

School Year: **2023-24**



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
Creekside Junior High School	24-6577-0133413	May 11, 2022	

Purpose and Description

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

Schoolwide Program

The purpose of this School Plan for Student Achievement is to establish goals and expectations (plan of action) that maximize the site resources in order to increase student achievement. The development of the school plan has included stakeholder involvement, goals and actions to improve student outcomes, including addressing the needs of student subgroups, evidence based strategies, actions, and services proposed to meet the goal.

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.

Creekside Junior High School's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies)) can be referenced to the LCAP's intent. Creekside Junior High School's goals were developed through stakeholder input via a comprehensive needs assessment, Healthy Kids Survey data, district-level LCAP survey, staff meetings, Department Chair meetings, ELAC and School Site council meetings and the needs assessments conducted with the SSC and ELAC committees.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

As part of the newly established LCAP process, the Assistant Superintendent of Elementary Schools and/or the Chief Academic Officer conduct a yearly needs assessment survey of community educational partners for each school within the district. The school site council and ELAC each conduct a needs assessment that drives improvement goals for parental involvement each year. Additionally, our 7th grade CHKS, Staff and Parent survey results are incorporated into the development of CJHS school-wide plans. CJHS conducts a climate survey to students and uses the data to create a goal and an action plan for school culture. Information regarding the CHKS surveys and their results may be accessed by contacting the Los Banos Unified School District Main Office, or by visiting the District's web page located at <http://www.losbanosusd.org/>.

Classroom Observations

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

Los Banos Unified School District has a uniform procedure for conducting formal observations of its teachers. Each year teachers are required to attend a Stull Bill conference outlining their goals for the current school year. Depending on their service time and Credential status, formal observations are then conducted during the school year. Teachers that are in probationary status (Internship, PIP, and STPS) are formally observed twice a year, once prior to Christmas and once prior to March 15th. Tenured teachers with less than 10 years of District service are formally evaluated every other year. Each formal evaluation begins with a pre-observation conference, establishing goals and objectives for the observation. Then a post-observation conference is held to debrief the observation. By mid-April, a formal evaluation conference is conducted with teachers where both observations and other matters are discussed.

Additionally, administration conducts five-ten unannounced, informal walk-through visits each week to informally assess checking for understanding strategies, Depth of Knowledge levels(D.O.K.) daily learning targets and lesson closure. As a site, we conduct three formal all staff classroom walkthroughs in order to collaborate and improve on our teaching strategies. The data collected from the informal walk throughs along with teacher input is utilized to create a professional development plan for all staff.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Creekside Junior High School utilizes the Units of Instruction created by Los Banos Unified School District classroom teachers. The units are utilized in English Language Arts. Students take Pre- and Post Unit assessments at the beginning and the end of the units. Creekside Junior High teachers continue to develop and improve on performance tasks. The English Language Arts department has a writing focus. The site/local writing assessment is based on a writing rubric of 1-4. The goal is for at least 80% of 7th and 8th grade students to score a 3 out of 4 on the writing rubric. The ELA department meets to discuss the writing assessment data and create a plan to move teaching and learning forward. The math department is utilizing the CAASPP interim assessments and local (created) common assessment. Both, ELA and Math, departments meet regularly to discuss, plan and review the execution of their improvement plan. Both departments have an on-going plan, do, check, act, cycle to focus on student achievement. The goal for the CAASPP state test is a minimum of a 5% yearly growth. The NWEA (MAP) assessment is given three times a year to all 7th and 8th grade students in ELA and Math. Growth through the NWEA over time will be analyzed and data used to inform instruction.

The CAASP Interim Assessment, NWEA assessment and/or site assessment data is utilized to guide instruction. Academic grades are also utilized to create a plan for struggling students. The academic counselors review grades at every trimester and ensure struggling students receive intervention such as After as after school/ before school interventions that will target standards students are struggling in and the "O2L" Opportunity to Learn class. The O2L class is used as an intervention for students who have a 2.0 and below overall GPA. An ISI (Intervention Teacher) works with students with research-based tier 1 strategies in order to close gaps in learning. NWEA, local assessments, and teacher recommendations are used to select students needing intervention.

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

All content areas are in a continuous learning and teaching cycle. Departments meet during Professional Learning Communities (PLC) meetings eleven times a year to review and analyze data from the assessments and create an instructional plan based on best practices. The ELA and History department are working closely together to target student writing. The Math department is going through a monthly math training/coaching cycle through Merced County Office of Education (MCOE) called The Thinking Classroom. Training/coaching is based on classroom observations and assessments as well as best practices. Teachers meet on a monthly basis during PLC to discuss assessment data and create a plan for continuous improvement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers hired by the district are highly qualified or are working toward obtaining their credential to become a highly qualified teacher.

