

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
Abraxas High School	37682963735842	9/14/2021	10/14/2021

Purpose and Description

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

Comprehensive Support and Improvement

Abraxas High School's School Plan for Student Achievement (SPSA) creates measurable goals to guide our focus on student achievement for the upcoming 2021-22 school year that are in line with the district goals set forth in the Poway Unified School District's Local Control and Accountability Plan (LCAP). In addition, our school-wide goals focus on addressing the low graduation rate at Abraxas High School which resulted in the Comprehensive Support and Improvement (CSI) rating. This rating is due to a low four-year or on time graduation rate at Abraxas. This plan includes goals and strategies to help students, who come to Abraxas significantly behind in credits, to try to recapture credits and graduate on time.

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

The California Department of Education creates a state level plan to meet the federally mandated Every Student Succeeds Act (ESSA). Poway Unified School District in turn creates the LCAP to address how the students served in our district will meet the requirements defined in the ESSA State Plan. Abraxas High School's SPSA is developed by the School Site Council and utilizes the goals from the district LCAP to create yearly targets based on the unique needs of the students attending Abraxas High School. Our SPSA addresses both the academic gaps and social/emotional challenges our students face as they strive to meet the graduation requirements set by Poway Unified School District, while also preparing our students for careers or post-secondary educational opportunities.

School Vision and Mission

Our Mission Statement:

Prepare young adults for high school graduation and to be responsible, caring and contributing members of society.

Our Vision of Abraxas High School:

- A school climate that is safe, supportive and personalized
- A culture that values diversity and is committed to high expectations for all
- A relevant and rigorous curriculum that integrates academic learning and essential life skills
- Individual and collaborative approaches to engage students in learning
- Attention to individual students, enhancing their ability to make positive life-long choices

School Profile

Abraxas High School is a designated Model Continuation High School that serves students who need an educational environment that is smaller, more intimate, and more flexible than what is typically found at traditional high schools. Abraxas students select this school because they are at risk of not receiving a high school diploma and they believe Abraxas can make that goal a reality. The majority of the students who enroll at Abraxas are 16 years old or older and voluntarily choose to attend because they and their parents appreciate the unique opportunities Abraxas makes possible.

The essence of Abraxas is a belief that all students have amazing potential, that some students experience unique challenges during their high school years, and that all students deserve an educational setting in which they have the opportunity to realize that potential. Based on that set of beliefs, we provide an alternative approach to traditional high school education that is relevant, motivational, and sensitive to student needs. We acknowledge that some students need a more individualized program.

We believe that our students have the potential for success and growth both personally and academically. Our efforts are concentrated on the following:

- Reconnect students to learning
- Help students develop a personal learning plan
- Help students complete their high school education
- Provide the opportunity for career exploration
- Develop skills necessary for success in an adult society
- Explore post-secondary educational opportunities

As a result, Abraxas students will have the social/emotional and academic skills necessary to be successful adults in our community.

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

Abraxas administration and staff collaborated with parents, students and district personnel to develop an SPSA that meets the unique educational needs of the students at Abraxas. A data team comprised of school and LEA staff, and with support of the San Diego County Office of Education, met to conduct a review of cohort data to identify needs and patterns for students at Abraxas High School. In addition, the Abraxas administration worked with district personnel to receive support in analyzing the root causes leading to the low graduation rate at the school. The completed analysis led to additional staffing being allocated to the school in order to support educational gaps and social emotional needs. Additional staffing has also been designated to help with earlier identification of students who may need the unique learning environment provided at Abraxas. Earlier identification will help traditional school settings provide timely interventions that would reduce the need for a move to an alternative setting. The School Site Council, comprised of Abraxas parents, students and staff, meets monthly to develop, approve and modify the SPSA.

Resource Inequities

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

Poway Unified School District currently provides a high staff to student ratio to support the learning challenges faced by the students at Abraxas. Additional staffing has been allocated to Abraxas this year for increased academic support in math and for additional social/emotional support. Abraxas has a significant percentage of low-income students as well as a high percentage of students designated as Youth in Transition. The needs of this population are supported by district personnel and strong involvement by many community organizations. Although there is always more that could be done, Poway Unified School District provides Abraxas with resources at a significantly higher per pupil ratio than the other schools in the district.

School and Student 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	1.51%	0.87%	0.5%	3	2	1
African American	5.53%	3.03%	6.9%	11	7	15
Asian	7.54%	9.96%	8.7%	15	23	19
Filipino	9.55%	5.63%	6.4%	19	13	14
Hispanic/Latino	22.61%	23.81%	27.1%	45	55	59
Pacific Islander	%	0.43%	0.5%		1	1
White	46.73%	48.92%	40.4%	93	113	88
Two or More Responses	6.53%	6.49%	9.6%	13	15	21
Not Reported	%	0.87%	%		2	
Total Enrollment				199	231	218

Student Enrollment Enrollment by Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9			1
Grade 10	2	9	1
Grade 11	22	23	31
Grade 12	175	199	185
Total Enrollment	199	231	218

Conclusions based on this data:

1. The majority of the students enrolled at Abraxas are seniors, most of whom are significantly behind in credit. Enrollment had a slight dip in the 2020-21 school year. Demographic group enrollment fluctuates slightly each year with no statistically significant changes in numbers.
2. Abraxas has significantly higher number of Hispanic/Latino students and significantly lower Asian students with approximately 40% more Hispanic/Latino students and approximately 50% less Asian students when compared to the district averages. Enrollment of African American students more than doubled in 2020-21 to 6.9% which is four times the district average enrollment of African American students. Abraxas also has a much higher than average enrollment of students who are socioeconomically disadvantaged when compared to the district average.

