School Year: **2021-22**

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
Tulare County Community	54105465430343	April 21, 2021	May 12, 2021

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)

X Schoolwide Program
X Comprehensive Support and Improvement
The purpose of the plan is educate at-risk youth in a safe and nurturing environment as outlined in our LCAP goals. Our at-risk, highly transient population is either on probation, expelled from their local school districts or both and deserve access to the core curriculum.

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.

TCOE community schools will effectively meet the ESSA requirements: All students will increase achievement levels in ELA, ELD, Math and all academic disciplines as measured by state and local assessments. All students and parents/guardians will be involved in the educational progress through a multi-discipline support team. Increase student achievement for Foster Youths. Educational outcomes will not be adversely affected due to school mobility.Expelled youth will be supported to successfully complete the conditions of their expulsions in order to return to their home districts to support the prevention of dropouts and increase graduation rate.

Table of Contents

Comprehensive Needs Assessment Components

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

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

According to the California Healthy Kids Survey students report:
45% of students feel a school connectedness
71% of students feel safe at school.
61% of students agreed or strongly agreed that teachers at this school treated students fairly.

45% of students try hard at school because they are interested in their work.
100% of parents agreed or strongly agreed their student's teachers provided high quality instruction.
100% of parents agreed or strongly agreed their student receives the necessary help to be successful in school.
90% of parents felt their student was connected to his/her school.
The California School Staff Survey indicated
73%of staff promotes academic success for all students.
82% of staff report they work hard to ensure a safe facility and supportive learning environment.
79% of staff indicate our sites are a safe facility for students.
64% of staff indicate parents are welcome and parent involvement is a priority
We will continue to be consistent and proactive with school expectations and procedures that enforce and ensure student safety.
85% of students expressed difficulties during math instruction. 20% of students expressed difficulties during English Language Arts instruction.

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

Classrooms are visited by administration on a weekly basis. Virtual learning is in place due to COVID-19. Administration is included in zoom meetings for classroom instruction.

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)

TCOE Community Schools are utilizing CAASPP and NWEA assessment data to inform professional development and curriculum design and pacing to meet student gaps in Math and ELA performance.

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

Mathia results are used to monitor student progress in Math. Writing assessments are used to monitor progress in English Language Arts.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Tulare County Office of Education Community School teachers are highly qualified.

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

There are 5 all day professional development days scattered throughout the school year. We also have incorporated professional development on Wednesday afternoons to support staff with distance learning. Staff has access to all appropriate instructional materials that align with the state standards.

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

Staff development is based on data from state and local assessments. Teachers expressed the need for technology support due to distance learning.

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

Math, Science, and ELD consultants support teachers throughout the school year. The math consultant meets with teachers bi-monthly to support teachers with student engagement strategies and specifically addressing distance learning. Teachers meet weekly to collaborate regarding distance learning.

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

Teachers meet weekly to collaborate regarding distance learning.

Teaching and Learning

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

Lesson plans are based off of state standards that align with curriculum and instruction to meet performance standards.

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

School schedule is designed to adhere to the minutes for instructional time 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 has flexibility for interventions depending upon needs. Students are assessed upon enrollment.

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

All students have access to the core curriculum.

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

All students have access to the core curriculum with specialist in place, as needed.

Opportunity and Equal Educational Access

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

Credit recovery classes are offered to all students.

Evidence-based educational practices to raise student achievement

State standard curriculum and Response to Intervention is implemented. Students receive weekly evidence based social emotional curriculum.

Parental Engagement

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

Attendance at SSC, ELAC/DLAC and LCAP meetings. Parent conferences are conducted twice a year to inform parents of their student's progress.

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)

All parents, teachers, students, other community representative and school personnel are invited via email, posted flyers and phone contact to attend SSC, ELAC/DELAC and LCAP meetings. Parents also give feedback during parent conferences.

Funding

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

Supplemental educational programs are provided to support underperforming students. TeadLive , Edgenuity, and NewsELA. Title 1 funds are used to support neglected and delinquent students. Title III we are part of a county consortium. Title IV funds are used to support staff development for all staff.

Fiscal support (EPC)

Title I, Title III, and Title IV funds are available to provide additional support for underperforming students and subgroups.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council meets to review the needs assessments and progress of student groups throughout the year. During these meeting defined actions and services are reviewed. Participants include: students, teachers, counselors, parents, community members, and administrative staff. School Site Council approved on October 22, 2020.

