6	6.06	8.89	0.00	21.21	42.22	41.18	72.73	48.89	58.82
Grade 7	2.04	10.34	7.02	34.69	34.48	40.35	63.27	55.17	52.63
Grade 8	3.03	6.25	10.71	30.30	22.92	35.71	66.67	70.83	53.57
Grade 11	26.67	21.74	18.18	44.44	43.48	51.52	28.89	34.78	30.30
All Grades	10.00	11.90	9.63	33.75	35.71	42.22	56.25	52.38	48.15

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 6	9.38	0.00	0.00	28.13	46.67	52.94	62.50	53.33	47.06
Grade 7	2.04	3.45	5.26	46.94	58.62	54.39	51.02	37.93	40.35
Grade 8	0.00	0.00	10.71	54.55	41.67	60.71	45.45	58.33	28.57
Grade 11	35.56	15.22	24.24	48.89	41.30	54.55	15.56	43.48	21.21
All Grades	12.58	4.76	10.37	45.28	45.83	55.56	42.14	49.40	34.07

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 6	3.03	6.67	5.88	63.64	51.11	52.94	33.33	42.22	41.18
Grade 7	0.00	6.90	1.75	55.10	51.72	52.63	44.90	41.38	45.61
Grade 8	0.00	0.00	3.57	39.39	50.00	75.00	60.61	50.00	21.43
Grade 11	26.67	13.04	3.03	55.56	56.52	66.67	17.78	30.43	30.30
All Grades	8.13	6.55	2.96	53.75	52.38	60.74	38.13	41.07	36.30

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 6	6.06	17.78	5.88	36.36	51.11	52.94	57.58	31.11	41.18
Grade 7	12.24	24.14	10.53	51.02	41.38	45.61	36.73	34.48	43.86
Grade 8	3.03	12.50	25.00	48.48	39.58	46.43	48.48	47.92	28.57
Grade 11	37.78	23.91	18.18	53.33	52.17	57.58	8.89	23.91	24.24
All Grades	16.25	19.05	14.81	48.13	46.43	49.63	35.63	34.52	35.56

Conclusions based on this data:

1. The eleventh grade percentages of students meeting or exceeding the standard is typically higher than those for middle school students suggesting that students typically improve their proficiency as they remain with the school. The overall percentage of students meeting or exceeding the standard has been relatively steady over the past three years of testing data at approximately 30%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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 6	34	45	17	33	45	17	33	45	17	97.1	100	100
Grade 7	49	30	58	49	29	57	49	29	57	100	96.7	98.3
Grade 8	38	49	28	36	48	28	36	48	28	94.7	98	100
Grade 11	45	51	36	45	47	30	45	47	30	100	92.2	83.3
All	166	175	139	163	169	132	163	169	132	98.2	96.6	95

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

Overall Achievement for All Students															
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 6	2429.	2496.	2402.	3.03	13.33	0.00	3.03	15.56	5.88	21.21	26.67	11.76	72.73	44.44	82.35
Grade 7	2463.	2481.	2477.	0.00	3.45	10.53	10.20	13.79	3.51	34.69	41.38	35.09	55.10	41.38	50.88
Grade 8	2448.	2470.	2456.	0.00	0.00	3.57	2.78	10.42	10.71	27.78	16.67	14.29	69.44	72.92	71.43
Grade 11	2506.	2526.	2514.	0.00	6.38	0.00	8.89	19.15	13.33	33.33	21.28	30.00	57.78	53.19	56.67
All Grades	N/A	N/A	N/A	0.61	5.92	5.30	6.75	14.79	7.58	30.06	24.85	26.52	62.58	54.44	60.61

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 6	3.03	15.56	0.00	15.15	28.89	11.76	81.82	55.56	88.24
Grade 7	0.00	10.71	10.53	24.49	32.14	17.54	75.51	57.14	71.93
Grade 8	2.78	0.00	3.57	8.33	16.67	21.43	88.89	83.33	75.00
Grade 11	4.44	14.89	6.67	17.78	17.02	26.67	77.78	68.09	66.67
All Grades	2.45	10.12	6.82	17.18	22.62	19.70	80.37	67.26	73.48