School and Student 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	16	21	25	8.0%	9.1%	11.5%
Fluent English Proficient (FEP)	34	46	34	17.1%	19.9%	15.6%
Reclassified Fluent English Proficient (RFEP)	9	1	2	36.0%	6.3%	9.5%

Conclusions based on this data:

1. The number of students who are classified as English Learners, Fluent English Proficient, and Reclassified Fluent English Proficient fluctuates depending on the enrollment year. There has been a steady increase over the past three years of students classified as English learners which is likely due to the lack of success these students had in the virtual learning options available to them during the pandemic.

Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	74			69			69			93.2		
All	74			69			69			93.2		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	2488.			0.00			21.74			27.54			50.72		
All Grades	N/A	N/A	N/A	0.00			21.74			27.54			50.72		

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	8.70			37.68			53.62		
All Grades	8.70			37.68			53.62		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	1.45			43.48			55.07		
All Grades	1.45			43.48			55.07		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	4.35			56.52			39.13		
All Grades	4.35			56.52			39.13		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21

Grade 11	4.35			44.93			50.72		
All Grades	4.35			44.93			50.72		

Alternative Metrics English Language Arts/Literacy (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Reading – Fall, Winter, Spring (2020-2021)

	Reading								
	Fall			Winter			Spring		
	Meeting Benchmark			Meeting Benchmark			Meeting Benchmark		
	Tested	#	%	Tested	#	%	Tested	#	%
All Students							15	0	0
African American							1	0	0
Caucasian							2	0	0
Filipino									
Hispanic							10	0	0
Other							2	0	0
English Learners							2	0	0
Students with Disabilities							4	0	0
Socioeconomically Disadvantaged							9	0	0
Foster Youth									
Homeless Youth							1	0	0

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level Reading – Fall, Winter, Spring, (2020-2021)

	Reading								
	Fall			Winter			Spring		
	Meeting Benchmark			Meeting Benchmark			Meeting Benchmark		
	Tested	#	%	Tested	#	%	Tested	#	%

Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels Spring (2021)

Spring 2021	Reading				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
All Students	15	86.67	13.33	0	0
African American	1	100	0	0	0
Caucasian	2	100	0	0	0

Spring 2021	Reading				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
Filipino					
Hispanic	10	90	10	0	0
Other	2	50	50	0	0
English Learners	2	100	0	0	0
Students with Disabilities	4	100	0	0	0
Socioeconomically Disadvantaged	9	100	0	0	0
Foster Youth					
Homeless Youth	1	100	0	0	0

Grades 2-8 and 11 iReady Reading Growth Summary by Grade Level Spring

Abraxas High School

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 11								
Spring	594	1039	0	30	0	604	594	588
Growth	0	0	0	0	0	0	0	0

District

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 1								
Fall	448	273	453	447	447	446	451	450
Winter	471	337	465	478	474	468	471	469
Spring	487	410	475	493	487	484	488	486
Growth	39	137	22	46	40	38	37	36
Grade 2								
Fall	500	564	32	500	494	500	499	500
Winter	519	648	17	522	503	519	518	517
Spring	533	710	12	537	508	533	532	530
Growth	33	146	-20	37	14	33	33	30

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 3								
Fall	532	709	0	129	14	535	533	529
Winter	549	784	0	88	13	549	552	546
Spring	561	838	0	65	8	562	564	558
Growth	29	129	0	-64	-6	27	31	29
Grade 4								
Fall	562	842	0	67	4	565	563	557
Winter	575	901	0	45	5	577	577	570
Spring	587	954	0	31	3	587	590	584
Growth	25	112	0	-36	-1	22	27	27
Grade 5								
Fall	584	942	0	37	4	588	584	579
Winter	595	994	0	27	2	601	596	590
Spring	605	1036	0	18	3	609	605	600
Growth	21	94	0	-19	-1	21	21	21
Grade 6								
Fall	604	1032	0	21	2	609	604	599
Winter	609	1055	0	27	2	619	606	602
Spring	613	1075	0	20	3	621	610	609
Growth	9	43	0	-1	1	12	6	10
Grade 7								
Fall	618	1098	0	14	0	626	616	613
Winter	623	1119	0	20	1	634	618	616
Spring	627	1137	0	14	1	637	622	622
Growth	9	39	0	0	1	11	6	9
Grade 8								
Fall	629	1146	0	15	1	638	626	624
Winter	635	1175	0	16	2	647	628	630
Spring	638	1187	0	14	1	650	631	634
Growth	9	41	0	-1	0	12	5	10
Grade 9								
Fall	631	1223	1	27	1	638	627	628
Winter	498	598	75	280	67	500	482	502
Spring	669	1410	0	0	0	676	681	649

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Growth	38	187	-1	-27	-1	38	54	21
Grade 10								
Fall	531	730	0	275	74	527	531	530
Winter	481	475	0	508	494	488	449	469
Spring	642	1275	0	0	0	657	657	591
Growth	111	545	0	-275	-74	130	126	61
Grade 11								
Fall	563	949	48	98	41	571	553	560
Winter	357	90	358	324	376	384	344	357
Spring	658	1356	0	9	0	671	654	650
Growth	95	407	-48	-89	-41	100	101	90
Grade 12								
Fall	526	712	102	302	101	530	533	514
Winter	579	960	0	0	0	605	585	546
Spring	608	1107	0	78	0	614	605	605
Growth	82	395	-102	-224	-101	84	72	91