Resource Inequities

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

Tulare County Community school does not have any resource inequities.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	3.45%	2.78%	4.9%	4	1	2
Asian	%	0%	%		0	
Filipino	%	0%	%		0	
Hispanic/Latino	87.07%	86.11%	92.7%	101	31	38
Pacific Islander	%	0%	%		0	
White	8.62%	11.11%	2.4%	10	4	1
Multiple/No Response	0.86%	0%	%	1	0	
			Total Enrollment	116	36	41

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Grade 7	2		
Grade 8	9		1
Grade 9	19	6	5
Grade 10	28	9	10
Grade 11	24	10	14
Grade 12	34	11	11
Total Enrollment	116	36	41

Conclusions based on this data:

1. The student enrollment consists of 86% Hispanic/Latino, 11% white and 3% African American. Grade level enrollment: 9th- 17%, 10th- 25%, 11- 28%, 12th- 30.5 %.Due to a higher population of juniors and seniors who are credit deficient an on-line diploma program has been implemented as well as a credit recovery program.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	20	7	9	17.2%	19.4%	22.0%
Fluent English Proficient (FEP)	23	8	7	19.8%	22.2%	17.1%
Reclassified Fluent English Proficient (RFEP)	0	0	0	0.0%	0.0%	0.0%

Conclusions based on this data:

1. Due to the number of students enrolled the ELAC meetings will continue. The ELAC community members (parents of the English Learners) advise and assist schools in making important decisions related to services for English Learners.

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 7	*	*	11	*	*	10	*	*	10	*	*	90.9
Grade 8	*	*	28	*	*	27	*	*	26	*	*	96.4
Grade 11	29	24	29	22	21	16	22	21	16	75.9	87.5	55.2
All Grades	33	28	68	26	25	53	26	25	52	78.8	89.3	77.9

* 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 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	2382.	*	*	0.00	*	*	0.00	*	*	7.69	*	*	92.31
Grade 11	2418.	2432.	2408.	0.00	0.00	0.00	4.55	0.00	12.50	9.09	33.33	0.00	86.36	66.67	87.50
All Grades	N/A	N/A	N/A	0.00	4.00	0.00	3.85	0.00	3.85	11.54	28.00	3.85	84.62	68.00	92.31

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 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	0.00	*	*	7.69	*	*	92.31
Grade 11	0.00	0.00	0.00	22.73	23.81	18.75	77.27	76.19	81.25
All Grades	0.00	4.00	0.00	23.08	20.00	13.46	76.92	76.00	86.54

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 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	0.00	*	*	7.69	*	*	92.31
Grade 11	4.55	0.00	0.00	4.55	14.29	18.75	90.91	85.71	81.25
All Grades	3.85	4.17	0.00	7.69	12.50	11.54	88.46	83.33	88.46

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 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	0.00	*	*	15.38	*	*	84.62
Grade 11	0.00	4.76	0.00	27.27	38.10	18.75	72.73	57.14	81.25
All Grades	0.00	8.00	0.00	34.62	32.00	13.46	65.38	60.00	86.54

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 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	0.00	*	*	11.54	*	*	88.46
Grade 11	4.55	0.00	12.50	31.82	38.10	12.50	63.64	61.90	75.00
All Grades	3.85	4.00	3.85	30.77	40.00	9.62	65.38	56.00	86.54

Conclusions based on this data:

1. Teachers meet throughout the year to discuss data. Data drives teacher

2. The English Learners will continue their involvement in the designated time for English Learners; teachers will continue to monitor growth .

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 7	*	*	11	*	*	10	*	*	10	*	*	90.9
Grade 8	*	*	28	*	*	26	*	*	26	*	*	92.9
Grade 11	29	24	30	19	21	19	19	21	19	65.5	87.5	63.3
All Grades	33	28	69	21	25	55	21	25	55	63.6	89.3	79.7

* 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 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	2360.	*	*	0.00	*	*	0.00	*	*	0.00	*	*	100.0
Grade 11	2412.	2406.	2396.	0.00	0.00	0.00	0.00	0.00	0.00	5.26	0.00	10.53	94.74	100.0	89.47
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	4.76	4.00	7.27	95.24	96.00	92.73

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 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	0.00	*	*	0.00	*	*	100.0
Grade 11	0.00	0.00	0.00	0.00	0.00	5.26	100.0	100.0	94.74
All Grades	0.00	0.00	0.00	0.00	0.00	3.64	100.0	100.0	96.36

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 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	0.00	*	*	3.85	*	*	96.15
Grade 11	0.00	0.00	0.00	15.79	9.52	0.00	84.21	90.48	100.0
All Grades	0.00	4.00	0.00	19.05	16.00	3.64	80.95	80.00	96.36

	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 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	0.00	*	*	11.54	*	*	88.46
Grade 11	0.00	0.00	0.00	36.84	28.57	21.05	63.16	71.43	78.95
All Grades	0.00	0.00	0.00	33.33	28.00	14.55	66.67	72.00	85.45

Conclusions based on this data:

1. Due to the low percentage of students who are meeting the standard,a
math consultant will be provided for all community math teachers. Teachers will be provided with professional development to
align best math instructional practices to meet student academic goals and to increase student engagement. This will be accomplished
through the 5 professional development days and 30 coaching days. Professional development will focus on student engagement strategies specifically tied to distance learning..

