



# 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
Loyalton High School	46701774634259		

## Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the Consolidated Application and NCLB Program Improvement into the Single Plan for Student Achievement.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

The school and district are currently in development of stakeholder surveys in order to elicit feedback to gauge school effectiveness. Other surveys that have been administered are as follows:

Teachers, district-wide were surveyed in the fall of 2021 to determine the types of professional development most useful to them and students this year. The survey was based on the 10 instructional strategies described in *The New Art & Science of Teaching*. The results were as follows (more than one choice was permitted for each strategy):

### FEEDBACK:

40% Proving and Communicating Clear Learning Goals

75% Using Assessments as Feedback

### CONTENT:

60% Using strategies that appear in all types of lessons

40% Conducting direct instruction

30% Conducting practicing and deepening lessons

25% Conducting knowledge application lessons

### CONTEXT:

75% Using Engagement Strategies

50% Building Relationships

45% Communicating High Expectations

35% Implementing Rules & Procedures

Mission/Vision survey - teachers were surveyed in person to solicit their input into updating the school's mission and vision statements. Teacher feedback was presented to the school's site council and their recommendation was also surveyed. The Site Council and teachers have met as individual groups and a working Vision Statement and Mission Statement have been drafted for final approval.

California Educator Tobacco Survey - in 2019-2020 the California Educator Tobacco survey was conducted for students providing meaningful insights into tobacco use among our teens.

Sierra County Drug Prevention Surveys - in the fall of 2019 surveys were conducted of our students who attended motivational speakers as funded by Sierra County Drug Prevention. Surveys illustrated that students view LHS as a safe campus and that vaping was an issue on the rise.

As previously stated, the district and school will be working to create effectiveness surveys for stakeholders.

## Classroom Observations

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

Over the past 3 years, instructional effectiveness has been the focus of professional development. Time was created for PLC's during Early Release Wednesdays to collaborate on the elements of effective instructional environments. In 2019, the district focused its instructional professional development on the 10 strategies lined out in Marzano's The Art and Science of Teaching. In 2021, the start of the year's In-Service training was focused on Trauma Informed Instruction.

In the past year, the district has no longer made district PD available and without district-wide professional development, trainings are currently taking place at the local level based on local needs. LHS's focus for the 2021-2022 school year is on relationship-building; social emotional training, using the common instructional strategies for collective teacher competency of having clear and explicit Learning Goals and Success Criteria for students, as well as the collective use Cornell Notes schoolwide.

The principal frequently visits classrooms on an informal basis in the form of walk-throughs, provides feedback for teachers around our common strategies, and we plan to implement teacher-to-teacher observations.

Informal observations were conducted by admin to provide teachers feedback on instruction. Additionally, teachers are required to be formally evaluated annually.

With the onset of the pandemic, many of the instructional improvement practices were paused in order to focus on the training and implementation of a distance learning model. In 2021-2022, our school has had to move to online learning, once in the fall for 10 days and once in the winter for six days. Our past trainings on the use of Google Workspace and Google Classroom allowed teachers and students the ability to make the transition with ease.

## 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)

Use of state and local assessments to modify instruction and improve student achievement (ESEA)  
Both state and local assessments are used to inform instructors and to address individual student gaps in academic performance. Each year the LHS staff, at faculty meetings and PLC's, analyzes assessment results. Assessment data from the CAASPP and STAR programs are used to identify students for specific intervention.

Teachers utilize local measures, such as standards-aligned tests and projects, to determine where intervention may be needed. The staff uses this information to create class activities to support struggling students and to challenge students who demonstrate advanced proficiency. Students who repeatedly fail to make satisfactory progress are referred to our SST team.

A district Intervention Coordinator began work at LHS. STAR math and STAR Reading assessments are administered in all grades four times each year. Additionally, students take a reading fluency assessment (CBM Reading) alongside STAR Reading as another local data. Point for reading. Student comprehension and fluency in English and overall Math achievement data are monitored throughout the year so that intervention can take place for those with identified need.

One Early Release Wednesday per week, the Intervention Coordinator facilitates an analysis of local and state data to guide instructional practices that differentiate for the myriad of learning needs.

Textbook-company prepared benchmark assessments, whenever available, are used to ensure that students are achieving the course specific standards. Over time, the data provided by these benchmarks will provide teachers data to improve their instruction and student learning. Additionally, teachers have met by departments to establish grade level benchmarks and essential standards.

Many students additionally take the SAT, AP, and PSAT exams. Data from those examinations may also be used in a formative way to inform programmatic decisions.

The principal monitors individual student progress through meetings with students, grade checks, attendance tracking, and use of district assessment programs. The principal also participates actively in SST, 504, and IEP meetings.

Sierra-Plumas Joint Unified School District and the Sierra County Office of Education also supports Loyalton High School students. The SELPA (Special Education Local Plan Area) Director, and Intervention Coordinator, and ELL Coordinator, works with staff in developing RTI plans for students not making satisfactory progress in meeting academic standards. A District Technology Coordinator works to ensure that computer equipment is meeting the needs of students and trains teachers in use of specialized programs. LHS students have access to counseling services provided by the district psychologist and 2 other counselors who are contracted through Sierra County Mental Health.

All of these services are important to student success at LHS.

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

STAR Math and ELA assessments are regularly used as a diagnostic school wide. The District intervention Coordinator, SST Coordinator, and the school Principal, monitor the progress of students and develops intervention plans for those that are identified as in need. Teachers compare local data and student progress with state assessment data to student progress on curriculum-embedded assessments given in class to determine where supports are needed for academic progress.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

The vast majority of LHS teachers are properly credentialed and not misaligned. We have two intern teachers who are in the process of obtaining their credentials through accepted training programs and are expected to be fully credentialed by the end of 2022. The two teachers currently in the process of obtaining their credential are in the areas of Science and Art. Additionally, our world languages teacher is also an intern and in the beginning stages of the credentialing process.

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

LCAP funding is established for the purpose of professional development. Teachers are encouraged to seek professional development opportunities to enhance the effectiveness of instruction. Teachers have access to attending training on SBE-adopted instructional materials.