Grade 11 – Grade Point Average English Language

	Graduation Course								A-G Course							
	2017-2018		2018-2019		2019-2020		2020-2021		2017-2018		2018-2019		2019-2020		2020-2021	
	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	
All Abraxas High School	2.019	1.854	-0.165	2.139	0.285	1.645	-0.494	1.979	1.909	-0.071	2.129	0.22	1.72	-0.409		
Am Indian/Alskn Nat																
Black/African Am		1.438		2.321	0.883	1.971	-0.351		1.438		2.346	0.908	1.891	-0.455		
Filipino	2.131	2.013	-0.118	1.633	-0.38			1.72	2.013	0.293	1.633	-0.38				
Hispanic	2.125	1.991	-0.134	1.742	-0.249	1.889	0.147	1.962	2.021	0.058	1.75	-0.271	1.992	0.242		
Multiple	2.147	1.433	-0.714			1.391	-0.042	2.055	1.618	-0.437			1.555	-0.064		
Nat Hwiin/Other Pac Islndr																
Not Reported																
White	1.952	1.877	-0.075	2.33	0.453	1.616	-0.713	2.015	1.936	-0.079	2.32	0.384	1.665	-0.656		
English Learner	2.035	1.811	-0.224	1.86	0.049	1.667	-0.193	2.239	1.671	-0.568	1.854	0.184	1.667	-0.188		
Students with Disabilities	2.34	1.895	-0.445	2.071	0.176	1.446	-0.625	1.9	2.284	0.384	1	-1.284	1.496	0.496		

	Graduation Course							A-G Course						
	2017-2018	2018-2019		2019-2020		2020-2021		2017-2018	2018-2019		2019-2020		2020-2021	
	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff
SocioEconomic Disadvantaged	1.972	1.807	-0.165	2.111	0.304	1.401	-0.709	1.83	1.866	0.037	2.143	0.277	1.395	-0.748
Foster Youth														
Homeless Youth	2.119	1.92	-0.198	2.12	0.2			2.119	1.952	-0.166	2.193	0.24		

Datasource – CALPADS and Synergy

Conclusions based on this data:

1. No CAASPP tests were administered in the 2019-20 and 2020-21 school years. ELA scores have been very low and fairly consistent. Students have not scored well historically on the CAASPP. Students come to Abraxas behind in all credit areas. Many are making up freshman and sophomore level English classes when they take the junior level CAASPP tests. In addition, student lack of effort in and motivation for these assessments is a contributing factor to poor results.
2. Reading, Listening and Research/Inquiry have been relative strengths for Abraxas students. Writing has been the most difficult sub-section for the Abraxas students to score well on with approximately 50% below standard leading to emphasis in writing skills in the English goals.

Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	75			70			70			93.3		
All	75			70			70			93.3		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	2440.			0.00			0.00			17.14			82.86		
All Grades	N/A	N/A	N/A	0.00			0.00			17.14			82.86		

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	0.00			8.57			91.43		
All Grades	0.00			8.57			91.43		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	0.00			22.86			77.14		
All Grades	0.00			22.86			77.14		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	0.00			47.14			52.86		
All Grades	0.00			47.14			52.86		

Alternative Metrics Mathematics (All Students)

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Math – Fall, Winter, Spring (2020-2021)

	Math								
	Fall			Winter			Spring		
	Meeting Benchmark			Meeting Benchmark			Meeting Benchmark		
	Tested	#	%	Tested	#	%	Tested	#	%
All Students							14	0	0
African-American							1	0	0
Caucasian							2	0	0
Filipino									
Hispanic							9	0	0
Other							2	0	0
English Learners							2	0	0
Students with Disabilities							4	0	0
Socioeconomically Disadvantaged							8	0	0
Foster Youth									
Homeless Youth							1	0	0

Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level Math – Fall, Winter, Spring, (2020-2021)

	Math								
	Fall			Winter			Spring		
	Meeting Benchmark			Meeting Benchmark			Meeting Benchmark		
	Tested	#	%	Tested	#	%	Tested	#	%

Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels Spring (2021)

Spring 2021	Math				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
All Students	14	92.86	7.14	0	0
African-American	1	100	0	0	0
Caucasian	2	100	0	0	0
Filipino					
Hispanic	9	100	0	0	0

Spring 2021	Math				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
Other	2	50	50	0	0
English Learners	2	100	0	0	0
Students with Disabilities	4	100	0	0	0
Socioeconomically Disadvantaged	8	100	0	0	0
Foster Youth					
Homeless Youth	1	100	0	0	0

**Grades 2-8 and 11 iReady Math Growth Summary by Grade Level
Spring**

Abraxas High School

Term	Overall SS	Lexile Score	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
Grade 11						
Spring	500	0	960	507	959	493
Growth	0	0	0	0	0	0

District

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Grade 1								
Fall	404	0						
Winter	413	0						
Spring	423	0						
Growth	19	0						
Grade 2								
Fall	422	0						
Winter	435	0						
Spring	443	0						
Growth	21	0						
Grade 3								
Fall	443	0						
Winter	454	0						