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 K	N/A		N/A		N/A		N/A	
Grade 1	N/A		N/A		N/A		N/A	
Grade 2	N/A		N/A		N/A		N/A	
Grade 3	N/A		N/A		N/A		N/A	
Grade 4	N/A		N/A		N/A		N/A	
Grade 5	N/A		N/A		N/A		N/A	
Grade 6	N/A		N/A		N/A		N/A	
Grade 7	N/A		N/A		N/A		N/A	
Grade 8	N/A	*	N/A	*	N/A	*	N/A	*
Grade 9	*	*	*	*	*	*	*	5
Grade 10	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	6
Grade 12	*	*	*	*	*	*	*	5
All Grades	N/A		N/A		N/A		18	22

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
K	N/A		N/A		N/A		N/A		N/A	
1	N/A		N/A		N/A		N/A		N/A	
2	N/A		N/A		N/A		N/A		N/A	
3	N/A		N/A		N/A		N/A		N/A	
4	N/A		N/A		N/A		N/A		N/A	
5	N/A		N/A		N/A		N/A		N/A	
6	N/A		N/A		N/A		N/A		N/A	
7	N/A		N/A		N/A		N/A		N/A	
8	N/A	*	N/A	*	N/A	*	N/A	*	N/A	*
9	N/A	*	N/A	*	*	*	*	*	*	*
10	*	*	*	*	N/A	*	N/A	*	*	*
11	*	*	*	*	*	*	N/A	*	*	*
12	*	*	N/A	*	*	*	N/A	*	*	*
All Grades	*	13.64	*	36.36	*	45.45	*	4.55	18	22

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
K	N/A		N/A		N/A		N/A		N/A	
1	N/A		N/A		N/A		N/A		N/A	
2	N/A		N/A		N/A		N/A		N/A	
3	N/A		N/A		N/A		N/A		N/A	
4	N/A		N/A		N/A		N/A		N/A	
5	N/A		N/A		N/A		N/A		N/A	
6	N/A		N/A		N/A		N/A		N/A	
7	N/A		N/A		N/A		N/A		N/A	
8	N/A	*	N/A	*	N/A	*	N/A	*	N/A	*
9	N/A	*	N/A	*	*	*	*	*	*	*
10	*	*	*	*	N/A	*	N/A	*	*	*
11	*	*	*	*	*	*	N/A	*	*	*
12	*	*	*	*	N/A	*	N/A	*	*	*
All Grades	*	27.27	*	54.55	*	13.64	*	4.55	18	22

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
K	N/A		N/A		N/A		N/A		N/A	
1	N/A		N/A		N/A		N/A		N/A	
2	N/A		N/A		N/A		N/A		N/A	
3	N/A		N/A		N/A		N/A		N/A	
4	N/A		N/A		N/A		N/A		N/A	
5	N/A		N/A		N/A		N/A		N/A	
6	N/A		N/A		N/A		N/A		N/A	
7	N/A		N/A		N/A		N/A		N/A	
8	N/A	*	N/A	*	N/A	*	N/A	*	N/A	*
9	N/A	*	*	*	N/A	*	*	*	*	*
10	N/A	*	*	*	*	*	N/A	*	*	*
11	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	N/A	*	*	*
All Grades	*	4.55	*	27.27	*	31.82	*	36.36	18	22

Written Language
Percentage of Students at Each 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
K	N/A		N/A		N/A		N/A	
1	N/A		N/A		N/A		N/A	
2	N/A		N/A		N/A		N/A	
3	N/A		N/A		N/A		N/A	
4	N/A		N/A		N/A		N/A	
5	N/A		N/A		N/A		N/A	
6	N/A		N/A		N/A		N/A	
7	N/A		N/A		N/A		N/A	
8	N/A	*	N/A	*	N/A	*	N/A	*
9	N/A	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*
11	N/A	*	*	*	*	*	*	*
12	*	*	*	*	N/A	*	*	*
All Grades	*	9.09	61.11	77.27	*	13.64	18	22

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

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
K	N/A		N/A		N/A		N/A	
1	N/A		N/A		N/A		N/A	
2	N/A		N/A		N/A		N/A	
3	N/A		N/A		N/A		N/A	
4	N/A		N/A		N/A		N/A	
5	N/A		N/A		N/A		N/A	
6	N/A		N/A		N/A		N/A	
7	N/A		N/A		N/A		N/A	
8	N/A	*	N/A	*	N/A	*	N/A	*
9	N/A	*	*	*	*	*	*	*
10	*	*	N/A	*	N/A	*	*	*
11	*	*	*	*	N/A	*	*	*
12	*	*	*	*	N/A	*	*	*
All Grades	72.22	68.18	*	27.27	*	4.55	18	22