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

Student achievement and staff needs are evaluated on a yearly basis. The District Leadership Committee advises the creation of the District LCAP which allocates funds to support staff development during the school year. Much of the training for the 2021-2022 school year are virtual due to the Covid pandemic. Past and current trainings have included:

- Administrative training - ACSA Leadership Institutes, CAASPP Institutes
- Advanced Placement training
- Agriculture teacher training - Washington Leadership Experience, Fall Cal. Ag. Teacher Roadshow, National FFA Conference and Breakouts,
- Building Relationships and Rules & Procedures to provide certainty for all learners - Marzano
- Google Classroom Training
- Common Core State Standards and Smarter Balanced Assessments training
- Direct instruction, communicating clear learning goals and success criteria - Marzano
- General and specific technology training - Staff best practice sharing
- Math and science curriculum training - CPM and NGSS training with a neighboring NGSS expert.
- Reading and literacy training – Cornell Notes, Step Up to Writing
- Safety training - Keenan Safe Schools
- Social Emotional Learning and Trauma Informed Instruction
- SmartBoard training
- Strategies and techniques for teaching diverse student populations - Marzano
- Training in the content areas
- Workshops on increasing student engagement in the classroom - Marzano
- Literacy across the curriculum strategies – Vertical PLCs.
- . Task Analysis Workshop and alignment with grade-level standards - TNTP

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

Sierra-Plumas has made a commitment to teacher professional development. Teachers have attended many seminars and trainings throughout the state. In 2019, our curriculum coordinator/instructional coach position became vacant, and it was decided not to hire for that position in the future. Without that district support, instructional support and assistance occurs at the local level by the principal – the instructional leader of the school; as well as other qualified staff (Intervention Specialist; SST Coordinator; fellow teachers). Below is a snapshot of some of the opportunities that have been made available for LHS teachers:

- SST Training PD and Beyond SST Training
- Trauma-Informed Instructional Practices contracted by Washoe County child mental health expert
- In-House PD sessions using Marzano's The New Art & Science of Teaching as guide.
- AP institutes
- Asilomar Mathematics Training
- Social Emotional Learning
- Google Classroom training
- Numerous Agriculture and FFA conferences
- Special Education - Workability/Transition Training
- Marzano - the Art and Science of Teaching

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

Early Release Wednesdays have created the time needed for teacher collaboration. Teachers use the time for department level meetings, professional development, SST meetings, and school strategic planning.

In recent years, PLC time has been dedicated to the creation of Essential Standards for ELA and Math. This work has been paused due to the lack of district instructional leadership.

## Teaching and Learning

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

All course content and curriculum are aligned to state performance standards.

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

The school's master schedule meets or exceeds the instructional minutes required for reading/language arts and mathematics.

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

Loyalton High School has added several intervention opportunities for students who are achieving below grade level including adding a Study Skills class to the schedule with intervention support and the "Accelerated Workshop" program for 7th and 8th grade. The Accelerated Workshop program, new semester two of 2022, is a pre-teach/re-teach model for intervention in Math and ELA.

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

The goal of our instructional program is to ensure access to standards-based curriculum and instruction so all students can make satisfactory progress toward acquiring the standards. All students have equal access and opportunity to master grade-level standards. Funding is available to purchase standards-based instructional materials each year in the core content areas. Additionally, an Intervention Coordinator position has been created to assist in helping remediate students which require the additional assistance.

Students identified with special needs have an Individualized Education Plan (IEP). Each plan is written by the IEP team and specifically designed to meet the student's academic needs. Special education teachers use standards-based materials to assist each student in meeting his or her educational goals. In addition, each student at Loyalton High School is mainstreamed into the general education setting for at least part of each day. With the support of special education personnel, all students are given the opportunity to access and master grade-level standards. Targeted instruction is provided to all students with disabilities to assist in meeting graduation requirements and passing the California High School Exit Exam. The core education staff works collaboratively with special education staff to ensure that all students with disabilities have access to No Child Left Behind (NCLB) compliant teachers in core subject areas.

English Language Learners (ELL) are also mainstreamed into core classes. All teachers at LHS hold BCLAD (Bilingual Cross-cultural Language and Academic Development), CLAD (Cross-cultural Language and Academic Development), or SDAIE (Specially Designed Academic Instruction in English) certification. Teachers use standards-based materials and instructional strategies in order for ELLs to master the curriculum. A full-time aide works with our ELL students district wide and annually assesses English proficiency.

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

The district has adopted state-approved curriculum in Career Technical Education, English Language Arts, History/Social Science, Mathematics, Physical Education (health), and Science. The governing board has approved all courses of study for courses taught at Loyalton High School. Teachers use materials to assure that students receive instruction in all curricular areas based on California's performance standards. All Loyalton High School students are expected to master course standards in order to earn appropriate credits and to meet graduation requirements.

In all curricular areas Loyalton High School is using state-recommended and/or district-approved textbooks. The texts are aligned with the Sierra-Plumas Joint Unified School District adopted curriculum and California State Standards. In the spring of 2005 science textbooks were adopted and purchased for the 2005-2006 school year. Science lab equipment was purchased for the 2005-2006 school year and updated again in 2010 with USDA grant funds to meet compliance with the Williams Act and to ensure that science equipment was available to meet science standards.

Science equipment is re-ordered and purchased as the need arises. Science curriculum is the next texts up for adoption and the school will begin the process in 2020.

The district Math curriculum was updated in 2015 to reflect the changes in California Content Standards. After analyzing results on the CAASPP, it was apparent adjustments were needed. A pilot began of the CPM curriculum in grades 7-8 and Alg. 1. The Math department is encouraged by the curriculum and will begin the process of adoption for 7-12 in 2022.

The district's English Language Arts textbook adoption committee made a recommendation for textbook purchase during the 2015-16 school year. The ELA textbook adoption team attended training and reviewed many publishers for both Common Core alignment and alignment to the needs of Loyalton High School. The new texts were implemented in the fall of 2016.

World History textbooks were purchased and adopted for the 2017-18 school year and Spanish books were purchased during the summer of 2011. New AP Government textbooks were purchased in 2017. Our Agriculture curriculum is being supported through the purchase of on-line curriculum that is updated annually and keeps our agriculture instruction current. Any reported shortage of texts is dealt with immediately; there is a textbook for each student in each core subject in keeping with the requirements of the Williams Act.

All textbooks used in the Honors and Advanced Placement (AP) courses meet UC/CSU requirements. All Advanced Placement teachers at Loyalton High School have attended week-long trainings courses in Advanced Placement strategies and submitted a syllabus of their curriculum to the College Board for approval. Loyalton High School currently offers AP Studio Art 2D, AP US Government and Politics, and AP Calculus AB annually. AP English Language and Composition and AP English Literature and Composition are offered on alternating years. We also offer Honors Trigonometry/ Advanced Math Topics/Honors Algebra 2, Honors Spanish 4, and English 9 and 10 Honors.

