



# 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
Mt. Carmel High School	37682963730074	October 24, 2019	November 14, 2019

## School Vision and Mission

At Mt. Carmel High School our mission is to Craft a Sundevel Experience that results in students having a wide range of viable options upon graduation and that have developed the skillsets and mindsets for them to be successful on their chosen path.

We ask our students to follow Sundevel Way to Career and College and it is defined by a set of core experiences for all students to have upon graduation:

- Students take and pass the Mt. Carmel Core Courses (A-G courses)
- Students take at least one AP course and AP test.
- Students take at least one CTE course.
- Students that are proficient in Math, English, and Science, per CAASPP results.
- Students take part in a community service experience.
- Students take part in, and contribute to, a kind and caring school culture.

We effect the success of students by working in six core areas.

These six areas we refer to as our Sundevel Way Core Work, and they are:

- The Learning Experience in classrooms, in extra-curricular activities, and in the community.
- The Culture of Success that exists in our classrooms, in student activities, and on campus.
- The Staff Learning Experience.
- The Data collected and used to understand the student and staff experience.
- Building and fostering a Culture of Shared Leadership
- Understanding and addressing Wellness

It is expected that when adults come together on our campus, that we will be work in one or more of these areas, with the intent to Craft a Student Experience that moves students closer to achieving the Sundevel Way goals.

# School Profile

Nestled in the rolling hills of Rancho Penasquitos and opened in 1974, Mt. Carmel High School serves the Northeast San Diego communities of Rancho Penasquitos and Sabre Springs.

Completely modernized between 2004 and 2007, the expansive campus offers classrooms capable of supporting the latest technology, 12 science laboratories, one Biotechnology laboratory, one virtual language laboratory, visual arts labs, an updated library with print and on-line collections, a state of the art Performing Arts Center, an expanded cafeteria and lunch shelter, and upgraded physical education, aquatics, and athletic facilities.

Mt. Carmel's student enrollment is 1900 with a population of students that is demographically diverse. That diversity is the strength of our school community. Students find strength in their diversity and they display this pride through their organizations and clubs, a few of which are: No Place for Hate, Peer Counselors, ASB, GSA, FilAm, Friendship Club, Link Crew, as well as many others.

Mt. Carmel is a school of choice for the Poway Unified School District and approximately 25% of MCHS students choose to attend Mt. Carmel from outside our attendance area.

Parent and community involvement at Mt. Carmel is deep and positive, with an emphasis on a common goal of educating young people academically, physically, artistically and emotionally. Parent events throughout the year include, but are not limited to: Back to School Night, Eighth Grade Parent Night, Freshman Bootcamp, and a number of College Application and Financial Aid workshops. Participation in formal parent groups such as PTSA, Education Foundation, Music Foundation, and Athletic Foundation, is high and their contributions to the success of our children is great.

Parents and students at Mt. Carmel have access to teachers and grades through My Connect, which is an internet portal supported by the district to allow access to course information and communication with teachers beyond the bell. All MCHS teachers have My Connect sites.

Mt. Carmel is accredited through the Western Association of Schools and Colleges (WASC) with our most recent accreditation term of 6 years, issued in 2018. Mt. Carmel has been named a California Distinguished School six times, including each of the last two process in 2017 and 2019. Mt. Carmel was named a Scholar Honor Roll School by the Educational Results Partnership and CBEE Foundation in 2015, 2016, 2017 and 2018.

Mt. Carmel is known for its "Sundevil Way" with a supportive and caring school culture, a success driven curriculum, and tremendous extra- and co-curricular activities. Mt. Carmel has a greatly expanded Career and Technical Education program, including Automotive courses, engineering, and Sports medicine, as well as great success in extra-curricular programming. This includes 70+ CIF Athletic Championships, a nationally recognized Instrumental Music Program, and award winning Visual and Performing Arts Programs.