CJHS teachers:

Teachers with Full Credential----- 31

Teachers without Full Credential (Internships, PiP, & STPS) ----- 9

CJHS currently has nine teachers (2 math, 2 Social Science, 1 science, 2 elective, 1 SpEd, 1 English) on an internship and one teacher (English) on a STSP.

Teachers with preliminary credentials (1st year & 2nd year) are enrolled in a district-provided Induction Program training with a District Coordinator to help them clear their credential. All are assigned a site mentor teacher in their identified subject area to assist them with the day-to-day rigors of teaching. Teachers without a full credential are working toward obtaining their credential coursework and passing the required CSETS. Department Chairs assist teachers without preliminary credentials within their department.

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

Professional development is on-going and provided to all CJHS teachers. CJHS core teachers have received training on unpacking the Common Core standards or NGSS. The Science and History teachers received training on the new science and/or history digital textbook. ELA teachers use Study Sync as their primary source of instruction; a comprehensive standards-based instruction compiled in digital format. The math department, special education teachers and the Newcomers teacher have been undergoing extensive training with MCOE (Merced County Office of Education) for the past three years and continuing the 2023-24 school year. The training/coaching cycle is focused on best teaching practices, classroom observations and assessments as well as teacher's needs. ELD (English Language Development) teachers have gone through training with our adopted curriculum (English 3-D) and GLAD training. All teachers are undergoing an on-going PD on EL strategies in order to assist with English Language Learners needs.

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

Los Banos Unified School District has included two student non-contact days utilized for district-wide staff development. Additionally, Professional Learning Communities (PLCs) by department also allow for professional development. In PLCs, department members engage in conversations about data, instruction and improvement in their craft. Additional training and development opportunities have been given to various staff members in regards to specific programs and/or student achievement during the year. Staff professional development is a key to ensure that all teachers are highly qualified. Monthly staff meetings and School-wide instructional rounds are used for staff development on staff generated topics of need. Among the professional development topics are: understanding assessment Benchmarks and utilizing data to guide instruction, unpacking common core standards/ NGSS, creating daily learning targets and the PDSA cycle. Creekside also conducts school-wide instructional rounds once per trimester. The data collected during the instructional rounds is used to create a narrow and precise focus on teaching and learning. During the instructional round days, professional development occurs on teaching best practices. Teachers have all received and continue to receive training on strategies on integrating technology into their curriculum with their students.

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

LBUSD is continuously offering professional development to staff on ELD strategies, ELD standards and best practices. Department Chairs and the administrative team were trained in the PLC process. This is the beginning of on-going professional development in order to conduct school wide PLC. On-going professional development on EL strategies is occurring monthly during staff meetings. History and English teachers received Impact Team training for 3 years from an outside consultant and continue to work to improve their rubrics and student instruction. The Math department teachers, Special Education Teachers, and the Newcomers teacher are undergoing an extensive training/coaching cycle.

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

Teacher collaboration occurs twelve (11) times during the year during designated PLC days. Teachers meet with colleagues to discuss, review, and modify instruction based on data. As a team, CJHS teachers are able analyze student assessments and student work. CJHS Core subject teachers have their prep period assigned by grade level and department. This allows opportunity for teacher to meet with their colleagues. The science and History meet once in the Fall and once in the Spring and once in the Fall by subject area to develop a working plan that is aligned to the Common Core State Standards (CCSS) or Next Generation State Standards (NGSS). The Math and History department meet three time a year to plan for the writing in their instruction. Both departments work together to align the writing in both subject areas in order to ensure the format in both subject areas have the same exceptions. All math teachers meet with their coach/trainer by grade level and discuss/ collaborate and analyze best practices.

Teaching and Learning

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

All instructional material at CJHS are state adopted. Supplemental resources are provided, such as: NewELA, Inside the USA (Newcomers class), PearDeck, Noredink, Brainpop, OpenUp resources, Imagine Math, and Prodigy as well as other educational websites deemed essential to enhance the learning experience of students.

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

CJHS adheres to the recommended instructional minutes for reading/language arts and Mathematics. All students are enrolled in a 52 minute period for each language arts and mathematics daily. Additionally, all ELL receive a 52 minute daily period of ELD .

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

Teachers meet with their departments to create a pacing calendar for the instructional year. All teachers are required to write weekly lesson plans with standards based learning objectives, checking for understanding strategies, and a closure of the lesson.