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 6	3.03	15.56	0.00	30.30	44.44	17.65	66.67	40.00	82.35
Grade 7	2.04	6.90	14.04	40.82	51.72	36.84	57.14	41.38	49.12
Grade 8	0.00	6.25	7.14	44.44	58.33	25.00	55.56	35.42	67.86
Grade 11	0.00	10.64	3.33	51.11	44.68	36.67	48.89	44.68	60.00
All Grades	1.23	10.06	8.33	42.33	49.70	31.82	56.44	40.24	59.85

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 6	3.03	15.56	5.88	30.30	46.67	11.76	66.67	37.78	82.35
Grade 7	6.12	3.45	12.28	61.22	62.07	56.14	32.65	34.48	31.58
Grade 8	0.00	0.00	7.14	58.33	50.00	35.71	41.67	50.00	57.14
Grade 11	4.44	19.15	10.00	57.78	46.81	50.00	37.78	34.04	40.00
All Grades	3.68	10.06	9.85	53.37	50.30	44.70	42.94	39.64	45.45

Conclusions based on this data:

1. Due to COVID-19, no CAASPP tests were administered during the 19-20 school year. Previous years' data indicate students have the most room for improvement in the concepts and procedures sections and question types and typically do the best with communicating reasoning.

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 6	1487.7	*	1466.4	*	1508.6	*	14	8
Grade 7	*	1477.6	*	1457.8	*	1496.8	*	18
Grade 8	1499.8	*	1482.2	*	1517.1	*	12	7
Grade 9	1471.6	1469.3	1431.2	1444.5	1511.6	1493.7	27	22
Grade 10	1446.9	1510.0	1407.9	1484.0	1485.5	1535.6	16	20
Grade 11	1458.1	1456.4	1415.0	1427.3	1500.7	1485.0	15	11
Grade 12	*	1495.5	*	1473.2	*	1517.5	*	12
All Grades							97	98

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
6	*	*	*	*	*	*	*	*	14	*
7		0.00	*	22.22	*	33.33	*	44.44	*	18
8	*	*	*	*	*	*	*	*	12	*
9	*	4.55	*	18.18	*	4.55	55.56	72.73	27	22
10		0.00	*	45.00	*	5.00	81.25	50.00	16	20
11		0.00	*	9.09	*	18.18	*	72.73	15	11
12		0.00	*	25.00	*	16.67	*	58.33	*	12
All Grades	*	1.02	19.59	24.49	27.84	20.41	48.45	54.08	97	98

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
6	*	*	*	*	*	*	*	*	14	*
7	*	11.11		22.22	*	22.22	*	44.44	*	18
8	*	*	*	*	*	*	*	*	12	*
9	*	9.09	*	18.18	*	13.64	51.85	59.09	27	22
10		10.00	*	30.00	*	15.00	81.25	45.00	16	20
11		0.00	*	18.18	*	9.09	*	72.73	15	11
12	*	8.33	*	16.67	*	16.67	*	58.33	*	12
All Grades	*	8.16	19.59	23.47	23.71	18.37	46.39	50.00	97	98

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
6	*	*	*	*	*	*	*	*	14	*
7		0.00		5.56	*	44.44	*	50.00	*	18
8	*	*	*	*	*	*	*	*	12	*
9		0.00	*	4.55	*	22.73	62.96	72.73	27	22
10		0.00	*	30.00	*	15.00	81.25	55.00	16	20
11		0.00		0.00	*	27.27	80.00	72.73	15	11
12		0.00	*	0.00	*	33.33	*	66.67	*	12
All Grades	*	0.00	12.37	11.22	22.68	30.61	62.89	58.16	97	98