# Stakeholder Involvement

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

## **Involvement Process for the SPSA and Annual Review and Update**

The SPSA is developed in conjunction with the school leadership team and teaching staff who analyze student performance data on California Assessment of Student Performance and Progress (CAASPP) and "D" and "F" grades in order to develop SPSA goals. Faculty and staff meet to discuss SPSA goals on Professional Growth days and during Friday department meetings. The School Site Council and ELAC meet throughout the school year to review the SPSA goals developed by the leadership team and confirm that the student achievement needs addressed were those identified by CAASPP student performance data during the 2018-2019 school year for math and English Language Arts sub-tests. Survey feedback from California Healthy Kids Survey, Senior Survey, Kids in the Middle survey as well as student focus groups are also analyzed to develop our SPSA goals.

# School and Student Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.4%	0.47%	0.42%	8	9	8
African American	4.6%	3.81%	3.52%	89	73	67
Asian	14.6%	14.73%	15.01%	283	282	286
Filipino	11.8%	12.53%	11.96%	228	240	228
Hispanic/Latino	14.1%	14.62%	15.01%	274	280	286
Pacific Islander	0.6%	0.68%	0.73%	11	13	14
White	47.9%	45.17%	44.86%	930	865	855
Multiple/No Response	0.8%	1.88%	2.41%	15	36	46
	<b>Total Enrollment</b>			1,941	1915	1,906

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 9	474	482	471
Grade 10	468	482	481
Grade 11	482	483	478
Grade 12	517	468	476
<b>Total Enrollment</b>	1,941	1,915	1,906

### Conclusions based on this data:

1. Our Hispanic/Latino population has increased over the last three school years.
2. Our Asian population has steadily increased over the last three school years.

# School and Student Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	119	127	146	6.1%	6.6%	7.7%
Fluent English Proficient (FEP)	478	467	457	24.6%	24.4%	24.0%
Reclassified Fluent English Proficient (RFEP)	13	16	9	13.1%	13.4%	7.1%

### Conclusions based on this data:

1. Our English Learner student population has increased one percentage point from 2017-18 to 2018-19. This year we are enrolling our English Learners in an academic literacy class during trimester three in order to assist them towards reclassification and to continue with direct support of EL students from grades 9 - 12.
2. The state threshold on ELPAC test changed during the 2018-2019 school year and the total number of reclassified students is not noted on the 2018-2019 school year. We reclassified a total of 40 students.

# 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 Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 11</b>	470	467	464	454	450	442	453	450	442	96.6	96.4	95.3
<b>All</b>	470	467	464	454	450	442	453	450	442	96.6	96.4	95.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 11</b>	2654.	2651.	2658.	44.81	42.22	46.38	34.88	34.22	32.58	12.36	17.33	14.71	7.95	6.22	6.33
<b>All Grades</b>	N/A	N/A	N/A	44.81	42.22	46.38	34.88	34.22	32.58	12.36	17.33	14.71	7.95	6.22	6.33

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 11</b>	53.32	48.67	47.29	34.96	41.78	42.31	11.73	9.56	10.41
<b>All Grades</b>	53.32	48.67	47.29	34.96	41.78	42.31	11.73	9.56	10.41

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 11</b>	52.88	48.00	56.79	36.95	43.33	36.43	10.18	8.67	6.79
<b>All Grades</b>	52.88	48.00	56.79	36.95	43.33	36.43	10.18	8.67	6.79

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 11</b>	43.36	34.22	39.37	50.88	60.44	54.98	5.75	5.33	5.66
<b>All Grades</b>	43.36	34.22	39.37	50.88	60.44	54.98	5.75	5.33	5.66

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 11</b>	54.42	50.89	52.04	36.73	41.56	40.50	8.85	7.56	7.47
<b>All Grades</b>	54.42	50.89	52.04	36.73	41.56	40.50	8.85	7.56	7.47

**Conclusions based on this data:**

1. The greatest concentration of students is found in the "At or Near Standard" category for the Listening and Speaking sub-test. While this year's numbers reflect an improvement, we would like to continue moving students into the 'Above Standard' level.
2. The greatest gains in this year's test data occurred in the area of writing. The number of students scoring in the 'Above Standard' rating increased by 9 percentage points, while dropping the number in both 'At or Nearly Met' and 'Below Standard'. There is also an increase in the percentage of students scoring 'Above Average' when looking at cohort data. This group of students grew 8 percentage points when compared to when they last tested in grade 8. We should continue with writing initiatives that occur across all curricula.

# Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 11</b>	470	467	464	452	447	442	451	446	442	96.2	95.7	95.3
<b>All</b>	470	467	464	452	447	442	451	446	442	96.2	95.7	95.3

\* 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 Exceeded			% Standard Met			% Standard Met Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 11</b>	2636.	2640.	2662.	27.72	28.03	35.75	29.05	27.58	29.19	20.62	21.30	19.00	22.62	23.09	16.06
<b>All Grades</b>	N/A	N/A	N/A	27.72	28.03	35.75	29.05	27.58	29.19	20.62	21.30	19.00	22.62	23.09	16.06

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 11</b>	42.79	42.38	49.77	28.38	26.91	28.05	28.82	30.72	22.17
<b>All Grades</b>	42.79	42.38	49.77	28.38	26.91	28.05	28.82	30.72	22.17

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 11</b>	29.05	30.72	38.24	48.56	45.74	45.48	22.39	23.54	16.29
<b>All Grades</b>	29.05	30.72	38.24	48.56	45.74	45.48	22.39	23.54	16.29

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 11</b>	33.92	32.29	39.37	50.33	53.81	51.13	15.74	13.90	9.50
<b>All Grades</b>	33.92	32.29	39.37	50.33	53.81	51.13	15.74	13.90	9.50

### Conclusions based on this data:

- Our greatest concentration of students are in the "At or Near Standard" in the Communicating Reasoning Claim. Greater emphasis will be placed on the 8 mathematical practices specifically on Depth of Knowledge in order to address this claim.



2. Problem Solving and Data Analysis is the second highest area where student score at "At or Near Standard" level. The math department will be addressing this claim by using engagement strategies that contain greater Depth of Knowledge levels and real world application problems.
3. When examining cohort data, this testing group exceeded or met standards at a 65% rating. When last tested in grade 8, this group exceeded or met standards at 67% rate. We are currently examining ways to improve cohort advancement in mathematics.

# 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
<b>Grade 9</b>	1591.1		1596.3		1585.5		41	
<b>Grade 10</b>	1564.5		1552.1		1576.4		37	
<b>Grade 11</b>	1570.7		1553.6		1587.4		28	
<b>Grade 12</b>	1608.9		1605.7		1611.7		12	
<b>All Grades</b>							118	

Overall 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
<b>9</b>	60.98	*	*	*	*	*	*	*	41	25
<b>10</b>	59.46	*	*	*	*	*	*	*	37	18
<b>11</b>	42.86	*	*	45.83	*	*	*	*	28	24
<b>12</b>	*	*	*	*	*	*	*	*	12	23
<b>All Grades</b>	55.93		22.88		13.56		*		118	

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
<b>9</b>	63.41	*	*	*	*	*	*	*	41	25
<b>10</b>	56.76	*	32.43	*	*	*	*	*	37	18
<b>11</b>	60.71	*	*	54.17	*	*	*	*	28	24
<b>12</b>	*	*	*	*	*	*	*	*	12	23
<b>All Grades</b>	61.02		26.27		*		*		118	

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
9	39.02	*	*	*	*	*	*	*	41	25
10	37.84	*	35.14	*	*	*	*	*	37	18
11	*	*	39.29	*	*	45.83	*	*	28	24
12	*	*	*	*	*	*	*	*	12	23
All Grades	34.75		30.51		21.19		13.56		118	

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	
9	65.85	*	*	64	*	*	41	25	
10	62.16	*	29.73	61.11	*	*	37	18	
11	53.57	*	*	66.67	*	*	28	24	
12	*	*	*	47.83		*	12	23	
All Grades	62.71		26.27		11.02		118		

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	
9	65.85	64	*	*	*	*	41	25	
10	67.57	88.89	*		*	*	37	18	
11	75.00	91.67	*	*	*		28	24	
12	*	86.96	*	*		*	12	23	
All Grades	68.64		25.42		*		118		