Reading Intervention curriculum, Focus and Read Naturally are standards aligned and writing intervention uses our adopted curriculum. We are using pre-teaching CPM lessons for math intervention.

Our ELD program uses the standards-aligned, evidence-base Focus Reading for its one-on-one literacy support.

## Opportunity and Equal Educational Access

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

LHS has an active SST and Intervention Program that identifies underperforming students and actively makes plans to help remediate:

- In the late fall of 2021, SPJUSD implemented the online platform Beyond SST to document referrals, interventions, and accommodations of students needing. Intervention.
- During Semester 2 of 2022, students identified by assessment data, course achievement, and teacher recommendation will attend our newly formed “Accelerated Workshop” pre-teaching time for math and ELA. This program is designed to accelerate learning and give students extra learning in a topic skill prior to receiving instruction in their designated math or ELA classroom.
- The SST coordinator receives referral information from teachers through Beyond SST. SST meetings are conducted with parents to form remediation and intervention plans.
- The Intervention coordinator specifically targets problem areas with individual students outside of the class. Problem areas are identified by teacher observation and other universal screening exams (such as STAR and CBM).
- Instructional aides help underperforming students both in and out of classrooms.
- The LHS Special Ed. education department is exceptional and provides services to a wide range of students with special needs.

## Evidence-based educational practices to raise student achievement

Loyalton High School Teachers have had extensive training in practices to raise student achievement.

Marzano's Art and Science of Teaching - The program contains a general framework of more than 330 strategies to help in planning what classroom strategies to use to foster specific student learning outcomes in all classes.

Step up to Writing - English teachers will review past writing and reading strategies, and have implemented Step Up to Writing , 7 through 12.

CPM - The campus has piloted the CPM curriculum which by design has embedded strategies to increase rigor and mathematical discourse. The campus is impressed with the curriculum thus far and will be moving toward a formal adoption this year.

RTI - Teachers have been trained in Response to Intervention. The tiered system is in place to provided assistance to struggling learners thus increasing their achievement.

SST - Teachers are newly trained and use Beyond SST, a digital platform to recommend, input data and accommodations, and 504 accommodations for students to be able gauge through data analysis what is working and what isn't for student learning.

Accelerated Workshops in Math and ELA - This year a semester 2, identified students in grades 7 and 8 participate in pre-teaching of skills and concepts in upcoming lessons in their regular on-grade level courses. This provides them with background knowledge and prior knowledge they need to be successful. This is a pilot program and we anticipate positive results in order to continue the program into the future.

## **Parental Engagement**

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

Loyalton High School teachers open their classrooms before and after school so students may complete homework and get assistance. Formal Tutoring is available afterschool every Monday and Thursday with transportation home provided. The school also provides tutoring through CSF tutors every Wednesday. Loyalton High School remains committed to promoting a college-going culture that supports academic excellence by participating in TRiO with Feather River College. The TRiO program provides a goal- setting retreat for Grade 9 (suspended this fall due to Covid with reschedule for spring); College and Career Participation through 4-Year Planning with parent, College Night and financial aid workshops, and ongoing academic, college, and career counseling; on-going support for college readiness, and professional development.

The Intervention program at Loyalton High School assists students needing remediation in English Language Arts and mathematics. Additionally, there have been curriculum adoptions (math) and proposed curriculum adoptions (ELA) that will ensure that the curriculum delivered will match what is assessed in the CAASPP. Students are able to access the services of the Resource Specialist, Intervention Teachers, and Instructional Aides without IEPs once they have been identified as needing specific remediation. All available resources are brought to the table at SST meetings and as SST plans are written and revised. Students identified to need intensive intervention in Math and ELA can be assigned to our newly created “Accelerated Workshop” intervention time which exists as a .

Math Intervention is offered during Math Lab for middle school students for those students not performing at grade level.

Staff, parents, and students can access class assignment information and grades through PowerSchool over the Internet. Parents receive their password information each time a progress or grade report is mailed home – eight times a year. These passwords do not change to make it easy for parents to keep close watch over their child(ren)’s academic progress. This program makes it easier for parents and staff to respond to needed intervention before too much time has passed. The newly adopted athletic eligibility program has increased the use of PowerSchool by students, parents, and staff.

Credit recovery courses have been offered in the LHS schedule for students who need to make up credits during the school year to stay on track for graduation and who cannot fit the course needed into their regular school schedule. These courses can be offered via distance learning using the Strides/FeulEd suite of online courses.

The Family Resource Center offers parenting classes to both parents of students and students who are parents. Courses are designed to assist parents with discipline strategies and balancing competing needs. In addition, some students have accessed the Family Resource Center anger management and adolescent relationship programs. Other county and community programs support students who are dealing with substance abuse in their homes and families.

Sierra County Mental Health lost its Intervention Specialist just prior to the beginning of the 2009-2010 school year, and this person has not been replaced. The district school psychologist is filling this need and provides group and one-on-one counseling sessions. LHS has partnered with the County’s Parent/Student Navigator, a position that has been created to serve as a family advocate that can make home visits and provide access to county services.

Loyalton High School offers an Independent Study Program (ISP) to students who wish to participate in this full-time alternative program as per the requirements of AB 130. An ISP teacher provided by the district works closely with LHS teachers and administration to ensure smooth

transitions in and out of LHS as needed. Full time ISP in grades 9-12 is provided by the Strides/FuelEd suite of online courses, each course includes instruction by a credentialed teacher with weekly simultaneous check ins and discussion time. The site principal, with the help of an instructional aide monitor students' progress and communicate with parents.

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)

Regular opportunities exist for stakeholders of LHS to have input into programs.