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
K	N/A		N/A		N/A		N/A	
1	N/A		N/A		N/A		N/A	
2	N/A		N/A		N/A		N/A	
3	N/A		N/A		N/A		N/A	
4	N/A		N/A		N/A		N/A	
5	N/A		N/A		N/A		N/A	
6	N/A		N/A		N/A		N/A	
7	N/A		N/A		N/A		N/A	
8	N/A	*	N/A	*	N/A	*	N/A	*
9	N/A	*	*	*	*	*	*	*
10	N/A	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*
12	N/A	*	*	*	*	*	*	*
All Grades	*	4.55	*	50.00	*	45.45	18	22

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students							
	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
K	N/A		N/A		N/A		N/A	
1	N/A		N/A		N/A		N/A	
2	N/A		N/A		N/A		N/A	
3	N/A		N/A		N/A		N/A	
4	N/A		N/A		N/A		N/A	
5	N/A		N/A		N/A		N/A	
6	N/A		N/A		N/A		N/A	
7	N/A		N/A		N/A		N/A	
8	N/A	*	N/A	*	N/A	*	N/A	*
9	N/A	*	*	*	N/A	*	*	*
10	N/A	*	*	*	N/A	*	*	*
11	*	*	*	*	N/A	*	*	*
12	*	*	N/A	*	N/A	*	*	*
All Grades	*	4.55	*	86.36	*	9.09	18	22

Conclusions based on this data:

1. The English Language Development (ELD) curriculum was purchased and implemented. English Learners participate in designated ELD daily. Language progress is monitored by local assessments (NWEA).

2. The 3D (ELD curriculum) will continue to be the text for English learners; however, the Read Live program will be added as their elective to enhance reading comprehension skills.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
36	**83.3**	**19.4**	This is the percent of students whose well-being is the responsibility of a court.
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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	7	19.4
Socioeconomically Disadvantaged	30	83.3
Students with Disabilities	5	13.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	2.8
Hispanic	31	86.1
White	4	11.1

Conclusions based on this data:

1. The student population of TCOE Community Schools are predominately Hispanic (87.1%)

2. The majority of the student population of TCOE Community Schools are Socio-economically disadvantaged (92.2%)

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** No Performance Color	**Suspension Rate** Red
Mathematics No Performance Color	**Chronic Absenteeism** No Performance Color	
College/Career No Performance Color		

Conclusions based on this data:

1. Due to the low number of students enrolled in TCOE Community Schools, TCOE Community Schools did not have the minimum number of students to populate the CDE Dashboard performance indicator fields.

2. The performance indicator that TCOE Community Schools populated was the data on suspensions.

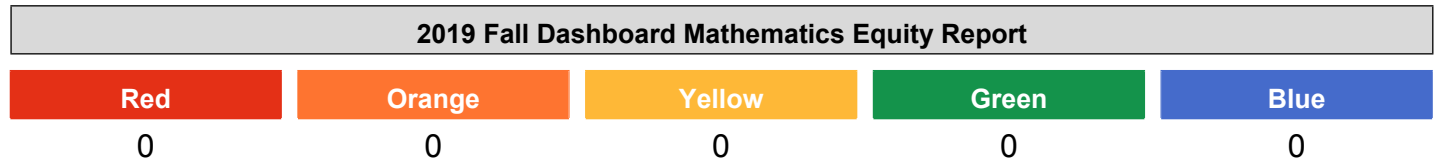**3.** TCOE Community Schools needs to address student suspensions based on the indicator on the CDE Dashboard..

School and Student Performance Data

Academic Performance
English Language Arts

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

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

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
196.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
14	4	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	196.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
	14	7

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
199.5 points below standard	0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
13			1

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**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
3	1	8

Conclusions based on this data:

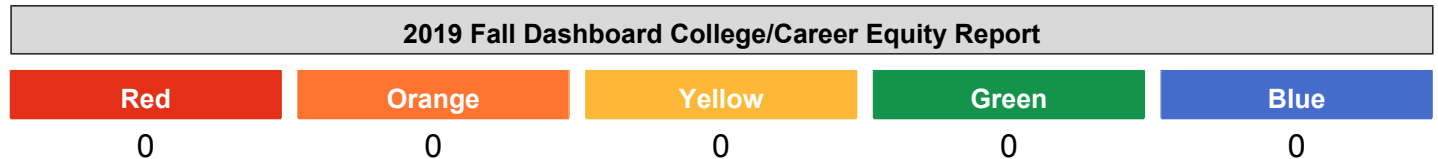1. Inadequate data from the CDE Dashboard to determine valid conclusions regarding ELA Performance.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	
244.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	
15	4	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Color	No Performance Color
	244.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
	15	7

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 248.1 points below standard 14			No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