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	
9	43.90	*	*	56	31.71	*	41	25	
10	54.05	*	*	*	*	*	37	18	
11	*	*	64.29	62.5	*	*	28	24	
12	*	*	*	*	*	*	12	23	
All Grades	38.98		36.44		24.58		118		

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
<b>9</b>	39.02	*	53.66	64	*	*	41	25
<b>10</b>	35.14		59.46	94.44	*	*	37	18
<b>11</b>	46.43	*	50.00	91.67	*	*	28	24
<b>12</b>	*		*	95.65		*	12	23
<b>All Grades</b>	42.37		52.54		*		118	

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

**Conclusions based on this data:**

1. There has to be greater emphasis placed on our students about the importance of meeting the reclassified criteria because out of the 140 students tested, 16 of those students went from a "Well Developed" rating to a lower rating. This could be due to the change in the new ELPAC test and the reading level needed to complete.

# Student Performance Data

## Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
African American	92	73	67	5	7	5	5.4	9.7	7
American Indian or Alaskan	*	*	*	1	1	*	*	*	*
Asian	289	285	286	13	14	9	4.5	4.9	3
Filipino	231	240	215	15	10	16	6.5	4.2	7
Hispanic or Latino	288	295	286	36	32	36	12.5	11.1	12
Did not Report	21	44	46	2	3	2	9.5	6.8	4
Pacific Islander	11	13	14	2	0	0	18.2	0.0	0
Two or More Races	108	124	129	13	9	17	12.0	7.3	12
White	951	883	855	83	82	85	8.7	9.4	10
Male	1,003	1,033		79	77		7.9	7.5	
Female	996	933		91	81		9.1	8.8	
English Learners	131	135	146	15	9	10	11.5	6.8	10
Students with Disabilities	231	237		47	33	40	20.3	14.3	16
Socioeconomically	436	523	465	55	54	61	12.6	10.5	12
Migrant									
Foster	*	*		1	1		*	*	
Homeless	25	27		3	6		12.0	22.2	
Kindergarten									
Grades 1-3									
Grades 4-6									
Grades 7-8		*			1			*	
Grades K-8		*			1			*	
Grades 9-12	1,999	1,965		170	158		8.5	8.1	
Ungraded Elementary/Secondary									
<b>Total</b>	1,999	1,966	1906	170	158	171	8.5	8.1	9

### Conclusions based on this data:

1. While we stayed consistent throughout the years, our underserved student populations in English Learners, Students with Disabilities and Socioeconomically Disadvantaged had increases that we will focus on during the school year.

# Student Performance Data

## Suspension Data

	2016-17	2017-18	2018-19
Suspensions Rate	1.7	1.1	1.2

### Conclusions based on this data:

1. Our suspensions decreased from 2016-17 to 2017-18 and in 2018-2019 it increased by one student.

# Student Performance Data

## Graduation Rate

	2016-17	2017-18	2018-19
Graduation Rate	97.3	97.2	97.6

### Conclusions based on this data:

1. Our graduation rate continuous to be fairly consistent and as per the last three year trend, it keeps increasing slightly.

# 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. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

## Goal 1: Mathematics

Based on the California Assessment of Student Performance and Progress (CAASPP) results, by the spring of 2020 the percentage of students at "Standard Met" or Standard Exceeded" in the area of Math will increase by 1 percentage point, and the percentage of students identified as being in the following specific groups will increase by 2 percentage points: English Learner, EDY/Title 1 and Students with Disabilities.