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Spring	467	0						
Growth	24	0						
Grade 4								
Fall	465	0						
Winter	475	0						
Spring	488	0						
Growth	23	0						
Grade 5								
Fall	482	0						
Winter	493	0						
Spring	506	0						
Growth	24	0						
Grade 6								
Fall	501	0						
Winter	506	0						
Spring	511	0						
Growth	10	0						
Grade 7								
Fall	512	0						
Winter	518	0						
Spring	522	0						
Growth	10	0						
Grade 8								
Fall	512	0						
Winter	516	0						
Spring	536	0						
Growth	24	0						
Grade 9								
Fall	512	0						
Winter	482	0						
Spring	478	0						
Growth	-34	0						
Grade 10								
Fall	513	0						

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Winter	459	0						
Spring	475	0						
Growth	-38	0						
Grade 11								
Fall	470	0						
Winter	447	0						
Spring	560	0						
Growth	90	0						
Grade 12								
Fall	442	0						
Winter	373	0						
Spring	519	0						
Growth	77	0						

Grade 11 – Grade Point Average Mathematics

	Graduation Course							A-G Course						
	2017-2018	2018-2019		2019-2020		2020-2021		2017-2018	2018-2019		2019-2020		2020-2021	
	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff
All Abraxas High School	1.466	1.531	0.065	1.245	-0.285	1.256	0.011	1.633	1.449	-0.184	0.855	-0.594	0.984	0.129
Am Indian/Alskn Nat														
Black/African Am		0.782		1.389	0.607	2.128	0.739		1.167		0.8	-0.367	0.425	-0.375
Filipino	2.053	1.499	-0.555	1.78	0.281			2.102	1.366	-0.736	0.5	-0.866		
Hispanic	1.439			0.945	-0.494	1.193	0.248	1.474			0.762	-0.713	1.219	0.457
Multiple	1.466	2.196	0.73			1.066	-1.13	2.3	2.508	0.208			0.664	-1.843
Nat Hwiin/Other Pac Islndr														
Not Reported														
White	1.332	1.514	0.183	1.395	-0.119	1.229	-0.166	1.592	1.424	-0.168	0.933	-0.491	1.07	0.138
Mathish Learner	1.448	2.067	0.619	1.322	-0.745			1.15	1	-0.15	0.873	-0.127		
Students with Disabilities	2.46	1.736	-0.724	1.377	-0.359	1.303	-0.074	2.46	0.833	-1.627	0	-0.833	0.331	0.331
SocioEconomic Disadvantaged	1.477	1.429	-0.048	1.192	-0.237	1.287	0.095	1.744	1.556	-0.188	0.815	-0.742	1.125	0.311
Foster Youth														
Homeless Youth	1.714	1.678	-0.036	1.231	-0.447			2.01	2.134	0.124	1.007	-1.128		

Conclusions based on this data:

1. No CAASPP tests were administered in the 2019-20 and 2020-21 school years. Historically, math CAASPP scores have been very low and fairly stable.
2. Among the sub-score sections, Communicating Reasoning and Problem Solving seem to be relative strengths.
3. Students continue to enroll at Abraxas significantly behind in math credits. 39.1% of students enrolled have not passed freshman math. 74.2% of students enrolled have not completed both freshman and sophomore math courses prior to taking the CAASPP junior level assessment. Students have not yet developed the level of knowledge and skill to meet standards in mathematics as this is one of the greatest areas of academic need for our students.

Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 10	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	9
Grade 12	*	*	*	*	*	*	*	9
All Grades							13	19

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	*	*	*		*		*	*	*
12	*	*		*	*	*		*	*	*
All Grades	*	36.84	*	26.32	*	15.79		21.05	13	19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12	*	*	*	*	*	*		*	*	*
All Grades	84.62	42.11	*	31.58	*	15.79		10.53	13	19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	*	*	*		*		*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	*	10.53	*	36.84	*	15.79	*	36.84	13	19

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12	*	*	*	*	*	*	*	*
All Grades	*	21.05	*	42.11	*	36.84	13	19

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	100.00	89.47		0.00		10.53	13	19

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12	*	*	*	*	*	*	*	*
All Grades	*	15.79	*	47.37	*	36.84	13	19

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	5.26	*	78.95		15.79	13	19

Note: The California Department of Education adjusted the ELPAC Scale Score and Achievement Level thresholds for 2018-19.

Alternative Metrics EL Students

Conclusions based on this data:

1. The data is still incomplete. ELPAC testing was not completed in the 2019-20 and the 2020-21 school years due to the COVID closures.
2. In review of internal data, 20 students took the ELPAC tests in 2018-19. Five of those students are in the Transition Program, a community-based program for young adults with developmental disabilities. Of the 15 remaining high school aged students who took the ELPAC test, 12 students took the test both years. In the 2017-2018 school year, 8 of those students were well developed and 4 were moderately developed. In the 2018-19 school year, 7 students were well developed, 4 were moderately developed, and 1 was somewhat developed. In the 2018-19 school year, 3 students declined a level, and 1 student improved a level. The 2018-19 SPSA goal was for all students to either remain at the same level or improve one level and this goal was not met.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	18-19	*19-20	20-21	18-19	*19-20	20-21	18-19	*19-20	20-21
African American	12	16	18	6	*	7	35	*	38.89
American Indian or Alaskan	*	2	1	*		0	*		0
Asian	15	26	24	0	*	4	0	*	16.67
Filipino	19	20	19	7	*	6	27	*	31.58
Hispanic or Latino	46	92	104	40	40	62	50	43.48	59.62
Did not Report									
Pacific Islander	*	1	4	*	*	1	*	*	25
Two or More Races	13	33	29	10	15	17	45	45.45	58.62
White	96	145	130	71	56	59	43	38.62	45.38
Male									
Female									
English Learners	17	31	32	13	15	21	45	48.39	65.63
Students with Disabilities			129	19		25	15		19.38
Socioeconomically	81		133	74		79	48		59.4
Migrant									
Foster									
Homeless									
Kindergarten									
Grades 1-3									
Grades 4-6									
Grades 7-8									
Grades K-8									
Grades 9-12									
Ungraded Elementary/Secondary									
Total	204	337	329	137	124	156	40	36.8	47.42