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**
Less than 11 Students - Data Not Displayed for Privacy 3	Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 9

Conclusions based on this data:

1. Inadequate data to determine valid conclusions regarding Math Performance.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
54.5 making progress towards English language proficiency
Number of EL Students: 22
Performance Level: Low
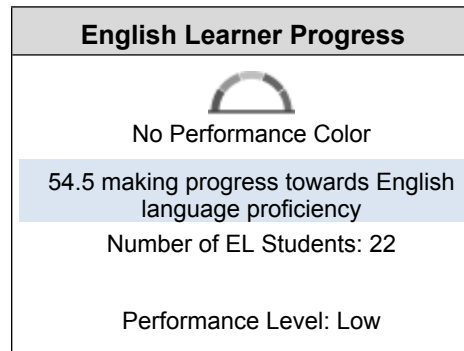
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.1	27.2		54.5

Conclusions based on this data:

1. 54.5% of English Learners are making strong academic progress.

2. TCOE Community Schools need to address Level 2 El students in order to bridge from level 2 to 3.

3. Tulare County Community is part of the county consortium for Title 3

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0	0 Students	0 Students
27		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

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

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	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
0 **Prepared**	0 **Prepared**	0 **Prepared**
11.1 **Approaching Prepared**	11.1 **Approaching Prepared**	0 **Approaching Prepared**
88.9 **Not Prepared**	88.9 **Not Prepared**	100 **Not Prepared**

Conclusions based on this data:

1. Inadequate data to determine valid conclusions regarding College/Career Preparedness.

2. TCOE Community Schools need to develop and implement a plan to address the need of preparing students for College/Career.
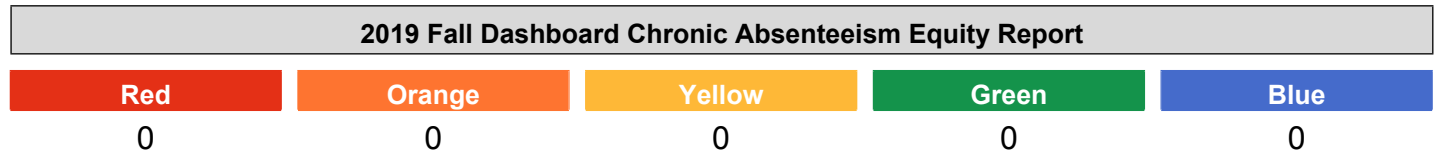
3. .

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Color	No Performance Color	No Performance Color
84.4	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
32	4	2
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	85.7	Less than 11 Students - Data Not Displayed for Privacy
0	28	5

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1	0	0	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
83.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
30	0	0	1

Conclusions based on this data:

1. Inadequate data to determine valid conclusions regarding Chronic Absenteeism.
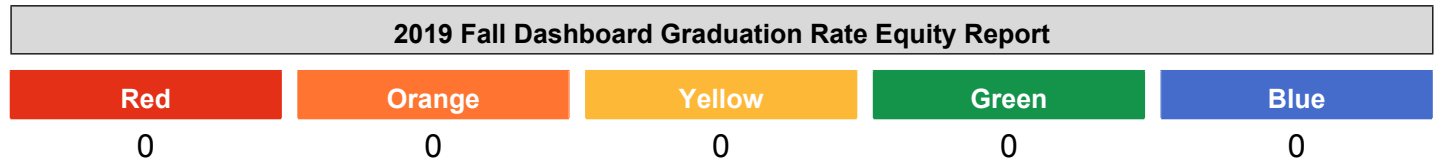
School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
7.4	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -24.4	8	1
27		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	8	Less than 11 Students - Data Not Displayed for Privacy
1	Declined -25.3	4
	25	

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students	0 Students
1			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
8.3	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Declined -23.5	1		1
24			

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**
31.8	7.4

Conclusions based on this data:

1. Graduation rates decreased for both Socio-economically Disadvantaged and Hispanic Students from 2018 to 2019.

2. Inadequate data to determine valid conclusions regarding other student groups.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	0	0	0	0
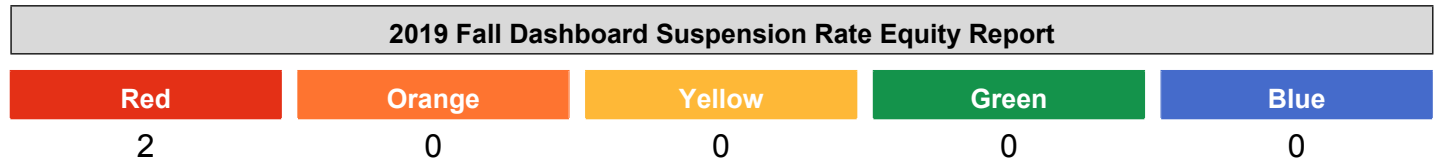
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	No Performance Color	No Performance Color
36.4	20	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +11	Declined -1.4	9
236	45	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Red	No Performance Color
	37.7	55.2
	Increased Significantly +11.3	29
	204	

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 5		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**
Red 37.3 Increased Significantly +11.1 201	No Performance Color Less than 11 Students - Data 3		No Performance Color 21.7 Increased +1.7 23

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	25.4	36.4

Conclusions based on this data:

1. TCOE Community Schools need to review suspension policies and adjust suspension, discipline and restorative practices.