## Identified Need

This need was identified by the analysis of Mt. Carmel's data from the Math portion of the 2018-2019 CAASPP report for all students and the subgroups specified above.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p><b>School Wide</b> Data from the Math portion of the Spring 2020 CAASPP report and Progress for all students.</p> <p>D and F rates.</p>	Data from the Spring 2019 CAASPP Math test shows 65% of all students at "Standard Met" or "Standard Exceeded"	The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by 1% percentage point, from 65% to 66%.
<p><b>English Learner</b> Data from the Math portion of the Spring 2020 CAASPP report and Progress for English Learners.</p>	Data from the Spring 2019 CAASPP Math test shows 13.04 %of English Learner students at "Standard Met" or "Standard Exceeded"	The percentage of English Learner students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by 2 percentage points, from 13.04% to 15.04%.
<p><b>EDY/Title I</b> Data from the Math portion of the Spring 2020 CAASPP report and Progress for EDY/Title 1 students.</p>	Data from the Spring 2019 CAASPP Math test shows 53.92% of EDY/Title 1 students at "Standard Met" or "Standard Exceeded"	The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by 2 percentage points, from 53.92% to 55.92%.
<p><b>Student with Disabilities</b> Data from the Math portion of the Spring 2020 CAASPP</p>	Data from the Spring 2019 CAASPP Math test shows 24.24% of Students with	The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by 2



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
report and Progress for Students with Disabilities.	Disabilities at "Standard Met" or "Standard Exceeded"	percentage points, from 24.24% to 26.24%.
<b>School-Wide</b> Data from the CAASPP Math test in Spring 2020 report and progress for all students.	Mathematics Sub-test: Problem Solving and Modeling & Data Analysis. 23.9% below standard, which is the highest below standard percentage among the sub-tests.	The 30.7% of students scoring "At or Near Standard" will increase by 1 percentage point into the "Above Standard" level.
<b>School-Wide</b> Data from the CAASPP Math test in Spring 2020 report and progress for all students.	Mathematics Sub-test: Communicating Reasoning. A combined 'Below standard' and 'At or near standard' of 59.4 %, this is the highest percentage of the the sub-tests for a combined 'Below' and 'At or Near' percentage.	The combined percentage of students scoring at "Above Standard " will increase by 1 percentage point.

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

Implementing an administrative walk-through program for mathematics that will provide feedback based on the 8 mathematical practices, Depth of Knowledge (DOK), and engagement strategies. This is meant to address CAASPP sub-test scores on Problem Solving and Modeling, and on Communicating Reasoning.

#### 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	Educationally Disadvantaged Youth
---	-----------------------------------

0	English Learners
---	------------------

0	No additional budgeted expenditures.

## Strategy/Activity 2

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

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

ELL Students

### Strategy/Activity

Math teachers will implement strategies to support language acquisition with content specific vocabulary. In support of ELL language standards math classes with use word walls, will promote frequent peer conversations using specific vocabulary, and other such strategies. This will support the CAASPP math goal for all students with respect to modeling and communicating reasoning.

### 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)

6800.60

#### Source(s)

English Learners  
2000-2999: Classified Personnel Salaries  
Allow extra hours for current IA's (approximately 8hrs/week X 30 weeks) to provide additional support

## Strategy/Activity 3

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

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

Students with Disabilities

### Strategy/Activity

Students with disabilities utilize many different support opportunities within the general education and special education environment. This includes collaboration courses in the general education, support classes (math accel) in the general education environment, Special Education math courses, and Special Education support courses. The Specialized Academic Instruction (SAI) model school grant has allowed for more students to take part in general education courses and supports SAI teachers will continue to refine the curriculum for math skill acquisition and growth mindset development for math courses taught in the Special Education environment.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

No additional budgeted expenditures

**Strategy/Activity 4**

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

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

EDY/Title1 Students

Strategy/Activity

EDY/Title 1 students utilize many different support opportunities within the general education. These include collaboration course support classes like math accel and Family Learning Center tutorials.

**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)

21355.84

Educationally Disadvantaged Youth  
1000-1999: Certificated Personnel Salaries  
Adding an additional credentialed math teachers to the accel classroom for 3 sections

7719

Educationally Disadvantaged Youth  
2000-2999: Classified Personnel Salaries  
Student Services Technician approximately  
(30X3hoursX1 dayX36 weeks)

# 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. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

## Goal 2: English Language Arts

Based on the California Assessment of Student Performance and Progress (CAASPP) results, by the spring of 2020 the percentage of students at "Standard Met" or Standard Exceeded" in the area of ELA will increase by 1 percentage point, and the percentage of students identified as being in the following specific groups will increase by 2 percentage points: English Learner, EDY/Title 1, and Students with Disabilities.