* Date range August 21, 2019 – March 15, 2020

Conclusions based on this data:

1. The 2020-21 data showed an increase in Chronic Absenteeism from 37% to 47%. Absenteeism continues to be an area of concern for Abraxas. Students face numerous personal challenges that interfere with regular attendance resulting in a high percentage of students who are chronically truant.
2. The Chronic absentee rate dipped slightly in 2019-20 and then increased dramatically in the 2020-21 school year. The students at Abraxas struggled to engage in the virtual learning and hybrid models available during the 2020-21 school year which significantly impacted the absentee rate.

Student Performance Data

Suspension Data

	2018-19	*2019-20	2020-21
Suspensions Rate	7.7	10.09	2.3

* Date range August 21,2019 – March 15, 2020

Conclusions based on this data:

1. Abraxas had an increase in the suspension rate during the 2019-20 school year. During the 2020-21 school year, students were learning virtually or on campus in limited numbers during our hybrid models. When on campus, students rarely engaged in negative behaviors and a decrease in the suspension rate is expected.

Student Performance Data

Graduation Rate

	2018-19	*2019-20	2020-21
Graduation Rate	41.7	40.5	

* Preliminary Data

Conclusions based on this data:

1. The graduation rate for Abraxas is historically low. Typically, students arrive at Abraxas halfway through their junior year having earned 10.1 credits per quarter. In Poway Unified School District, students need to average 14.5 credits per quarter to graduate on time. This puts the average student entering Abraxas two full quarters behind.
2. Students struggled in the virtual learning and hybrid models despite daily attempts to engage the students. Teachers, counselors, and administration reached out regularly to both students and parents to provide supports and resources to try to increase the engagement of students during the COVID-19 school schedule adjustments. Credit attainment averages dropped significantly as did the number of graduates. A decrease in the graduation rate is expected due to the lack of progress students made in the virtual learning and hybrid models.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

2. Improving Systems, Structures, and Programs that Lead to Increased Student Achievement and Learning Opportunities for All: Create equitable learning pathways to increase student success by leveraging inclusive practices, personalized learning, and rigorous standards-based thinking opportunities to prepare students to thrive in college, career and life. Align opportunities for staff professional learning to accomplish this goal.

Goal 1: Mathematics

In conjunction with completing their mathematics graduation requirements for Poway Unified School District, all graduating students will demonstrate competency in mathematical thinking strategies through completion of the Financial Planning Project by June of 2022 as measured by the project rubric.

Identified Need

Most students arrive at Abraxas during their junior or senior year significantly behind in math. 39.1% of the students have not completed Integrated Math I when they enroll at Abraxas. 74.2% of the students are behind in math having failed at least one required math course when they enroll at Abraxas. Math teachers report a wide variety of skills gaps and struggles with numeracy and mathematical thinking strategies.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Graduation Requirements. Financial Planning Project Rubric	39 students completed project with a 3 or 4.	Completion of requirements. 3 or 4 on rubric
English Learner Graduation Requirements. Financial Planning Project Rubric	Data not disaggregated.	Completion of requirements. 3 or 4 on rubric
EDY/Title I Graduation Requirements. Financial Planning Project Rubric	Data not disaggregated.	Completion of requirements. 3 or 4 on rubric
Student with Disabilities Graduation Requirements. Financial Planning Project Rubric	Data not disaggregated.	Completion of requirements. 3 or 4 on rubric

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students who have not passed Integrated Math I when first enrolled will be assessed by the math teachers and an individual mathematics plan will be developed.

Strategy/Activity

Two additional sections of math will be offered at Abraxas focusing on remedial math curricula in order to prepare students for success in their high school math curricula.

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)
	Educationally Disadvantaged Youth
	English Learners
42,405	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries An additional half-time position will be assigned to Abraxas to support math remediation needs. The teacher will be funded by the CSI budget.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All math students

Strategy/Activity

Math teachers will use specialized cases, procedural problem-solving methods, and examples to help students develop the ability to identify patterns and relationships.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All math students

Strategy/Activity

Math teachers will help students utilize patterns and relationship to predict results and use mathematical evidence to communicate the reason(s) their answers to problems are accurate.

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)

0

Source(s)

None Specified

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.

The Financial Planning Project was embedded in the Economics curriculum. All students completing this course at Abraxas will complete this project while completing this course. Instructional strategies focusing on using pattern recognition and procedural problem-solving approaches to solve problems were used in all math classes. The extra half-time math teacher taught two sections of math and instructed 77 students who earned an average of 1.9 extra math credits.

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

The virtual learning and hybrid models, as the result of COVID-19, impacted the number of students completing the Financial Planning Project. In addition, the closure negatively impacted student motivation and success and therefore negatively impacted all 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.