2. Increase in suspensions of Hispanic and Socio-economically disadvantaged students indicates that TCOE Community Schools need to address how these two student sub-groups are disciplined.

3. Student engagement was examined and support for student engagement strategies will be implemented.

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

Academic Achievement

LEA/LCAP Goal

State Priorities:
Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Goal 1

All students will increase achievement levels in ELA, ELD, Math and all academic disciplines as measured by state and local
assessments. All students will have access to the common core state curriculum.ELD-T. The new test for 2017-2018 is the English Language Proficiency Assessment for California (ELPAC) and was administered. A local assessment was used to obtain student growth in language: Northwestern Evaluation Association (NWEA) language assessment showed 23% increased by 1 grade level or more. Student Transition Specialist reviews each student's expulsion terms to plan a successful reentry to home district. An ILP will be completed: current transcripts evaluated, special needs are reviewed for implementation, outside agencies and services are coordinated and parents are consulted when making the decision for reentry to home district, and court/community sites.

Identified Need

90% of students tested below grade level upon entry in Reading and 95% in Math.
Through CAASPP testing, 3.85% of students met the state standard in ELA and 0% in Math.
Due to on-line state testing, computers will need to be updated and upgraded continuously.
Technology needs increased this year due to COVID-19
Due lack of in-person learning during COVID closures Career Technical Education (CTE) access decreased. With in-person learning returning CTE access has increased as well as the need for an additional CTE instructor as well as the materials for the students to access our Building and Construction program.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Proficiency-State Assessment	3.85% of students met the standard (2018-2019)	5% of students to meet the ELA standard
Math Proficiency-State Assessment	0% of students met the standard	3% of students to meet the Math Standard
English LearnersELPAC (new state test 2017-2018) baseline	53.8% of ELs showed 1 year's growth based on the local assessment	55% of ELs to show 1 year or more growth based on ELPAC state assessment

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

English Learners

Strategy/Activity

Professional development to support student language acquisition.

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

Amount(s)	Source(s)
3,790	Title III Part A: Language Instruction for LEP Students 5800: Professional/Consulting Services And Operating Expenditures Professional Development Contracted Services

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

All Students

Strategy/Activity

Professional Development and supplemental material contract.
Purchase benchmark assessments and instructional materials in Reading and Math to increase student achievement. The data indicated the need for supplemental material to raise their math and reading levels. Staff attended professional development sessions designed specially to address the needs of the English Learner, Foster Youth and low income students.Social emotional professional development was also included this year due to COVID-19. Priorities: 2b.
The data collected indicated a need for support services . Tulare County Office of Education (TCOE) Educational Resource Services (ERS)Consultants for Science and ELD. will implement professional development
sessions for teachers to learn strategies that will address needs relating Science and ELD.
Carnegie Learning will provide teachers with professional development focused on student engagement for math curriculum. A technology consultant was also needed due to distance learning. Carnegie 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)
228,048	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Professional Development and supplemental software for students

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

All Students

Strategy/Activity

Professional development for staff to attend Equity Conference to support student learning and school climate.

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

Amount(s)	Source(s)
30	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Professional Development Equity Conference

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

All Students

Strategy/Activity

50% Education Technology Specialist to support teachers in professional learning with implementation of instructional technology and support student use and access to supplemental educational software programs. This action also include staff mileage costs for site to site travel, training and coordination.

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)

54,178	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 50% Classified salaries
44,199	Title I Part A: Allocation 3000-3999: Employee Benefits 50% Classified Benefits
1,036	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures 50% Mileage Costs

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional development for leadership to support the development of feedback mechanisms to improve school working conditions, including through periodically reporting results of educator support and working conditions feedback. Pat Greco contract organization excellence implementation of core values, feedback cycles, rounding, and stakeholder surveys. (LEA)

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)
141,352	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Contract for professional development
1,425	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Salary new teacher mentor
93	Title II Part A: Improving Teacher Quality 2000-2999: Classified Personnel Salaries Benefits new teacher mentor
120	Title II Part A: Improving Teacher Quality 5700-5799: Transfers Of Direct Costs Staff to attend Equity Conference

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

30% Professional development to support student achievement, and transitions to home school (30% of $244,119)

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)
73,235.70	Title I Part D 5800: Professional/Consulting Services And Operating Expenditures Professional development contracted services

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

30% Attendance monitoring student support staff Transition Support Specialist (30% of $304,921 Salaries/Benefits and 1,000 mileage)

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)
91,476.30	Title I Part D 2000-2999: Classified Personnel Salaries Student support staff salaries & benefits
300	Title I Part D 5000-5999: Services And Other Operating Expenditures Mileage for student support staff

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

For all students to increase achievement levels in ELA, ELD, and math a highly qualified staff was maintained. With the assistance of math and English consultants teachers designed daily lessons plans aligned to the Common Core Standards. .