## Identified Need

This need was identified by the analysis of Mt. Carmel's data from the ELA portion of the 2018-2019 CAASPP report for all students and the subgroups specified above.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p><b>School Wide</b> Data from the ELA portion of the Spring 2020 CAASPP report and Progress for all students.</p> <p>D/F Rates.</p> <p>Common Assessments.</p>	<p>Data from the Spring 2019 CAASPP ELA test shows 78.96 of all students at "Standard Met" or "Standard Exceeded"</p>	<p>The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the ELA portion will grow by 1% percentage point, from 78.96 % to 79.96%.</p>
<p><b>English Learner</b> Data from the ELA portion of the Spring 2020 CAASPP report and Progress for English learner students.</p>	<p>Data from the Spring 2019 CAASPP ELA test shows 13.04% of all students at "Standard Met" or "Standard Exceeded"</p>	<p>The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the ELA portion will grow by 1% percentage point, from 13.04% to 14.04%.</p>
<p><b>EDY/Title I</b> Data from the ELA portion of the Spring 2020 CAASPP report and Progress for Economically Disadvantage students.</p>	<p>Data from the Spring 2019 CAASPP ELA test shows 72.55% of all students at "Standard Met" or "Standard Exceeded"</p>	<p>The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the ELA portion will grow by 1% percentage point, from 72.55% to 73.55%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>Student with Disabilities</b> Data from the ELA portion of the Spring 2020 CAASPP report and Progress for Students with Disabilities.	Data from the Spring 2019 CAASPP ELA test shows 51.52% of all students at "Standard Met" or "Standard Exceeded"	The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the ELA portion will grow by 1% percentage point., from 51.52% to 52.52%.

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

Students will interact through collaborative groups throughout all their classes in order to build the skill sets needed to interact in meaningful ways through oral presentations. They will work on written text and literature circles in their English and Social Science classes as well as other subject areas as appropriate.

#### 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

No additional budgeted expenditures

### Strategy/Activity 2

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

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

EL Students

#### Strategy/Activity

Students will interact in meaningful ways through written text, collaborative groups, lit circles and oral presentations. English will implement strategies to support language acquisition with content specific vocabulary. In support of ELL language standards English will use word walls, will promote frequent peer conversations using specific vocabulary, and other such strategies. This will support the CAASPP English goal for all students with respect to modeling and communicating reasoning.

### 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)
2659.40	English Learners 4000-4999: Books And Supplies Books and supplies will be used to enhance students' development in their learning of the English language.
2220	English Learners 5000-5999: Services And Other Operating Expenditures Translators  Conference and training

### Strategy/Activity 3

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

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

Students with Disabilities

#### Strategy/Activity

Students with disabilities utilize many different support opportunities within the general education and special education environment. This includes collaboration courses in the general education, support personnel in the general education environment, Special Education ELA courses, and Special Education support courses. The SAI model school grant has allowed for more students to take part in general education courses and supports.

SAI teachers will continue to refine the curriculum for Listening and Speaking skill acquisition and growth mindset development for ELA courses taught in the Special Education environment.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	No additional budgeted expenditures

### Strategy/Activity 4

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

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

EDY/Title 1 students

**Strategy/Activity**

Students will interact in meaningful ways through written text, collaborative groups, lit circles and oral presentations. In their core English classes they will define, discuss and practice key academic vocabulary necessary in writing and reading with a purpose.

**Proposed Expenditures for this Strategy/Activity**

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

**Amount(s)**

1405.16

**Source(s)**

Educationally Disadvantaged Youth  
2000-2999: Classified Personnel Salaries  
78 Additional hours for library availability  
Monday through Wednesday and late start  
Fridays

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

## Goal 3: Socio-Emotional/Behavior

Develop a school-wide comprehensive and layered student and staff wellness program through our campus wide discussions on the Sundevil Way. Continue to discuss the Sundevil Way core area of wellness in order to craft student and staff experiences that contribute to building a kind and caring school culture for our students, faculty, staff and community.