CJHS current intervention occurs after school, Monday thru Thursday. A course, Opportunity to Learn (O2L), is offered to students who are earning a cumulative grade point average (GPA) below a 2.0. This course is offered in lieu of an elective class and it is an academic recovery/ support class. Students' GPA is reviewed at the end of each trimester.

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

Creekside Junior High School uses California State Board of Education adopted texts and instructional materials for all of its courses. Los Banos Unified School District allocates money in its LCAP budget to ensure a continuous cycle of textbook adoptions. Department requests for updated texts are prioritized and placed in the cycle upon approval of the Secondary Curriculum Council.

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

English Language Arts: 11/10/2011 (Hold McDougal Lit Common Core)
Mathematics: 2/12/2009 Houghton Mifflin, Harcourt- California Go Math 7th and 8th grades
History - Social Science: 7th Impact California Social Studies World History and Geography
8th Impact California Social Studies United States History and Geography

Science: 7th grade Life Science STEMscopedia- Accelerate Learning Inc.
8th Physical Science STEMscopedia - Accelerated Learning Inc.

Opportunity and Equal Educational Access

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

After school tutoring for core content areas is provided in the Library at Creekside Junior High School Monday thru Thursday throughout the school year. A bilingual counselor is utilized to ensure students with limited English proficiency can also benefit from the tutoring sessions. All teachers continue to establish daily objectives and provide continuous checking for understanding throughout their lesson. A closure activity is conducted at the end of each class period to ensure students are understanding content. Teachers refer struggling students to Student Study Team to evaluate student progress, implement intervention and provide next steps. Summer school is provided for struggling students earning a GPA lower than a 2.0. An intervention teacher conducts 3-5 student small group instruction. Students are taken from their elective or physical education classes for a 3-5 week period and provided with support on mathematics or English Language Arts based on student data.

A class, Opportunity to learn (O2L/Study Skills) is offered as academic support designed to help students earning a GPA below 2.0 and/or failing a core subject throughout the school year and the opportunity to improve their overall academic performance. Students strengthen academic skills through individualized and small group instruction utilizing assignments from general education courses and/or a variety of instructional programs such as: strategies in note taking, literacy, writing, reading comprehension, math computation and math literacy, test taking, organization and time management which are skills students will acquire in this academic recovery.

Counseling Groups are conducted for a 5-8 week cycle and meet once a week. Students are chosen by counselors and staff recommendations based on needs. The fulltime Wellness Counselor is on site five days a week. During this time she pulls small groups, conducts one on one counseling sessions and does class presentations. The academic counselor conducts counseling groups once a week for 8-week session, parent/student meetings, class presentations and meeting one-on-one with students.

Evidence-based educational practices to raise student achievement

Los Banos Unified School District has provided research based educational practices through Staff Development Days. Creekside staff has participated in training on effective instructional practices such as: unpacking common core standards, writing standards' based learning targets, presenting and working with the daily learning target, using checking for understanding strategies as well as closure activities, Depth of Knowledge training in order to increase rigor and better student understanding, Kagan strategies, and ELD Strategies. This year's two professional development days focused on Professional Learning communities.

Professional development on a social emotional learning curriculum, Character Strong, was given to all certificated staff to our students' social emotional needs as our students continue to need self-awareness, self-management, social awareness, relationship skills and responsible decision-making skills.

Parental Engagement

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

Parents play a vital role in the success of our students and our school. Parents are encouraged to participate in any of Creekside Junior High School groups. Parents are involved in Creekside's School Site Council (SSC). School Site Council reviews and approves school site spending out of Title 1 under LCAP/LCFF. SSC reviews and approves CJHS policies and Comprehensive Safety Plan. Opportunities to participate in our English Learner Advisor Committee (ELAC) are offered on a monthly bases. ELAC provides input for the school ELD program and guest speakers provide information on parent suggested topics. Parent Nights are offered monthly on topics such as gang/drug awareness, digital citizenship, on-line bullying, social media, google classroom, 6 year plan workshops, and 7th and 8th grade orientation. CJHS hosts "Coffee with the Principal and Counselors" three times a year. for the past two years, these events have been hosted through Zoom. Creekside has a Parent Club which meets on a monthly bases. Parents are encouraged to participate and become active stakeholders. Parents and community members are invited and encouraged to attend all of the academic, athletic, performing arts, and/or extracurricular events. CJHS MESA elective class and club offer opportunities for parent involvement in after-school activities and MESA Saturday academies.