The Northwestern Evaluation Association (NWEA) assessment was given to all students every quarter to measure growth. Many students lack the basic math skills which the math consultant continued to support teachers how to address the rigor and relevance. =The Mathia computer program helped to address low level math skills.

The English Language Development (ELD) curriculum was purchased and implemented. Each English learner participates in designated ELD.. The California English Language Development Test (CELDT) was replaced with the English Language Proficiency Assessment for California (ELPAC) in 2017-2018. The NWEA, a local assessment scores showed 23% grew 1 year or more and 38.5% maintained the same level while 38.5% dropped a level. The 3D (ELD curriculum) will continue to be the text for English learners; however, the Read Live program will be added as their elective to enhance reading comprehension skills.

Teachers report the English and math consultants assisted in lesson plan to teach common core standards.

Computers were purchased to replace the decade old computer teacher stations. The outdated computers weren't able to utilize programs installed. Student chrome boxes were installed to allow more students access to computers.

Since the students return to community schools after being released from the court school it proved to be beneficial for the students have the same curriculum regardless of the site. It was critical to have the math consultant inservice teachers as to the rigor and relevance of the new curriculum. The math consultant used the professional development days and 25 contracted days to be with teachers one-on-one to develop teaching strategies. Professional Development days were conducted by the ELD, Science and math consultants to instruct all teachers on strategies for best teaching practices. Throughout the school year, consultants visited the English and math classrooms to give specific guidance to improve teaching methods. Teachers met several times as a collective group to discuss data and ways to improve grade level growth and for struggling students.

Successes- STS proved to be an integral part of the students' daily success. 13 students enrolled in job training courses. 126 students earned high school credits and 4 students obtained employment during the 19-20 school year.

Challenges: CELDT and ELPAC scores can't be compared for growth or reclassification. ELA and math scores on MAP have decreased- ELA decreased from 56%(2016-2017) to 47.5% (2017-2018)one year's growth . Math
decreased from 53% (2016-2017) to 32% (2017-2018) Distance learning was implemented at the end of the 19-20 school year. Student engagement was a concern and is the focus for the 2020-2021 school year.

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

CSI money was used to support professional development to include social emotional support training and curriculum.

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

Technology consultant was added to support teachers in distance learning. Goal 1 Strategy 3.

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

Parental and Student Engagement

LEA/LCAP Goal

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

Goal 2

All students and parents/guardians will be involved in the educational progress through a multi-discipline support team.

Identified Need

Improve student attendance rate from 81% to 83%.
Improve parent/guardian involvement in school functions from 26%.
Metric: Local attendance data, local credit recovery data, local parent participation data, NWEA MAP (Measure of Academic Progress)
scores. Students acquiring credits increased by 3.5%.
Social emotional support became a high need due to COVID -19. Mindfulness curriculum was added to all sites.The goal is to improve attendance rate, suspension rate and decrease chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation at parent/teacher conferences by using rosters/sign-in sheets	83% 2019	85%
Attendance rate	67%	70%
Suspension Rate	36.4% - 2019	25%
Chronic Absenteeism	81.6%	Decrease by 5%

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

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

All Students

Strategy/Activity

Professional development opportunity for staff to attend Tulare County Child Abuse Child Safety Training. School conditions for student learning in order to create a healthy and safe school environment

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	Title IV Part A: Student Support and Academic Enrichment 5000-5999: Services And Other Operating Expenditures Professional development to support safe and healthy students

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parent Involvement materials and supplies and contract to support parent education. (Parent Involvement)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,795	Title I Part A: Allocation 4000-4999: Books And Supplies Parent Involvement supplies
1,775	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Parent involvement contract

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Indirect costs to support federal program human resources, facilities, utilities, payroll and accounting. Rate 6.76%

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)
6,962	Title I Part A: Allocation 5700-5799: Transfers Of Direct Costs Inter-program transfer for indirect costs 6.76%
9,665	Title II Part A: Improving Teacher Quality 5700-5799: Transfers Of Direct Costs Inter-program transfer for indirect costs 6.76%
256	Title III Part A: Language Instruction for LEP Students 5700-5799: Transfers Of Direct Costs Inter-program transfer for indirect costs 6.76%
548	Title IV Part A: Student Support and Academic Enrichment 5700-5799: Transfers Of Direct Costs Inter-program transfer for indirect costs 6.76%
15,418	Comprehensive Support and Improvement (CSI) 5700-5799: Transfers Of Direct Costs Inter-program transfer for indirect costs 6.76%
11,155	Title I Part D 5700-5799: Transfers Of Direct Costs 30% Inter-program transfer for indirect costs 6.76% (30% of $37,182)

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

All Students

Strategy/Activity

Professional Development to support well rounded education. Access to, and opportunities for, a well-rounded education for all students.