## Identified Need

This need was identified by analyzing data with regards to attendance, discipline, and CA Healthy Kids Survey.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Examine the data from the next CHKS survey with regards to sub-scores for Overall Supports and Engagement: High Expectations and caring relationships	2019 scores for this subtest were 352	The expected outcome for this sub-test would be a 5% increase, with a sub-score at or above 370.
<b>English Learner</b> The parent attendance rates at ELAC site meetings.	No Baseline Data.	The expected outcome for this goal is that a parent of every student in the newcomer class will attend one of the ELL offerings this year.
<b>EDY/Title I</b> Number of student attendance at our Family Learning Center and extended hours at the library.	No baseline data	The expected outcome for this goal is to provide tutorial services closer to our EDY/title one community.
<b>Student with Disabilities</b> Attendance will improve with our chronically absent special education students.	2019 absence data	The expected outcome for this goal is to reduce the amount of chronically absent students.
School Wide		



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance will improve school-wide and we will close gaps for under-served demographic groups.		

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)

School-wide

#### Strategy/Activity

We will continue to run activities associated with Sandy Hook Promise and No Place for Hate through ASB, Sundevil Ambassadors, Peer Counselors, Intervention and Students Against Destructive Decisions. We want to expand our leadership groups in each of these two areas and develop an online resource for teachers, students and families, that support efforts to recognize, support and learn from the ethnic identities and backgrounds of our stakeholders.

#### 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	Educationally Disadvantaged Youth
0	English Learners
	No additional budgeted expenditures

### Strategy/Activity 2

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

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

ELL

#### Strategy/Activity

Through the efforts of our ELAC SSC representative, our ELL site coordinator, and our intervention counselor, we will utilize a phone call campaign to invite families to ELAC meetings. This will also help us trouble-shoot and problem solve with families that have obstacles to attendance.

#### 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

No additional budgeted expenditures

# 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	\$42,160.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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	\$30,480.00
English Learners	\$11,680.00

Subtotal of state or local funds included for this school: \$42,160.00

Total of federal, state, and/or local funds for this school: \$42,160.00

## Budgeted Funds and Expenditures in this Plan

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

### Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

## Expenditures by Funding Source

Funding Source	Amount
	0.00
Educationally Disadvantaged Youth	30,480.00
English Learners	11,680.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	21,355.84
2000-2999: Classified Personnel Salaries	15,924.76
4000-4999: Books And Supplies	2,659.40
5000-5999: Services And Other Operating Expenditures	2,220.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Educationally Disadvantaged Youth	0.00
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	21,355.84
2000-2999: Classified Personnel Salaries	Educationally Disadvantaged Youth	9,124.16
	English Learners	0.00
2000-2999: Classified Personnel Salaries	English Learners	6,800.60
4000-4999: Books And Supplies	English Learners	2,659.40
5000-5999: Services And Other Operating Expenditures	English Learners	2,220.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	35,875.44

Goal 2

6,284.56

Goal 3

0.00

# School Site Council Membership

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

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

Name of Members	Role	Date	Signature
Greg Magno	Principal		
Tessa Tricarico	Secondary Student		
Bethel Selassie	Secondary Student		
Paris Gitobu	Secondary Student		
Arwa Alkhawaja	Parent or Community		
Shalom Bowcott	Parent or Community		
Jason Tennant	Parent or Community		
Johanna Medrano	Other School Staff		
Allison Bolin	Classroom Teacher		
Mercy Gitobu	Classroom Teacher		
Kelly Davis	Classroom Teacher		
Amy Klingborg	Classroom Teacher		

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

# Recommendations and Assurances

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

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

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

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

<b>Signature</b>	<b>Date</b>	<b>Committee or Advisory Group Name</b>
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The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on October 24, 2019.

Attested:

Principal, Greg Magno on

# Instructions

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

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

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

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



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019