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	
6	*	*	*	*	*	*	14	*	
7	*	11.11	*	38.89	*	50.00	*	18	
8	*	*	*	*	*	*	12	*	
9	*	0.00	*	36.36	51.85	63.64	27	22	
10	*	0.00	*	55.00	*	45.00	16	20	
11	*	0.00	*	18.18	*	81.82	15	11	
12	*	0.00	*	33.33	*	66.67	*	12	
All Grades	13.40	2.04	44.33	39.80	42.27	58.16	97	98	

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
6	*	*	*	*	*	*	14	*
7	*	22.22	*	33.33	*	44.44	*	18
8	*	*	*	*	*	*	12	*
9	*	18.18	*	27.27	55.56	54.55	27	22
10		40.00	*	30.00	81.25	30.00	16	20
11		18.18	*	18.18	*	63.64	15	11
12	*	33.33	*	16.67	*	50.00	*	12
All Grades	16.49	27.55	35.05	28.57	48.45	43.88	97	98

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
6	*	*	*	*	*	*	14	*
7		0.00	*	27.78	*	72.22	*	18
8	*	*	*	*	*	*	12	*
9		4.55	*	22.73	66.67	72.73	27	22
10		15.00	*	35.00	81.25	50.00	16	20
11		0.00	*	27.27	93.33	72.73	15	11
12		0.00	*	41.67	*	58.33	*	12
All Grades	*	4.08	24.74	29.59	73.20	66.33	97	98

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
6		*	78.57	*	*	*	14	*
7		0.00	*	61.11	*	38.89	*	18
8		*	100.00	*		*	12	*
9		0.00	51.85	45.45	48.15	54.55	27	22
10		0.00	*	55.00	75.00	45.00	16	20
11		0.00	*	45.45	*	54.55	15	11
12		0.00	*	41.67	*	58.33	*	12
All Grades		2.04	62.89	53.06	37.11	44.90	97	98

Conclusions based on this data:

1. LAAAE serves a high percentage of English learners with a large variety of different English language proficiencies requiring differentiated instruction in each of the domains. Students tend to perform better on written components of the exam in comparison to oral components of the exam.

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
287	98.3	37.3	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	107	37.3
Socioeconomically Disadvantaged	282	98.3
Students with Disabilities	24	8.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.4
Filipino	1	0.3
Hispanic	277	96.5
White	2	0.7







Conclusions based on this data:

1. LAAAE serves a high population of socioeconomically disadvantaged students and a high percentage of English learners. No students are identified as foster youth.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Academic performance indicators demonstrate room for improvement in English language arts, college and career readiness, and mathematics. The need for additional support and targeted interventions are particularly acute in the area of mathematics. Academic engagement indicators indicate limited chronic absenteeism but room for improvement in the graduation rate. LAAAE has a green indicator for suspension rate.

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:











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 50.3 points below standard Increased ++10.6 points 128	<p>English Learners</p>  Orange 90.6 points below standard Increased ++8.8 points 81	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p>  Yellow 51.9 points below standard Increased ++9.6 points 126	<p>Students with Disabilities</p>  No Performance Color 144.2 points below standard Declined -11 points 12

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 46.7 points below standard Increased ++14.2 points 117	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
132 points below standard Increased ++5.5 points 43	43.8 points below standard Increased ++8.7 points 38	Less than 11 Students - Data Not Displayed for Privacy 8

Conclusions based on this data:

- Students are demonstrating an increase in performance on the ELA indicator but remain below standard overall. The data indicate an equity gap for English learners for the ELA indicator.

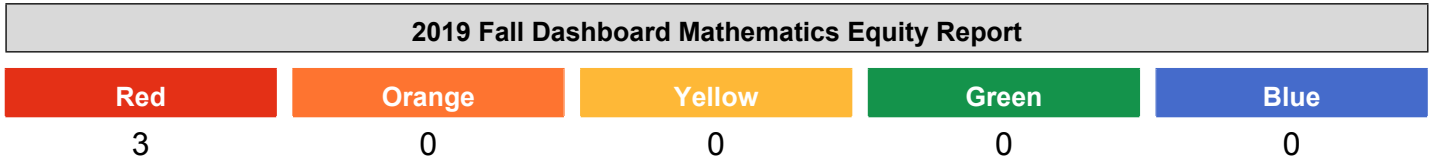
School and Student Performance Data

Academic Performance Mathematics






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



This section provides number of student groups in each color.