- Parents, students, and community members are active members in the governance of the school. Stakeholders are active members of Athletic Boosters, Ag. Advisory Committees, Site Councils, LCAP advisory panels, and School Board meetings.
- Parents have direct communication to school administration. The principal's open-door policy allows for easy communication and feedback.
- Principal "All Call" addresses are made weekly on Sunday evenings. When there are opportunities for stakeholders to participate in governance, it is communicated in the "All Call."
- The current principal speaks Spanish fluently and both she and the bilingual aide contact parents and other stakeholders of our EL community frequently.
- Starting this year, a Grizzlies Day event occurs before school starts to introduce parents and other stakeholders to the schedule, the teachers and their courses, and the co- and extracurricular opportunities at LHS
- Back-to-school nights are conducted annually to inform parents of classroom procedures and opportunities to participate in school governance.
- Community members and parents are members of various governance structures for the school as previously listed.
- Community Forums are held when issues of critical importance need to be explained and discussed with the community.
- LHS Social Media and websites are regularly updates with news and information for parents and students.
- . Being a very small rural school, many parents text or phone their principal, staff, and teachers. This direct access provides certainty and a sense of safety for our community.

## Funding

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

Loyalton High School provides extensive services to students to enable them to access the core curriculum. While many of these supports were originally funded with categorical funding, many categorical accounts have been moved into flex spending to allow school districts to maintain programs and services during this period of declining enrollment and funding. For the 2021-2022 school year, Covid relief funding granted the district has been used to provide extra support for students experiencing learning loss over the last two years of Covid-related issues.

a. Assistance is provided to students striving to pass core classes and improve on the CAASPP both during instructional time and outside the instructional day. Students can access tutoring during lunch and after school by appointment with staff members or through our Monday and Thursday tutoring sessions. Instructional Aides work directly under the supervision of credentialed teachers and the school administrator. The EIA/ELL aide provides one-on-one tutoring for targeted students during the school day. The schedule provides core intervention courses to assist students with academic improvement in core subjects as needed. With the hiring of an additional aide, all students have greater support in their core subjects.

b. Supplemental materials are purchased to assist teachers in designing and implementing curriculum that provides all students access to course standards. These materials assist teachers in preparing scaffolding activities to give support to students needing extra assistance with course standards. English Learner funds provide materials to assist in intervention and with English Learners at Loyalton High School.

c. The Career Technical Education Program continues to be supported by Sierra County Office of Education. In addition, the district continues to provide financial support to purchase materials and supplies for vocational classes that support the core curriculum through hands-on application of standards. Through these courses all students are able to access the core vocational curriculum that prepares them for entry-level skills training through the William R. Rouse Regional Occupational Program (ROP).

d. Agriculture Incentive funding provides for materials and supplies for the LHS Agriculture courses. LHS students who meet the Agriculture Completer requirements receive graduation credit for two years of science. This helps some students meet graduation requirements through hands-on acquisition of the science. Beginning in 2014 students completing Ag Science 1, Ag Science 2, and Floriculture receive a-g credit. Ag Biology continues to receive a-g science credit. A recent CTE incentive grant has allowed the program to update its transportation of students and livestock greatly enhancing the program.

e. The majority of Title I funding is spent on salaries for teachers of intervention courses and instructional aides.

f. Several categorical funds are used to provide teachers and instructional aides professional development to support and enhance effective instructional practices. Some of these funds require that professional development be provided to assist the teachers and aides in using technology to support the students. Teachers and aides will continue to be trained in the use of our assessment and intervention programs.

g. Title VI Small Rural School Achievement Program funding is being used this year to provide students with updated technology resources and field trip opportunities where available, Covid permitting.

h. Categorical funding ensures that the CAASPP is administered properly and that students who do not score well on the exam have the materials to prepare for future exams. This year for 2nd semester "Accelerated Workshop" classes have been added to the schedule to provide additional remediation when there is identified need.

i. The School and Library Block Grant funds have been moved to the flex funding but funds are used to pay the salary of a Library Aide who maintains the LHS library and makes it accessible to students. The funding also provides computers for use in research and completion of classwork.

j. LCAP Funding for other CTE courses at LHS continues to provide for entry-level job training for

students age 16 and above or juniors and seniors. This training is invaluable for students who wish to enter the work force part-time while enrolled in school or full-time upon graduation. These courses are aligned to the Career Technical Education (CTE) Standards and support the core curriculum. This funding has been moved to the flex accounts, but the Sierra County Office of Education continues to support CTE programs.

k. A K12 Work Force Alliance grant was awarded for to fund an Intro to Engineering/Mechatronics pathway. LHS was awarded 36k over 3 years for the purpose of purchasing equipment and subscriptions to websites that support the program. 2021-2022 school year will involve planning, with a launch in 2022-2023.

l. The Sierra Schools Foundation supports schools, teachers, and administrators with grants to purchase items to support school culture, diversity, and strong teaching.

m. This year, The Sierra Schools Foundation granted the English Language Development supplemental support curriculum for the one-on-one sessions to enhance and accelerate student learning.

## Fiscal support (EPC)

### CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under “Other”) may be allocated to the school in accordance with district policy.

Title I Amount: \$ 40,000 (RS3010)

These funds will be used at Loyalton High School to provide teacher salaries for three periods of intervention, to provide salaries for two part-time Instructional Aides, and to purchase materials and supplies for parent newsletters and communication.

Title II Amount: \$ 5,000 (RS4035)

These funds will be used at Loyalton High School to support professional development for administrator, teachers, and paraprofessionals.

Vocational Education Carl D. Perkins Funds Amount: \$ 3,141 (RS3550)

These funds will be used to purchase equipment for the new Floriculture class in the Agriculture program.

Agricultural Incentive Block Grant Amount: \$ 22,000 (RS7010)

These funds are used to support the agricultural program at Loyalton High School through the purchase of instructional materials, supplies, equipment, and funding of field trips.

Title VI, Part B: Rural Education Achievement Program Amount: \$16,000 (RS5811)

## 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

Parents and staff were consulted for the annual SPSA update.

WASC, SPSA, and LCAP goals are created in collaboration with stakeholder committees such as the LHS Site Council and the District LCAP Advisory Panel.

Additionally, Loyalton High School has active Community Advisory Committees for both parents of Special Education students and parents of English Language learners.

## Resource Inequities

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

Sierra County and its communities are rural, remote frontier counties and our district often struggles to find the qualified human resources needed to hire fully credentialed staff. Additionally, with long-term funding shortages, a much-needed district curriculum coordinator/instructional coach no longer exists, making PD, coaching, and curriculum adoption left to the individual sites, thus creating issues with consistency and a lack of a guaranteed and viable instructional program district-wide.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0.57%	0.6%		1	1
African American	%	1.14%	1.3%		2	2
Asian	%	0%	0.6%		0	1
Filipino	%	0%	%		0	
Hispanic/Latino	%	11.36%	12.0%		20	19
Pacific Islander	%	0%	%		0	
White	%	80.11%	79.8%		141	126
Multiple/No Response	%	3.98%	2.5%		5	4
<b>Total Enrollment</b>					176	158

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 7		27	26
Grade 8		32	26
Grade 9		31	31
Grade 10		23	27
Grade 11		32	21
Grade 12		31	26
<b>Total Enrollment</b>		176	158

### Conclusions based on this data:

1. LHS is mostly white non-hispanic with nearly equal grade enrollment.
2. Numbers of students in the upper grades (11 and 12) have decreased.