The goal remains the same. The Financial Planning Project is now embedded in the Economics class and all seniors taking this course at Abraxas will complete this project as part of their course. The project addresses the Financial Decision-Making competency requiring students to apply reliable information and systemic decision making to personal financial decisions. The additional staffing will be maintained to continue helping students fill in gaps in their math skills and knowledge.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

2. Improving Systems, Structures, and Programs that Lead to Increased Student Achievement and Learning Opportunities for All: Create equitable learning pathways to increase student success by leveraging inclusive practices, personalized learning, and rigorous standards-based thinking opportunities to prepare students to thrive in college, career, and life. Align opportunities for staff professional learning to accomplish this goal.

Goal 2: English Language Arts

In conjunction with meeting the graduation requirements for the Poway Unified School District in English, all students will analyze, communicate, and defend a thesis by earning a 3 or 4 on the Written Response Rubric.

Identified Need

Students arrive at Abraxas, generally deficient in credits and 81.8% of students arrive having failed at least one prior English class. Only 61.5% of students arrive having passed 9th grade English and only 33.0% of students arrive having passed both 9th and 10th grade English. A wide variety of gaps in skills are present with many students unable to analyze texts, write a clear thesis, and/or defend their thesis.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Literary Analysis & Research Process Rubrics	141 students were assessed with the rubrics with an average score of 3.35.	3 or 4 on both rubrics
English Learner Literary Analysis & Research Process Rubrics	Data not disaggregated.	3 or 4 on both rubrics
EDY/Title I Literary Analysis & Research Process Rubrics	Data not disaggregated.	3 or 4 on both rubrics
Student with Disabilities Literary Analysis & Research Process Rubrics	Data not disaggregated.	3 or 4 on both rubrics

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All grade 9 & 10 English students

Strategy/Activity

English teachers will provide foundational writing, literary analysis, and thesis development skills in grade 9/10 courses.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Educationally Disadvantaged Youth

0

English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All grade 11 & 12 English students

Strategy/Activity

English teachers will focus on developing and incorporating ideas to develop and defend a thesis in grade 11/12 courses.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students identified as English Language Learners

Strategy/Activity

The ELL aide will be provided with 55 additional hours to support vocabulary development and provide academic support for students identified as English Language Learners.

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)

895.40

Source(s)

English Learners
2000-2999: Classified Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students identified as English Language Learners

Strategy/Activity

The library media technician will work with the ELL coordinator and English teachers to identify and purchase high-interest, culturally relevant fiction and non-fiction books for students to use in their English classes.

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)

1000

Source(s)

English Learners
4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students identified as English Language Learners

Strategy/Activity

Home language translation services will be provided to families to facilitate better communication between home and school

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)

100

Source(s)

English Learners
2000-2999: Classified Personnel Salaries

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.

All students who completed essays were graded using the rubrics with an average score of 3.35 out of 4.00. Students who completed subsequent essays earned an average 3.80 out of 4.00 on the grading rubrics. Instructional strategies focusing on foundational writing, literary analysis, thesis development, developing ideas, and incorporating evidence to defend a thesis were used in English classes. The students identified as English Language Learners struggled with attending online sessions regularly for a variety of reasons. Teachers, counselors, and administration reached out regularly to both students and parents to provide supports and resources to try to increase the engagement of students during the COVID-19 closure.

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

The extra hours to support English Language Learners were not used due to retirement and inability to find a replacement ELL aide. Students struggled with attendance and engagement in the virtual and hybrid models which negatively impacted the implementation of both teaching 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.

The goal for 2021-22 will remain the same. The instructional strategies will continue to be implemented and additional hours to support ELL students will also be maintained. Additionally, translation service will be provided to facilitate home to school communication and high interest, culturally relevant texts will be purchased and used for humanities curricula.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

1. Safe and Inclusive Learning Environments: Engage students and staff with social emotional wellness supports in order to create safe, positive and healthy learning environments that demonstrate value for the individual; and advance each and every student toward their greatest potential.

Goal 3: Socio-Emotional/Behavior

All students will meet with support personnel (counselors, student support specialists, administration) at least once per month throughout the 2021-22 school year.

Identified Need

Most students identify mental health issues as a primary personal barrier to success upon enrollment at Abraxas based on a self-report survey given during Success Class, an orientation class given prior to enrollment for all students. Based on this survey data and counselor interactions with students, at least 70% of students suffer from mental health issues, such as, anxiety, depression, stress, and others. In addition, many students have also experienced a wide range of traumatic experiences. These experiences and personal challenges interfere with academic success and attendance.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide SPSA Support Tracker, a spreadsheet that support personnel use to track meetings with students	84.2% of students were seen at least once a month	100% students seen at least once per month
English Learner SPSA Support Tracker, a spreadsheet that support personnel use to track meetings with students	Data not disaggregated	100% students seen at least once per month
EDY/Title I SPSA Support Tracker, a spreadsheet that support personnel use to track meetings with students	Data not disaggregated	100% students seen at least once per month
Student with Disabilities SPSA Support Tracker, a spreadsheet that support personnel use to track meetings with students	Data not disaggregated	100% students seen at least once per month

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

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

Counseling services will be increased by an additional counselor to support the social/emotional growth of students at Abraxas.

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)

115,316

Educationally Disadvantaged Youth

English Learners

Comprehensive Support and Improvement (CSI)
1000-1999: Certificated Personnel Salaries

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

Academic Success Class Advisors will meet at least quarterly with students to coach them in moving to a 3 or 4 on the Abraxas Skills Rubric which measures growth in four identified non-cognitive skills. Those skills are Future Planning: Pursuing Interests Toward a Career; Personal/Social Integrity: Acting Professionally and Leading Responsibly; Communication: Communicating Effectively; and Organization: Organization and Managing Time for Success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

None Specified

Strategy/Activity 3

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.