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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>107.2 points below standard</p> <p>Declined Significantly -18.9 points</p> <p>125</p>	<p>English Learners</p>  <p>Red</p> <p>143.2 points below standard</p> <p>Declined Significantly -24.1 points</p> <p>78</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>107.4 points below standard</p> <p>Declined Significantly -18.9 points</p> <p>123</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>181.9 points below standard</p> <p>Declined Significantly -19.7 points</p> <p>12</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White


Red

106.9 points below standard

Declined Significantly -18.6 points

114

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
185.7 points below standard	99.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -21.3 points	Declined Significantly -37.8 points	8
40	38	

Conclusions based on this data:

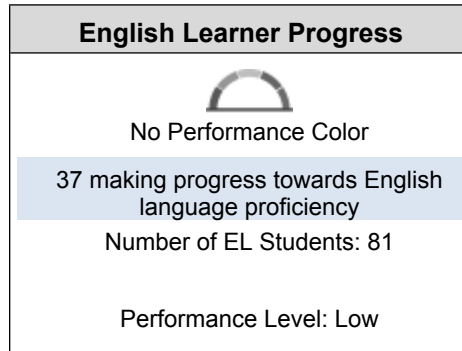
1. Students are demonstrating that they are below standard in mathematics and recent declines indicate that mathematics is an area for targeted focus. The data also indicate that there is an equity gap in mathematics for English learners.

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



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
14.8	48.1		37.0

Conclusions based on this data:

1. A large majority of student maintained or made progress in at least one ELPI level. Some students regressed and are in need of additional targeted support in the English language development.

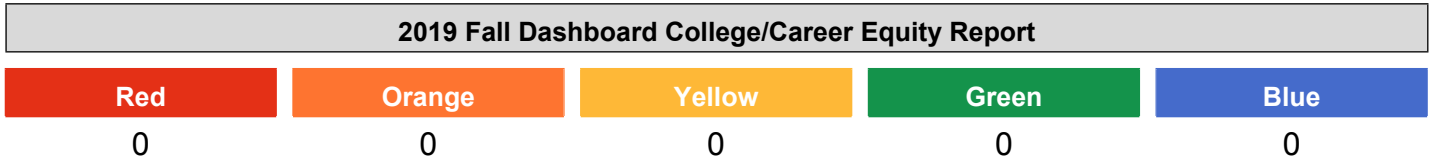
School and Student Performance Data

Academic Performance College/Career

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











This section provides number of student groups in each color.



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		
<p>All Students</p> Orange 46 Declined -6.1 63	<p>English Learners</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	<p>Socioeconomically Disadvantaged</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	<p>Students with Disabilities</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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
49.2 Prepared	52.2 Prepared	46 Prepared
15.4 Approaching Prepared	14.5 Approaching Prepared	27 Approaching Prepared
35.4 Not Prepared	33.3 Not Prepared	27 Not Prepared

Conclusions based on this data:

- For the class of 2019, a majority of students were prepared or approaching prepared for the college/career indicator at 73%. This is an increase from the class of 2018 and 2017 at 66.7% and 64.4% respectively.