# 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	5	4	5	3.0%	2.3%	3.2%
Fluent English Proficient (FEP)	6	6	5	3.7%	3.4%	3.2%
Reclassified Fluent English Proficient	0	0	0	0.0%	0.0%	0.0%

### Conclusions based on this data:

1. Our English Learner population decrease or increase does not follow a pattern.
2. Our FEP students remain stable.
3. We need to investigate why and mitigate the reasons why our RFEP students have remained at 0% for the last three years consecutively.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	28	33	25	28	31	18	28	31	18	100	93.9	72.0
Grade 8	24	26	27	22	25	16	22	25	16	91.7	96.2	59.3
Grade 11	21	28	19	20	26	15	20	26	15	95.2	92.9	78.9
All Grades	73	87	71	70	82	49	70	82	49	95.9	94.3	69.0

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	2552.	2524.	2537.	10.71	6.45	5.56	35.71	38.71	44.44	28.57	22.58	27.78	25.00	32.26	22.22
Grade 8	2579.	2561.	2568.	13.64	4.00	18.75	40.91	48.00	18.75	36.36	32.00	50.00	9.09	16.00	12.50
Grade 11	2570.	2623.	2607.	10.00	23.08	26.67	35.00	50.00	20.00	35.00	23.08	46.67	20.00	3.85	6.67
All Grades	N/A	N/A	N/A	11.43	10.98	16.33	37.14	45.12	28.57	32.86	25.61	40.82	18.57	18.29	14.29

### 2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	21.43	9.68	*	64.29	61.29	*	14.29	29.03	*
Grade 8	40.91	28.00	*	45.45	44.00	*	13.64	28.00	*
Grade 11	20.00	38.46	*	60.00	46.15	*	20.00	15.38	*
All Grades	27.14	24.39	28.57	57.14	51.22	63.27	15.71	24.39	8.16

### 2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	3.57	9.68	*	75.00	64.52	*	21.43	25.81	*
Grade 8	18.18	16.00	*	59.09	76.00	*	22.73	8.00	*
Grade 11	25.00	30.77	*	45.00	53.85	*	30.00	15.38	*
All Grades	14.29	18.29	16.33	61.43	64.63	61.22	24.29	17.07	22.45

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	10.71	6.45	*	75.00	64.52	*	14.29	29.03	*
Grade 8	18.18	12.00	*	77.27	80.00	*	4.55	8.00	*
Grade 11	15.00	26.92	*	65.00	69.23	*	20.00	3.85	*
All Grades	14.29	14.63	6.12	72.86	70.73	81.63	12.86	14.63	12.24

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	39.29	6.45	*	35.71	64.52	*	25.00	29.03	*
Grade 8	22.73	8.00	*	54.55	60.00	*	22.73	32.00	*
Grade 11	30.00	42.31	*	30.00	53.85	*	40.00	3.85	*
All Grades	31.43	18.29	18.37	40.00	59.76	69.39	28.57	21.95	12.24

2019-20 Data:

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

**Conclusions based on this data:**

1. ELA achievement improvement has been identified as a goal for all grade levels.
2. The number of students who participated in the assessments dropped significantly between 2019-2021. This has been identified as a goal for all grade levels.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	28	33	25	28	31	18	28	31	18	100	93.9	72.0
Grade 8	24	26	27	21	25	17	21	25	17	87.5	96.2	63.0
Grade 11	21	28	19	20	25	14	20	25	14	95.2	89.3	73.7
All Grades	73	87	71	69	81	49	69	81	49	94.5	93.1	69.0

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	2530.	2519.	2508.	3.57	9.68	5.56	28.57	32.26	22.22	42.86	19.35	38.89	25.00	38.71	33.33
Grade 8	2574.	2544.	2506.	23.81	12.00	11.76	23.81	24.00	11.76	33.33	36.00	23.53	19.05	28.00	52.94
Grade 11	2561.	2597.	2595.	5.00	16.00	21.43	15.00	24.00	14.29	30.00	28.00	42.86	50.00	32.00	21.43
All Grades	N/A	N/A	N/A	10.14	12.35	12.24	23.19	27.16	16.33	36.23	27.16	34.69	30.43	33.33	36.73

### 2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	17.86	16.13	*	42.86	35.48	*	39.29	48.39	*
Grade 8	38.10	16.00	*	33.33	44.00	*	28.57	40.00	*
Grade 11	15.00	32.00	*	25.00	28.00	*	60.00	40.00	*
All Grades	23.19	20.99	16.33	34.78	35.80	44.90	42.03	43.21	38.78

### 2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	17.86	9.68	*	60.71	61.29	*	21.43	29.03	*
Grade 8	23.81	8.00	*	61.90	68.00	*	14.29	24.00	*
Grade 11	0.00	24.00	*	55.00	36.00	*	45.00	40.00	*
All Grades	14.49	13.58	12.24	59.42	55.56	55.10	26.09	30.86	32.65

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 7	10.71	12.90	*	67.86	48.39	*	21.43	38.71	*
Grade 8	14.29	12.00	*	61.90	72.00	*	23.81	16.00	*
Grade 11	15.00	24.00	*	70.00	72.00	*	15.00	4.00	*
All Grades	13.04	16.05	14.29	66.67	62.96	71.43	20.29	20.99	14.29

2019-20 Data:

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

**Conclusions based on this data:**

1. Mathematics achievement improvement has been identified as a goal for all grade levels.
2. The number of students who participated in the assessments dropped significantly between 2019-2021. This has been identified as a goal for all grade levels.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*		*	*		*	*		*	*		*
8	*	*		*	*		*	*		*	*	
9	*	*		*	*		*	*		*	*	
10		*	*		*	*		*	*		*	*
12	*		*	*		*	*		*	*		*
All Grades										*	4	5