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

Amount(s)	Source(s)

7,906	Title IV Part A: Student Support and Academic Enrichment 5800: Professional/Consulting Services And Operating Expenditures Professional Development for well rounded education

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

To achieve the goal of involving all students and parents/guardians in the education progress through a multi-discipline support team three actions/services were planned. Parents were given California Healthy Kids surveys.The data collected was shared with those attending the LCAP meetings. Parent/teacher conferences were held to share student's ILP growth/progress. This had a direct impact on the increased student attendance rate and decreased the suspension rate because of parent support.Instructional Access program involved all qualifying seniors to earn a diploma and second semester juniors to complete a Retail Service career certificate. The Instructional Access Program enabled seniors who are credit deficient work on an on-line diploma program. This program is accredited which allows students federal monies for college and to enlist in the military services. The impact on students completing the career certificate through the Instructional Access program has afforded students to gain employment.

Successes: Parent conference participation increased by 1%. 126 students earned credits. After exiting, 51 students enrolled in their local districts. 4 students obtained employment.

Challenges: Motivating truant students to attend school.According to Data Quest, chronic absenteeism rates increased from 74.3% to 81.8%.

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

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

No Changes.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 3

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$694,963.00
Total Federal Funds Provided to the School from the LEA for CSI	$243,496.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$694,963.00

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 ($)
Comprehensive Support and Improvement (CSI)	$243,496.00
Title I Part A: Allocation	$109,945.00
Title I Part D	$176,167.00
Title II Part A: Improving Teacher Quality	$152,655.00
Title III Part A: Language Instruction for LEP Students	$4,046.00
Title IV Part A: Student Support and Academic Enrichment	$8,654.00

Subtotal of additional federal funds included for this school: $694,963.00

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 ($)

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

Total of federal, state, and/or local funds for this school: $694,963.00

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
Comprehensive Support and Improvement (CSI)	243,496.00
Title I Part A: Allocation	109,945.00
Title I Part D	176,167.00
Title II Part A: Improving Teacher Quality	152,655.00
Title III Part A: Language Instruction for LEP Students	4,046.00
Title IV Part A: Student Support and Academic Enrichment	8,654.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,425.00
2000-2999: Classified Personnel Salaries	145,747.30
3000-3999: Employee Benefits	44,199.00
4000-4999: Books And Supplies	1,795.00
5000-5999: Services And Other Operating Expenditures	1,536.00
5700-5799: Transfers Of Direct Costs	44,124.00
5800: Professional/Consulting Services And Operating Expenditures	456,136.70

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5700-5799: Transfers Of Direct Costs	Comprehensive Support and Improvement (CSI)	15,418.00

5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	228,078.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	54,178.00
3000-3999: Employee Benefits	Title I Part A: Allocation	44,199.00
4000-4999: Books And Supplies	Title I Part A: Allocation	1,795.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1,036.00
5700-5799: Transfers Of Direct Costs	Title I Part A: Allocation	6,962.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	1,775.00
2000-2999: Classified Personnel Salaries	Title I Part D	91,476.30
5000-5999: Services And Other Operating Expenditures	Title I Part D	300.00
5700-5799: Transfers Of Direct Costs	Title I Part D	11,155.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part D	73,235.70
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	1,425.00
2000-2999: Classified Personnel Salaries	Title II Part A: Improving Teacher Quality	93.00
5700-5799: Transfers Of Direct Costs	Title II Part A: Improving Teacher Quality	9,785.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	141,352.00
5700-5799: Transfers Of Direct Costs	Title III Part A: Language Instruction for LEP Students	256.00
5800: Professional/Consulting Services And Operating Expenditures	Title III Part A: Language Instruction for LEP Students	3,790.00
5000-5999: Services And Other Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	200.00
5700-5799: Transfers Of Direct Costs	Title IV Part A: Student Support and Academic Enrichment	548.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	7,906.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	639,283.00
Goal 2	55,680.00

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

2 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

2 Secondary Students

Name of Members	Role
Karon Valdivieso	Principal
Erika Lopez	Classroom Teacher
Rohn Wittwer	Classroom Teacher
Angelica Aguilera- Chairperson	Other School Staff
F.C.	Secondary Student
E.M.	Secondary Student
Adriana Marroquin	Parent or Community Member
Marco Corona	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Nicole Rocha on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

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

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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