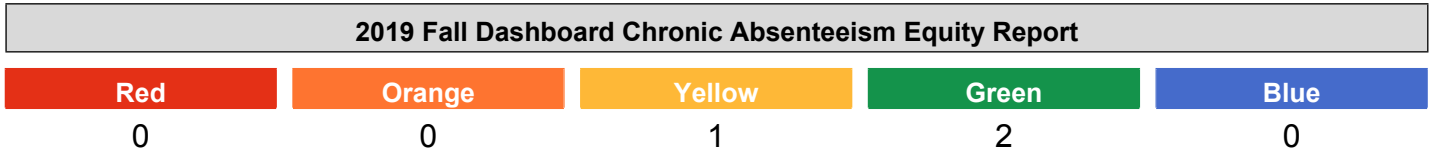
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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		
<p>All Students</p>  <p>Green</p> <p>6.7</p> <p>Declined -4</p> <p>105</p>	<p>English Learners</p>  <p>Yellow</p> <p>10.8</p> <p>Declined -1.4</p> <p>37</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>6.8</p> <p>Declined -4.1</p> <p>103</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>25</p> <p>Declined -29.5</p> <p>12</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Green</p> <p align="center">5.6</p> <p align="center">Declined -5.2</p> <p align="center">89</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">13.3</p> <p align="center">15</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">0</p>

Conclusions based on this data:

- Chronic absenteeism one indicator color below highest performance for all students. There is an equity gap for both English learners and students with disabilities.

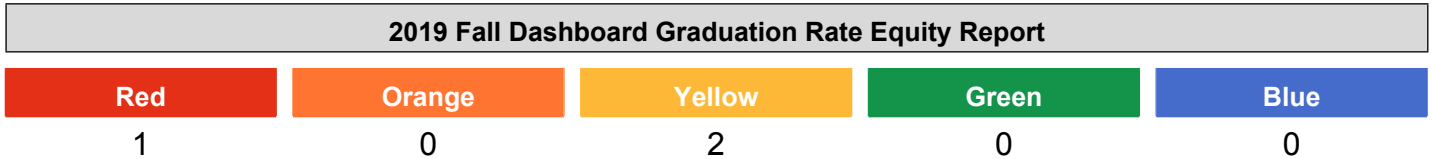
School and Student Performance Data

Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



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		
<p>All Students</p>  Yellow <p>76.8</p> <p>Increased +8.2</p> <p>69</p>	<p>English Learners</p>  Red <p>66.7</p> <p>Increased +9.2</p> <p>30</p>	<p>Foster Youth</p>  No Performance Color <p>0 Students</p>
<p>Homeless</p>  No Performance Color <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow <p>76.8</p> <p>Increased +8.2</p> <p>69</p>	<p>Students with Disabilities</p>  No Performance Color <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 77.9 Increased +9.3 68	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

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
68.6	76.8

Conclusions based on this data:

- The indicator for graduation rate for all students indicates yellow. There is an equity gap for English learners.

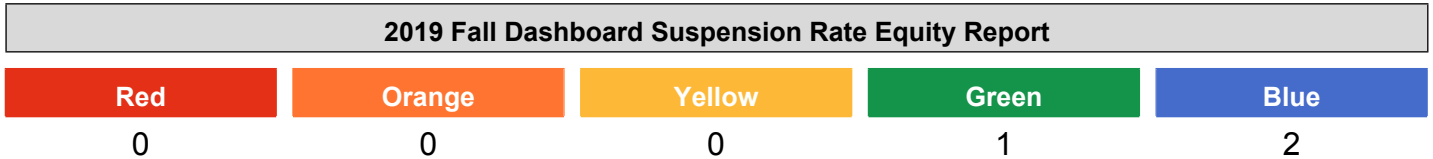
School and Student Performance Data

Conditions & Climate Suspension Rate







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







This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>0.3</p> <p>Increased +0.3</p> <p>334</p>	<p>English Learners</p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>129</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>0.3</p> <p>Increased +0.3</p> <p>315</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>27</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3			 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 298	 No Performance Color 0 32		

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0.3

Conclusions based on this data:

- The indicator for suspension rates for LAAAE is green, one below the highest level.