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7			*	*		*	*		*			*	*		*
8		*		*	*			*		*	*		*	*	
9		*		*	*			*		*	*		*	*	
10		*	*		*	*		*	*		*	*		*	*
All Grades		*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7			*	*		*	*		*			*	*		*
8		*		*	*			*		*	*		*	*	
9		*		*	*			*		*	*		*	*	
10		*	*		*	*		*	*		*	*		*	*
All Grades		*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7			*	*		*			*	*		*	*		*
8		*		*	*			*		*	*		*	*	
9		*		*	*			*		*	*		*	*	
10		*	*		*	*		*	*		*	*		*	*
All Grades		*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10		*	*		*	*		*	*		*	*
All Grades		*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

**Conclusions based on this data:**

1. Our numbers of EL students testing are very small.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>158</b>	<b>39.2</b>	<b>3.2</b>	<b>0.6</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	5	3.2
Foster Youth	1	0.6
Homeless	3	1.9
Socioeconomically Disadvantaged	62	39.2
Students with Disabilities	17	10.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	1.3
American Indian or Alaska Native	1	0.6
Asian	1	0.6
Filipino		
Hispanic	19	12.0
Two or More Races	4	2.5
Native Hawaiian or Pacific Islander		
White	126	79.7

### Conclusions based on this data:

1. Our school is majority white population with high percentage of socioeconomically disadvantaged students



# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Graduation Rate</b>  No Performance Color	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Yellow	<b>Chronic Absenteeism</b>  Blue	
<b>College/Career</b>  No Performance Color		

#### Conclusions based on this data:

1. ELA and Mathematics indicators have been targeted for improvement.
2. Unlit indicators are due to statically unrepresentable subgroups.

# School and Student Performance Data

## Academic Performance English Language Arts

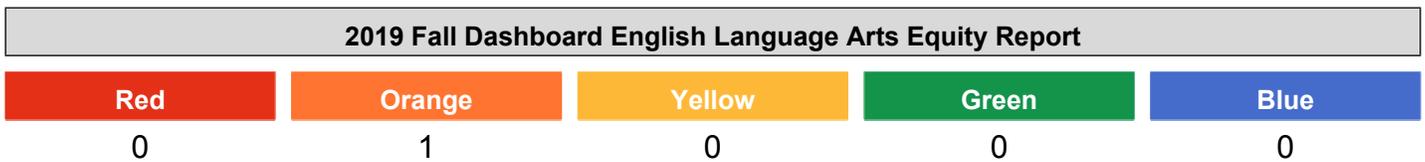
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>1.4 points above standard Maintained ++2.1 points</p> <p>80</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>14.7 points below standard Declined Significantly -24.8 points</p> <p>30</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 Orange 13.4 points below standard Declined Significantly -15.9 points 62

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 1	Less than 11 Students - Data Not Displayed for Privacy 3	3.3 points below standard Maintained -2.9 points 75

**Conclusions based on this data:**

- Unlit indicators are due to statistically unrepresentable subgroups.
- The only statistically representable group, our white students, performance declined significantly.

# School and Student Performance Data

## Academic Performance Mathematics

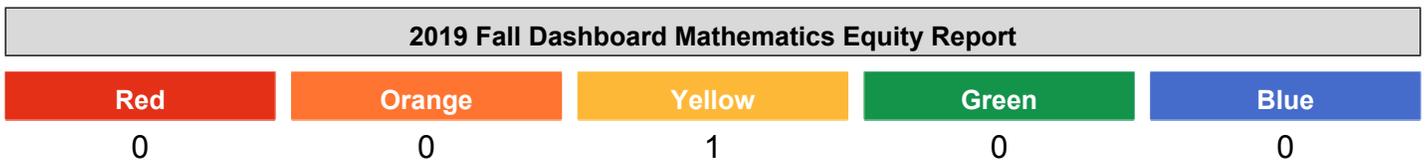
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>40.9 points below standard</p> <p>Maintained ++1.2 points</p> <p>79</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>74.6 points below standard</p> <p>Declined Significantly -41 points</p> <p>29</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<b>Hispanic</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<b>Pacific Islander</b>	<b>White</b>  Yellow 47.1 points below standard Declined -8.6 points 62

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 1	Less than 11 Students - Data Not Displayed for Privacy 3	44.9 points below standard Declined -4.4 points 74

**Conclusions based on this data:**

1. Unlit indicators are due to statically unrepresentable subgroups.
2. The only statistically representable group, our white students, performance declined significantly.

# School and Student Performance Data

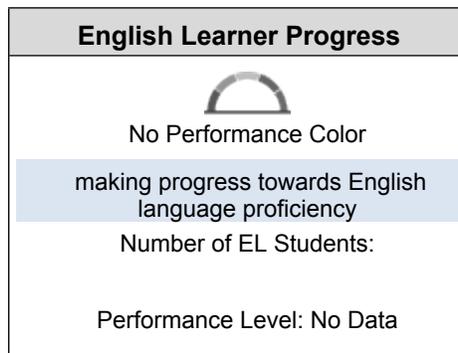
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results



#### Conclusions based on this data:

1. Unlit indicators are due to statically unrepresentable subgroups.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	26	96.3
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	4	14.8
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	21	77.8
<b>Two or More Races</b>	1	3.7
<b>English Learners</b>	1	3.7
<b>Socioeconomically Disadvantaged</b>	10	37
<b>Students with Disabilities</b>	4	14.8
<b>Foster Youth</b>		
<b>Homeless</b>	1	3.7

<b>Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
All Students	26	08
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

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

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

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

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	26	38
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	0	0
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

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

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	26	58
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	0	0
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	26	33
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	0	0
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

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

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	26	33
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	0	0
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

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

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	26	33
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	0	0
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

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

<b>Earned the State Seal of Biliteracy – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	26	04
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	0	0
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

1. Unlit indicators are due to statically unrepresentable subgroups.
2. From hand inputted information, AP scores are statistically very low for 2021 graduating cohort
3. Our number of students in the Agriculture CTE Pathway is high