Amount(s)

0

Source(s)

None Specified

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.

The overall goal was not met. Counselors met with 84.2% of the students monthly on average. Counselors and support staff reached out to students weekly, 15.8% of the students did not respond to contacts. Teachers, counselors, and administrators reached out to students and families regularly. In addition, home visits were conducted to attempt to get students to engage with their support staff and in their schooling. The extra counseling hours were used to meet with individual students to provide services in academic advising, personal counseling, and college/career advising. Academic Success Class advisors met with students quarterly to provide coaching on the Abraxas Skills rubric.

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

The shifts between virtual learning and hybrid models, as the result of COVID-19, impacted the ability to complete the overall goal. In addition, the closure negatively impacted student motivation and success and therefore negatively impacted all strategies. Students struggled in the virtual and hybrid models despite daily attempts to engage the students. Teachers, counselors, and administration reached out regularly to both students and parents to provide supports and resources to try to increase the engagement of students during the COVID-19 closure. The Student Support Specialist was able to provide extra support to families during the school day which resulted in not needing to spend the full allocation for extra hours. The restricted access to community-based activities prevented the Academic Success Advisors from spending the allocated funds for these types of experiences.

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.

The goal will remain the same and the strategies will continue to support the social/emotional growth of students.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

2. Improving Systems, Structures, and Programs that Lead to Increased Student Achievement and Learning Opportunities for All: Create equitable learning pathways to increase student success by leveraging inclusive practices, personalized learning, and rigorous standards-based thinking opportunities to prepare students to thrive in college, career and life. Align opportunities for staff professional learning to accomplish this goal.

Goal 4: Culturally Responsive Educational Experience - Anti-Racism through Systemic Equity and Inclusion

Abraxas staff will review and modify curricula delivery strategies to remove potential barriers to learning opportunities

Identified Need

Poway Unified School District maintains its commitment to fight racism and correct systemic inequity. Abraxas staff will continue to monitor and evaluate our suspension and graduation data to investigate any potential systemic inequities. In addition, Abraxas staff will conduct a student and staff survey to identify any potential systemic inequities.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Survey all students and staff on their perception of inequities in policies, procedures, and curricula	Surveys were completed by students and staff and provided positive information regarding the perception of inequities at Abraxas High School. Some data indicated possible inequities, but due to the lack of corresponding demographic data, definitive conclusions were not able to be made.	Survey will indicate that any identified inequities in policies, procedures and/or curricula are being addressed to eliminate systemic inequities
English Learner Survey all students and staff on their perception of inequities in policies, procedures, and curricula	Data not disaggregated	Survey will indicate that any identified inequities in policies, procedures and/or curricula are being addressed to eliminate systemic inequities
EDY/Title I Survey all students and staff on their perception of inequities in policies, procedures, and curricula	Data not disaggregated	Survey will indicate that any identified inequities in policies, procedures and/or curricula are being addressed to eliminate systemic inequities

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student with Disabilities Survey all students and staff on their perception of inequities in policies, procedures, and curricula	Data not disaggregated	Survey will indicate that any identified inequities in policies, procedures and/or curricula are being addressed to eliminate systemic inequities

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

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

Analyze suspension and graduation rates comparing demographic groups for equitable representation based on enrollment percentages

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)

0

Source(s)

None Specified

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

Staff will use Competency Based Education as a framework to identify competencies in each course taught at Abraxas. These competencies will be utilized as educational targets for students with clear, student-centric rubrics delineating success completion of these targets. Staff will develop and implement this educational design throughout the course of the year with a target of full implementation during the school 2022-23 school year.

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)

0

Source(s)

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

School-wide student community and engagement activities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Equity training of Abraxas staff will continue to further develop equitable teaching and engagement practices school wide.

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)

0

Source(s)

None Specified

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.

This a baseline year for this goal.

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

This a baseline year for this goal.

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

This a baseline year for this goal.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

1. Safe and Inclusive Learning Environments: Engage students and staff with social emotional wellness supports in order to create safe, positive and healthy learning environments that demonstrate value for the individual; and advance each and every student toward their greatest potential.

Goal 5: Chronic Absenteeism

Students identified as chronically absent will be contacted weekly by the student support team (administrators, counselors, student support specialist) in order to improve their daily attendance

Identified Need

Chronic absenteeism has been an ongoing problem at Abraxas High School. Approximately two-fifths of the students attending Abraxas are chronically absent for a wide variety of reasons.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Weekly contact log of student identified as chronically truant	No baseline data available	100% of students contacted weekly
English Learner Weekly contact log of student identified as chronically truant	No baseline data available	100% of students contacted weekly
EDY/Title I Weekly contact log of student identified as chronically truant	No baseline data available	100% of students contacted weekly
Student with Disabilities		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

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

Weekly contacts by student support team

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)

0

Source(s)

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Extended year students

Strategy/Activity

Contracts specifying goals for attendance, behavior and credit attainment for extended year students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Weekly student support team meetings to determine support strategies for struggling students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

1. Safe and Inclusive Learning Environments: Engage students and staff with social emotional wellness supports in order to create safe, positive and healthy learning environments that demonstrate value for the individual; and advance each and every student toward their greatest potential.