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

Increased Student Academic Opportunities and Success

LEA/LCAP Goal

Increased Student Academic Opportunities and Success

Goal 1

Increased Student Academic Opportunities and Success

Identified Need

There is a need to improve student's academic success and opportunities. Academic growth and proficiency are target areas for improvement, as indicated on the state dashboard and in all SBAC test results. There is also a need to ensure access to arts and business education to better engage students in a meaningful education.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results in English Language Arts/Literacy	The 2018-2019 results are as follows for all students: 5.93% standard exceeded, 22.96% standard met, 31.85% standard nearly met, and 39.26% standard not met.	The expected outcome is an overall increase of at least 10% of students who meet or exceed the standard on their subsequent CAASPP test in English language arts/literacy.
CAASPP Results in Mathematics	The 2018-2019 results are as follows for all students: 5.30% standard exceeded, 7.58% standard met, 26.52% standard nearly met, 60.61% standard not met.	The expected outcome is an overall increase of at least 10% of students who meet or exceed the standard on their subsequent CAASPP test in mathematics.

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 will be served by this strategy.

Strategy/Activity

LAAAE will use internal benchmarks in ELA and mathematics to track student progress, set goals, and empower teachers with data to better differentiate for individual student needs. The program iReady will be implemented to benchmark students three times throughout the year. Based on benchmark results, each student will be provided with an individualized growth target to put each student on a path to grade level proficiency. iReady also provides students with differentiated remedial curriculum to help bring them to grade level. Lastly, iReady empowers teachers with detailed information on specific gaps in content knowledge for students to facilitate differentiated instruction.

LAAAE will make available a Chromebook and internet connectivity for all students. These will support students in accessing curriculum and classes, especially during remote learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
14,000	LCFF 4000-4999: Books And Supplies iReady Curriculum
112,000	CARES Act 4000-4999: Books And Supplies Technology
75,000	CARES Act 5000-5999: Services And Other Operating Expenditures Student internet connectivity

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

LAAAE is working to expand and improve opportunities in arts and business. LAAAE is offering a variety of Career Technical Education (CTE) grants and pathways. These allow students to engage in multi-year sequences of classes providing students with industry specific skills and knowledge with which they can pursue jobs and higher education after graduating. LAAAE offers a variety of visual and performing arts classes. Classes include Dance, Music Production, Radio, Film, Art, AP Studio Art: 2-D Design, Studio Art, and Animation. Business class offerings include Entrepreneurship, Intro to Business, and Economics.

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)
200,000	LCFF 1000-1999: Certificated Personnel Salaries
12,000	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English language learning students will be served by this strategy.

Strategy/Activity

LAAAE supports English language learners with designated and integrated English language development. English learners receive differentiated designated ELD support during tiered ELD classes that are built into their regular school schedule and taught by the ELD Coordinator. These classes provide English learners with protected time during the regular school day to focus on developing their English proficiency. ELD classes and curriculum are differentiated for students according to English proficiency to best meet the needs of each learner.

English learners receive additional support throughout all of their regular classes through integrated ELD. All teachers at LAAAE implement integrated ELD strategies such as Specially Designed Academic Instruction in English (SDAIE) to support both English language development and comprehension of class content. ELD paraprofessionals also support English learners by providing both push-in and pull-out services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
81,951	LCFF 1000-1999: Certificated Personnel Salaries
64,417	LCFF 2000-2999: Classified Personnel Salaries
37,266	LCFF 3000-3999: Employee Benefits
12,000	Title III 4000-4999: Books And Supplies ELD Curriculum

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students with special learning needs will be served by this strategy.

Strategy/Activity

LAAAE supports special education students with differentiated support according to their individual needs. LAAAE also offers a Special Day Class for students. A special education coordinator reviews and assesses student needs in coordination with a school psychologist, teaches, parents, students, and other support staff. The special education coordinator works with teachers to develop their implementation of differentiated teaching strategies best suited to the needs of each student. Special education paraprofessionals also provide push-in and pull-out support for students as needed.

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)
75,306	Special Education 1000-1999: Certificated Personnel Salaries 8791
83,728	Special Education 2000-2999: Classified Personnel Salaries 8791
40,491	Special Education 3000-3999: Employee Benefits 8791
180,797	Special Education 7000-7439: Other Outgo 8791
61,919	Special Education 5800: Professional/Consulting Services And Operating Expenditures IDEA

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students are eligible to be served by this strategy.