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

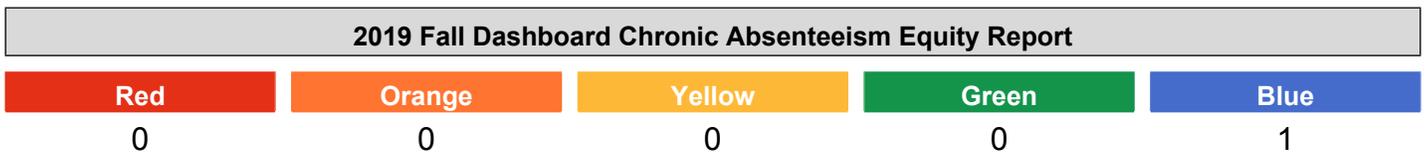
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>61</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>24</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Blue 0 Maintained 0 49

**Conclusions based on this data:**

- LHS Chronic Absenteeism percentage is within acceptable standards.
- Unlit indicators are due to statically unrepresentable subgroups.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	27	26	0	96.3
English Learners	1		0	
Foster Youth				
Homeless	1		0	
Socioeconomically Disadvantaged	10		0	
Students with Disabilities	4		0	
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic	4		0	
Native Hawaiian or Pacific Islander				
White	21	20	0	96.3
Two or More Races	1	1	0	100

### Conclusions based on this data:

1. LHS has a 96.3% Graduation rate.
2. Unlit indicators are due to statically unrepresentable subgroups.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

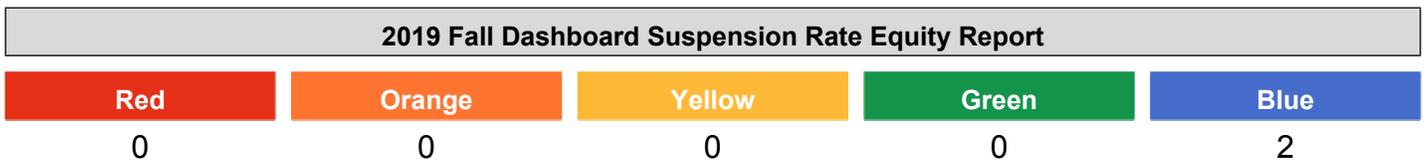
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> Blue 0 Maintained 0 175	<p><b>English Learners</b></p> No Performance Color Less than 11 Students - Data Not 6	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not 2
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not 2	<p><b>Socioeconomically Disadvantaged</b></p> Blue 0 Maintained 0 65	<p><b>Students with Disabilities</b></p> No Performance Color 0 Maintained 0 16

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

<p align="center"><b>African American</b></p>  <p align="center">No Performance Color Less than 11 Students - Data 2</p>	<p align="center"><b>American Indian</b></p>  <p align="center">No Performance Color Less than 11 Students - Data 3</p>	<p align="center"><b>Asian</b></p>	<p align="center"><b>Filipino</b></p>
<p align="center"><b>Hispanic</b></p>  <p align="center">No Performance Color 0 Maintained 0 20</p>	<p align="center"><b>Two or More Races</b></p>  <p align="center">No Performance Color 0 Maintained 0 24</p>	<p align="center"><b>Pacific Islander</b></p>	<p align="center"><b>White</b></p>  <p align="center">Blue 0 Maintained 0 126</p>

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

**2019 Fall Dashboard Suspension Rate by Year**

<b>2017</b>	<b>2018</b>	<b>2019</b>
	0	0

**Conclusions based on this data:**

1. The LHS suspension rate is exceptional.
2. Unlit indicators are due to statically unrepresentable subgroups.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

College and Career Readiness.

## LEA/LCAP Goal

LCAP Goal #2: All students will engage in a rigorous, standards-based curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.

## Goal 1

Loyalton High School will increase the percentage of students who meet or exceed the college and career readiness standards.

## Identified Need

Substandard performance on Math and ELA CAASPP. Science curriculum not NGSS.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Science curriculum will be reviewed.	Science curriculum not reviewed.	New Science curriculum adopted. Process to begin 2020-2021. Adopt by end of 2022.
% of students meeting A-G	75% of high school students have met A-G requirements	Increase A-G rate by 1% from prior year
% of students who are agriculture completers	15% of 2021 are Ag Completers	Increased agriculture completers rate by more than 1%. We are currently at 16% for 2021-2022 graduating class.
CAASPP Math	37% of all students met or exceeded standard in 2019. In 2021, 28% were at standard overall.	Increase number of students at standard or above by 10% to get back to pre-COVID rates and continue to improve each year by 5%.
CAASPP ELA	54% of all students met or exceeded standard in 2019. In 2021, 44% were at standard.	Increase number of students at standard or above by 10% to get back to pre-COVID rates and continue to improve each year 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

Science adoption committee will take more time to explore curriculum. The review process has been started for NGSS-aligned curriculum with the hopes of determining adoption by the end of the 2021-2022 school year.

Continue to support LHS Ag. CTE Pathway.

Continue emphasis to improve Math CAASPP achievement including creating a vertical alignment document, grades 6-8 and 9-12 to ensure priority standards are taught and spiralled each grade level depending on focus. Continue emphasis to improve ELA and Math CAASPP achievement by implementing a school-wide focus on building literacy through common strategies of Cornell Notes, Vocabulary Building, and Deep Reading Strategies.

Boost math achievement by implementing a new program semester 2 of 2021-2022 school year to pre-teach and re-teach in 7th and 8th grade math "Accelerated Workshop."

#### 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)

60,000

#### Source(s)

District Funded  
4000-4999: Books And Supplies  
Lottery Funding

### 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

Educator effectiveness Professional Developments. AP Institutes, Teacher and site selected professional developments targeting instructional improvement.

#### 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)

75000

Source(s)

Unrestricted

## 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.

Teachers collaborated 1.5 hours per week and created priority standards for their grades and subjects taught. A product of this collaboration was district wide priority standards that are sequenced throughout a broad course of study for all grade levels. This work is ongoing. Get Focused, Stay Focused program provided unduplicated students and students with exceptional needs additional support in accessing and enrolling in a broad course of study. STAR program was used to assess student outcomes and performance to support class placement decisions at a minimum of 4 x per 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.

On campus professional development was halted upon the transition to distance learning. Trainings on the distance learning mediums were give precedent in 2019-2020 and 2020-2021. PD around LHS common literacy strategies began in 2021-2022

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.

Ongoing investment will occur in College Career Readiness outcomes and buy-in for all students to accelerate learning and achievement. Exploration of different pathways and dual enrollment occurs in 2021-2022 to start implementation in 2022-2023. LHS will start an Accelerated Workshop program for grades 7 and 8 to pre-teach math skills and concepts prior to classroom instruction. This will be piloted Semester 2 of 2022 and reviewed for effectiveness.