Goal 6: (Optional)

Increase Abraxas High School's grade 12 graduation rate as set by the California State Board of Education for Dashboard Alternative Schools from 60% to 70% for all qualifying Abraxas students along with having 100% of students who do not graduate, re-enroll at Abraxas or another high school.

Identified Need

Students arrive at Abraxas on average in the middle of their junior year and behind two quarters of credits toward on-time graduation. A wide variety of social/emotional and personal reasons have made success at their previous high schools very difficult. Students need a personalized learning plan which includes a goal to attain their high school diploma on-time.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Graduation Rate Post-school year outcomes	60% / Data not available at this time	70%
	94.6 % / Data not available at this time	100%
English Learner Graduation Rate Post-school year outcomes	Data not disaggregated	70% 100%
EDY/Title I Graduation Rate Post-school year outcomes	Data not disaggregated	70% 100%
Student with Disabilities Graduation Rate Post-school year outcomes	Data not disaggregated	70% 100%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

At-risk students throughout the district

Strategy/Activity

An additional 40% counseling position will be added to help with early identification of high school and middle school students who are at risk of not graduating on time.

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)

Educationally Disadvantaged Youth

English Learners

56,672

Comprehensive Support and Improvement (CSI)
1000-1999: Certificated Personnel Salaries

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

Academic Success Class advisors and administration will help students track progress and credit attainment toward graduation with an overall school goal of students earning at least an average of 16.5 credits per quarter.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Youth in Transition and EDY students with financial need

Strategy/Activity

Students in need will receive support in getting to and from school by receiving bus passes.

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)

2,750

Source(s)

Educationally Disadvantaged Youth
5000-5999: Services And Other Operating
Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Students will participate in interest-based college and career field trips to help students plan for their post-secondary next steps.

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)

500

Source(s)

Educationally Disadvantaged Youth
5000-5999: Services And Other Operating
Expenditures

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The library media technician's hours will be increased by 102 hours to increase library hours to provide an after school work space for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,150

Source(s)

Educationally Disadvantaged Youth
2000-2999: Classified Personnel Salaries

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.

Abraxas High School was on track to increase our graduation rate prior to the COVID-19. The shifts between virtual and hybrid models negatively impacted the students and many who were on track to graduate failed to complete on time. The counseling and administration team worked together to re-engage students who became disenfranchised with their education. The district wide counselor worked with the counseling teams at the five traditional campuses to identify students who might benefit from attending Abraxas. These additional contacts represented 14% of the total enrollment at Abraxas for the year. The lack of success during the virtual learning and hybrid model quarters led to a drop in average credit attainment. Overall credit attainment correlated directly with the number of in-person days students attended ranging from 9.9 credits per student in our virtual-only first quarter to 15.6 credits per student during the fourth quarter when students attended four days per week.

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

The shifts between virtual learning and hybrid models, as the result of COVID-19, impacted the ability to complete the overall goal. In addition, the closure negatively impacted student motivation and success and therefore negatively impacted all strategies. Students chose not to attend virtual college sessions and as a result, no funds were used for college textbooks. With much of the year in virtual learning or in hybrid models, there was less need for the purchase of bus passes for student and less than the allocated amount was spent in this strategy. The community closures due to the pandemic restricted access for college or career field trips. Very little of the allocated funds in this area was spent. The college and career guest speakers were very successful, but all speakers waived fees and therefore none of the allocated funds were spent in this strategy. No funds were needed to purchase career development software as the district purchased access to Xello and Nepris, which gave the students at Abraxas access to these career exploration and development tools.

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.

The overall goal remains the same. The increased counseling staffing will be used to continue helping students become ready for their futures through career and college exploration and in steady exposure to guest speakers from a wide variety of potential careers.

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	\$221,788.40

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$214,393.00

Subtotal of additional federal funds included for this school: \$214,393.00

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
	\$0.00
Educationally Disadvantaged Youth	\$5,400.00
English Learners	\$1,995.40
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$7,395.40

Total of federal, state, and/or local funds for this school: \$221,788.40

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
Comprehensive Support and Improvement (CSI)	214,393.00
Educationally Disadvantaged Youth	5,440.00
English Learners	2000.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	214,393.00
2000-2999: Classified Personnel Salaries	3,190.40
4000-4999: Books And Supplies	1,000.00
5000-5999: Services And Other Operating Expenditures	3,250.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified		0.00
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	214,393.00
	Educationally Disadvantaged Youth	0.00
2000-2999: Classified Personnel Salaries	Educationally Disadvantaged Youth	2,190.00
5000-5999: Services And Other Operating Expenditures	Educationally Disadvantaged Youth	3,250.00
	English Learners	0.00
2000-2999: Classified Personnel Salaries	English Learners	1000.00

4000-4999: Books And Supplies	English Learners	1,000.00
	None Specified	0.00
	None Specified	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	42,405.00
Goal 2	1,995.40
Goal 3	115,316.00
Goal 4	0.00
Goal 5	0.00
Goal 6	62,072.00

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.

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.

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review.

Recommendations and Assurances

Your site's School Site Council (SSC) must recommend your SPSA and the proposed expenditures to PUSD's Board for approval. In addition, the SSC must assure 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 English Language Advisory Committee (EC Section 64001[c])

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review. Be sure your site's ELAC chair has signed and dated the form. Lastly, both the principal and SSC chair must sign the Assurances section agreeing that:

The SSC has reviewed the content requirements for school plans of programs included in this SPSA and believe all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. Further, they agree that the SPSA is based on a thorough analysis of student academic performance and that the actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

Upon completion, return to LSS for review.

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019