Strategy/Activity

LAAAE provides tutoring services for students who are struggling academically. Academic data is compiled on a weekly basis to assess which students are falling behind in their classes. These students are assigned to cohorts to be served by academic tutors and coaches who provide support both during and outside of regular classes. Tutors and coaches communicate with parents

and guardians, help students with their school work, and facilitate goal setting to help get students improve.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

25,650

Source(s)

LCFF
2000-2999: Classified Personnel Salaries

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve Inclusive and Supportive School Culture

LEA/LCAP Goal

Improve Inclusive and Supportive School Culture

Goal 2

Improve Inclusive and Supportive School Culture

Identified Need

There is a need to continue to improve the inclusivity and supportive nature of the school culture at LAAAE. A positive school climate and classroom culture are beneficial for improving student engagement and wellbeing. There is also a need to better engage community stakeholders including parents and guardians.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Implementation of PBIS Rewards System	Regularly implemented by approximately 85% of teachers.	Regularly implemented by approximately 95%-100% of teachers.
Students identified for tier 3 supports in behavior, attendance, and social-emotional wellbeing.	Approximately 20% of students.	Fewer than 10% of students.
State Dashboard Indicator for Chronic Absenteeism	Green for all students and yellow for English learners	Blue for all students and English learners.

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 will be served by this strategy.

Strategy/Activity

LAAAE is implementing a school food program which provides free breakfast and lunch to all students, regardless of the free or reduced lunch application status. Prior to school closures due to COVID-19, this included breakfast in the classroom as an effort to increase participation rates. A

food distribution team will now work off campus to distribute breakfast and lunch to all families at a designated location that is most geographically convenient for as many families as possible. The food distribution team actively communicates with parents and guardians to seek feedback on mechanisms for food distribution to increase distribution rates.

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)
245,254	Other 4000-4999: Books And Supplies
37,020	Other 2000-2999: Classified Personnel Salaries
9,425	Other 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

LAAAE implements a number of initiatives to support students who have demonstrated issues in the areas of academics, behavior, attendance, and social-emotional wellbeing. LAAAE implements Multi-Tiered Systems and Supports (MTSS) in each of these categories in order to identify and support students and families who are struggling. A schoolwide Positive Behavior Intervention System (PBIS) also help students and improves school culture by providing positive incentives for students who do well. The PBIS system aligns with LAAAE's Schoolwide Learner Outcomes (SLOs) which are empathy, integrity, perseverance, innovation, and respect.

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)
400,000	LCFF 1000-1999: Certificated Personnel Salaries Student Services Team
2,000	LCFF 5000-5999: Services And Other Operating Expenditures PBIS and other support systems

10,000

LCFF

4000-4999: Books And Supplies

Positive behavior, academic, social-emotional,
and attendance student incentives.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve Teacher Training and Support

LEA/LCAP Goal

Improve Teacher Training and Support

Goal 3

Improve Teacher Training and Support

Identified Need

There is a need to continue to modify and improve teacher and staff professional development opportunities, especially as a result of new distance learning format due to COVID-19. Trainings should be purposeful, specific to student needs, and differentiated for staff. There is also a need to hire and retain effective teachers and staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher attendance to professional development	All teachers attended at least one outside professional development opportunity during the 19-20 school year.	All teachers will attend multiple professional development opportunities during the 20-21 school year.
Classroom observation scores	The average teacher score on classroom observations was moderate to good during the 19-20 school year.	Individual teachers will demonstrate individual improvement in their average scores on classroom observations during the 20-21 school year.

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 will be served by this strategy.

Strategy/Activity

Instructional Leadership Teachers (ILTs) will engage teachers in quarterly individualized improvement plans. ILTs will guide teachers to self-identify an area for improvement based on perceived needs, develop a research based plan to improve, and conduct observations to monitor

and support the teacher in implementing the plan. Teachers and staff will also engage in outside professional development specific to their learning needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,500	LCFF 1000-1999: Certificated Personnel Salaries Stipends for Instructional Leadership Teachers
13,802	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Travel and Conferences

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students will be served by this strategy.