# 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

Mission/Vision

## LEA/LCAP Goal

Goal #2: All students will engage in a rigorous, standards-based curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.

## Goal 2

In collaboration with staff and stakeholders, update the Mission/Vision of LHS to reflect 21st century learning outcomes.

## Identified Need

Current ESLR's/Mission/Vision were created +10 years ago and are not current.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aging Mission/Vision	Multiple Meetings and Surveys to revise.	New Mission/Vision by 8/2021

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

Through multiple meetings, surveys, and analysis, arrive at a 21st century Mission/Vision that encapsulates and focus our decision making and purpose.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

# Annual Review

## SPSA Year Reviewed: 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.

Over the course of several staff meetings and Site Council meetings, stakeholders analyzed the older mission vision and provided input to reflect current aspirations and goals.

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

During the shut-down caused by the 2020 COVID-19 global pandemic, staff time needed to focus on the transition to distance learning during spring of 2019 and fall of 2020.

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.

Work on this goal will continue in 2021-2022. After input from Site Council on the next draft, the Council added to the first draft to read: "Inspire all students to become confident lifelong learners and responsible citizens who are ready to meet the challenges of the future using their unique talents and potential.

We accomplish this vision through our commitment to high expectations and achievement for all students, whatever pathway they choose. In partnership with families and community, we encourage students to become knowledgeable, critical thinkers; effective communicators; and healthy individuals who exercise self-discipline and productive, positive citizenship."

# 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

ELA/Math Achievement

## LEA/LCAP Goal

LCAP Goal 2: All students will engage in a rigorous, standards-based curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.

## Goal 3

The three-year average of students who meet or exceed the state standards will be at or above the three-year state average.

## Identified Need

Both ELA and Math students performance as a whole is in the yellow on the accountability dashboard.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math 45% of students met or exceeded standards	No Data Available for 2019-2020, baseline data collected 2018-2019	Meet or exceed state average over a 3 year period.
ELA 42% of students met or exceeded standards	No Data Available for 2019-2020, baseline data collected 2018-2019	Meet or exceed state average over a 3 year period.
Math/ELA performance indicators - yellow	No Data Available for 2019-2020, baseline data collected 2018-2019	Meet or exceed state average over a 3 year period.

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

District and school strategies to address this goal include:

- 1) Provided Professional Development Time - Early Release Wednesdays will continue so that we can focus on PLC activities.
- 2) Review current curriculum and insure alignment with state standard and expected outcomes.
- 3) Review and train on Marzano's Art and Science of Teaching to focus on instructional design elements that will enhance instruction to improve student achievement.
- 4) Adopt a more rigorous and more effective Math Curriculum designed to increase the mathematical discourse and content spiraling.
- 5) Use universal screeners to identify students who are need of intensive intervention.
- 6) Enhance intervention programs to include the addition of a district intervention coordinator and increased one on one intervention with students that demonstrate the need.

**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)

29,000

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Title II Funding

**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.

In the fall of 2019-2020, SPJUSD created an improvement plan to achieve the LCAP, SPSA, and WASC goal of ELA/MATH CAASPP score improvement. The 2020-2021 CAASPP scores were significantly lower in standard met/exceeded and in number of students who took the exam as compared to in 2019.

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

Trainings, implementations, and intervention programs were in the process of starting during the 19-20 school year. Transition to Distance Learning during the 2019-2020 school year, caused a halt to the continued work on this goal. In 2020-2021, a much smaller population of students took the CAASPP in math, ELA, and science and scores went down dramatically.

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 will be made to this goal. LHS will increase implementation of academic awards given out each year and use a variety of strategies to increase buy-in for students to take and do their best on the assessments. Additionally, we will implement LHS school-wide literacy strategies and create an "Accelerated Workshop" program for middle school math that will continue into 2021-2022 and 2022-2023 school year.

# 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

AP Scores

## LEA/LCAP Goal

LCAP Goal 2: All students will engage in a rigorous, standards-based curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.

## Goal 4

LHS will increase AP passing rates to meet or exceed state average for all those who take AP exams.

## Identified Need

LHS AP passing rates are below state average.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% Students with scores of 3 or higher,	19.4% AP passing scored 3+	Meet or exceed 30% (State average) within a 3 year period

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 AP Students

### Strategy/Activity

LHS will take the following steps to improve AP Scores:

- 1) Review curriculum and instruction for proper alignment to AP course expected outcomes.
- 2) Identify and acquire resources for "Best practice" for passing the AP exams.
- 3) Attend AP institute PD sessions.
- 4) Create "prerequisites" to qualify for exam scholarship.

### 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)

8,000

Source(s)

General Fund  
0001-0999: Unrestricted: Locally Defined  
Professional Development

## 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.

Time will be created during early release Wednesday PLC's to allow AP teachers to collaborate on program effectiveness focusing on the steps outlined in activity 1.

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

With new administration, more focus has been on school-wide common literacy strategies.

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.

AP improvements will be on the PD agenda again for the 2021 school year.

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$172,000.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$29,000.00

Subtotal of additional federal funds included for this school: \$29,000.00

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 (\$)
District Funded	\$60,000.00
General Fund	\$8,000.00
Unrestricted	\$75,000.00

Subtotal of state or local funds included for this school: \$143,000.00

Total of federal, state, and/or local funds for this school: \$172,000.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
District Funded	60,000.00
General Fund	8,000.00
Title I	29,000.00
Unrestricted	75,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	8,000.00
1000-1999: Certificated Personnel Salaries	29,000.00
4000-4999: Books And Supplies	60,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	District Funded	60,000.00
0001-0999: Unrestricted: Locally Defined	General Fund	8,000.00
1000-1999: Certificated Personnel Salaries	Title I	29,000.00
	Unrestricted	75,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	135,000.00
Goal 3	29,000.00
Goal 4	8,000.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Megan Meschery	Principal
Katherine Genasci	Classroom Teacher Parent or Community Member
Amber Williams	Classroom Teacher Parent or Community Member
Tiffany Williams	Parent or Community Member
Jenna Holland	Parent or Community Member
Jamie Stockdale	Parent or Community Member
Eveline Laurrucea	Parent or Community Member
Victoria Fisher	Parent or Community Member
Stacey Hood	Other School Staff
Jason Rosecrans	Classroom Teacher
Zarya Plessas	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, Megan Meschery 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.**

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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