Strategy/Activity

Teacher compensation will include allocations of pay based on performance metrics in addition to regular salaries. Teacher observations and other evaluation criteria will affect these pay allocations. One set of performance based pay criteria will be based on a teacher's individual work in the categories of class performance, professional growth, extracurricular engagement, and professionalism. Another set of performance criteria will be based on student test data.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
50,000	LCFF 1000-1999: Certificated Personnel Salaries Performance based teacher compensation
121,978	Title I 1000-1999: Certificated Personnel Salaries Teacher Salaries
37,587	Title I 3000-3999: Employee Benefits Benefits
1,150,000	None Specified 1000-1999: Certificated Personnel Salaries Teacher Salaries

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	\$3,158,091.00

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	\$159,565.00
Title II Part A: Improving Teacher Quality	\$13,802.00
Title III	\$12,000.00
Title IV Part A: Student Support and Academic Enrichment	\$12,000.00

Subtotal of additional federal funds included for this school: \$197,367.00

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 (\$)
CARES Act	\$187,000.00
LCFF	\$889,784.00
None Specified	\$1,150,000.00
Other	\$291,699.00
Special Education	\$442,241.00

Subtotal of state or local funds included for this school: \$2,960,724.00

Total of federal, state, and/or local funds for this school: \$3,158,091.00

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
CARES Act	187,000.00
LCFF	889,784.00
None Specified	1,150,000.00
Other	291,699.00
Special Education	442,241.00
Title I	159,565.00
Title II Part A: Improving Teacher Quality	13,802.00
Title III	12,000.00
Title IV Part A: Student Support and Academic Enrichment	12,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,083,735.00
2000-2999: Classified Personnel Salaries	210,815.00
3000-3999: Employee Benefits	124,769.00
4000-4999: Books And Supplies	405,254.00
5000-5999: Services And Other Operating Expenditures	90,802.00
5800: Professional/Consulting Services And Operating Expenditures	61,919.00
7000-7439: Other Outgo	180,797.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	CARES Act	112,000.00
5000-5999: Services And Other Operating Expenditures	CARES Act	75,000.00
1000-1999: Certificated Personnel Salaries	LCFF	736,451.00
2000-2999: Classified Personnel Salaries	LCFF	90,067.00
3000-3999: Employee Benefits	LCFF	37,266.00
4000-4999: Books And Supplies	LCFF	24,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	2,000.00
1000-1999: Certificated Personnel Salaries	None Specified	1,150,000.00
2000-2999: Classified Personnel Salaries	Other	37,020.00
3000-3999: Employee Benefits	Other	9,425.00
4000-4999: Books And Supplies	Other	245,254.00
1000-1999: Certificated Personnel Salaries	Special Education	75,306.00
2000-2999: Classified Personnel Salaries	Special Education	83,728.00
3000-3999: Employee Benefits	Special Education	40,491.00
5800: Professional/Consulting Services And Operating Expenditures	Special Education	61,919.00
7000-7439: Other Outgo	Special Education	180,797.00
1000-1999: Certificated Personnel Salaries	Title I	121,978.00
3000-3999: Employee Benefits	Title I	37,587.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	13,802.00
4000-4999: Books And Supplies	Title III	12,000.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	12,000.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1
Goal 2
Goal 3

1,076,525.00
703,699.00
1,377,867.00

School Site Council Membership

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

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

Name of Members	Role
David Calvo	Principal
John Arias	Classroom Teacher
Kriscia Tejada	Other School Staff
Erlinda Govea	Parent or Community Member
Petra Perez	Parent or Community Member
Katherine Pereira	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 11/9/20.

Attested:

Principal, David Calvo on 11/19/20

SSC Chairperson, Kriscia Tejada on 11/19/20

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019