Parents are encouraged to keep a strong connection with Creekside Junior High School staff members by e-mail, by phone, or in person and through the Parent Portal (Aeries student data base) which allows parents to review their student's academic progress. CJHS also has an annual Back to School Night in the fall. This allows parents to meet their child's teachers and learn about each teacher's course expectations. Parents are strongly encouraged to meet with teachers throughout the year.

Creekside Junior High academic counselors host a 6 year plan workshop and 7th and 8th grade parent orientations for students and parents to help students and families understand the junior high course curriculum and the course sequence from junior high to high school. Our academic counselors provide ongoing parent/ student academic meetings with all students who are below a 2.0 GPA. These academic meetings are conducted to ensure interventions are provided for students needing the extra support. The three academic counselors work diligently to provide academic student intervention through our before/after-school tutoring center and summer school. CJHS administration focuses on recognizing our students' success through monthly student rewards and recognition for student achievement. CJHS counselor and the administration team continue to increase our parent participation by offering multiple and diverse opportunities for parents to attend school events, parent workshops, and informational meetings. CJHS is committed to expanding parental involvement, therefore, offering PIQE (Parent Institute for Quality Education) for the fourth year. CJHS will be hosting PIQE in the fall of 2023.

Parents are encouraged to contact the counselors and administrators through email and/or phone calls.

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

Stakeholders have direct access to school information and can provide needed feedback in a variety of ways. CJHS holds seven School Site Council meetings and eight English Learner Advisory Committee meetings throughout the year. School Site Council is composed of parent, student and school staff. Creekside also provides a variety of events eliciting feedback from our stakeholders include the following but are not limited to: Parent Club, Parent Square, Open House, Parent Portal, Information/Training nights and Title 1 meetings. Staff meetings and surveys are utilized to elicit input from school staff. CJHS conducts 3 Coffee with the Principal and Counselors a year. This is an avenue to elicit, collaborate and answer any questions/concerns from our stakeholders.

Funding

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

Creekside Junior High School receives Title I and Supplemental Concentration funds as part of its annual budget. These funds are used primarily for student interventions, staff development, supplemental classroom materials, purchase of new technology and applications, and parent outreach. After/ before school interventions and/or summers school is provided for under performing students in order to strengthen students math and/or literacy skills as well as their overall academic achievement.

Fiscal support (EPC)

Title 1 and Supplemental Concentration funding sources are the primary fiscal support for all supplemental academic programs.

Educational Partners 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

Meaningful involvement of parents, staff, students and other educational partners are critical to the development of the SPSA and the budget process. Creekside Junior High School staff, School Site Council, and our English Learner Advisory Committee were consulted and participated in the process of reviewing and updating our School Plan for Student Achievement. Principal reviewed/presented the following data: the Healthy Kids Survey data, ELPAC scores and CAASPP. After reviewing school data, teachers gave input to school goals through staff meetings and via email. Parents contributed through School Site Council meetings and ELAC meetings. Department Chairs reviewed data, which was presented to staff and parents before goals were created. The SPSA is reviewed and updated annually with the participation of staff and parents.

Resource Inequities

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

In analyzing the CAASPP and the CA Dashboard data, the following was concluded: Formal interventions for Mathematics and English Language Arts with a focus on ELL's, Students with Disabilities and economically Disadvantage Student is needed in order to increase proficiency in ELA and Mathematics standards. Teacher professional development on strategies to assist ELL needs to be provided as well as professional development and coaching for the overall new math team. Suspension rates increased by 1.9% (2018-2019), specifically the increase occurred for ELL, Socioeconomically Disadvantaged students and students with Disabilities. Administration and staff members will receive training on Restorative Justice Practices and PBIS strategies for working with special populations students as well as all student in providing other means of correction.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.12%	0%	4	1	0
African American	1.4%	1.12%	0.98%	12	9	8
Asian	1.3%	1.00%	0.37%	11	8	3
Filipino	0.8%	1.00%	1.1%	7	8	9
Hispanic/Latino	81.8%	83.46%	84.09%	692	671	687
Pacific Islander	0.4%	0.12%	0.12%	3	1	1
White	12.7%	12.31%	11.51%	107	99	94
Multiple/No Response	1.1%	0.87%	1.84%	9	7	15
Total Enrollment				846	804	817

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	418	399	429
Grade 8	428	405	388
Total Enrollment	846	804	817

Conclusions based on this data:

1. Creekside enrollment has declined in the past three years.
2. Every subgroup has maintained in numbers with very little difference. The "hispanic" subgroup has slowly increased over the past three years.
3. CJHS student body is composed mainly of two subgroups: 82% Hispanic and 13% White.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	181	182	163	21.40%	22.6%	20.0%
Fluent English Proficient (FEP)	259	235	267	30.60%	29.2%	32.7%
Reclassified Fluent English Proficient (RFEP)	16			8.8%		

Conclusions based on this data:

1. The EL enrollment has maintained in the past three years..
2. The number of students who were reclassified increased drastically during 2019-2020, from 6% to 22.6%. During the 2019-20 school year, reclassification criteria changed. 2020-2021- there was a 4% decrease in the number of ELs who were reclassified from the previous year.
3. Then number of FEP students has maintained constant for the past three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	424	392	436	0	383	426	0	382	422	0.0	97.7	97.7
Grade 8	423	411	380	0	398	367	0	397	367	0.0	96.8	96.6
All Grades	847	803	816	0	781	793	0	779	789	0.0	97.3	97.2

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2503.	2482.		6.02	5.45		27.23	20.85		27.23	25.36		39.53	48.34
Grade 8		2519.	2498.		7.30	6.54		24.69	18.26		31.23	28.07		36.78	47.14
All Grades	N/A	N/A	N/A		6.68	5.96		25.93	19.65		29.27	26.62		38.13	47.78

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		11.52	5.69		59.95	57.11		28.53	37.20
Grade 8		9.32	6.83		53.40	48.36		37.28	44.81
All Grades		10.40	6.22		56.61	53.05		32.99	40.74

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		8.92	8.41		53.81	48.80		37.27	42.79
Grade 8		9.07	9.37		51.64	45.45		39.29	45.18
All Grades		9.00	8.86		52.70	47.24		38.30	43.90

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		9.16	8.06		72.25	70.85		18.59	21.09
Grade 8		9.32	10.66		72.80	64.75		17.88	24.59
All Grades		9.24	9.26		72.53	68.02		18.23	22.72

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		10.21	7.58		62.30	59.00		27.49	33.41
Grade 8		13.35	12.81		63.22	61.04		23.43	26.16
All Grades		11.81	10.01		62.77	59.95		25.42	30.04

Conclusions based on this data:

1. Over half of CJHS can produce meaningful writing (52.7%)
2. Close to 3/4 of the student population listens well enough to communicate effectively (72.53%)
3. 2/3 of the student population demonstrates the ability to engage in high-order thinking (i.e. investigating, analyzing, and presenting) (62.77%)

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	424	392	438	0	384	428	0	384	428	0.0	98.0	97.7
Grade 8	423	410	380	0	399	368	0	398	367	0.0	97.3	96.8
All Grades	847	802	818	0	783	796	0	782	795	0.0	97.6	97.3

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2467.	2463.		5.47	3.04		10.68	11.92		29.17	27.57		54.69	57.48
Grade 8		2459.	2474.		2.51	5.99		9.30	9.54		23.12	23.16		65.08	61.31
All Grades	N/A	N/A	N/A		3.96	4.40		9.97	10.82		26.09	25.53		59.97	59.25

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 7		5.99	5.14		41.93	38.55		52.08	56.31	
Grade 8		2.27	6.27		39.55	37.87		58.19	55.86	
All Grades		4.10	5.66		40.72	38.24		55.19	56.10	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		5.47	4.21		49.48	48.60		45.05	47.20
Grade 8		4.77	8.17		49.25	49.32		45.98	42.51
All Grades		5.12	6.04		49.36	48.93		45.52	45.03

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		6.77	2.80		60.68	59.11		32.55	38.08
Grade 8		1.51	4.36		55.28	53.41		43.22	42.23
All Grades		4.09	3.52		57.93	56.48		37.98	40.00

Conclusions based on this data:

1. Approximately 55% of students are below standard in concepts and procedures; Emphasize tier 1 teaching in basic math skills
2. 49% of students are familiar with resources to solve the problem; and are able to formulate problems before solving them
3. Almost 2/3 of our students (57.93%) understand how math works and can articulate their reasoning, verbal or written

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1523.6	1542.5	1548.7	1525.5	1546.1	1554.7	1521.2	1538.4	1542.1	83	100	95
8	1549.0	1528.4	1566.7	1557.1	1526.3	1571.4	1540.2	1530.1	1561.6	81	80	80
All Grades										164	180	175

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	16.88	26.00	30.53	35.06	31.00	30.53	28.57	31.00	25.26	19.48	12.00	13.68	77	100	95
8	21.25	12.50	40.00	41.25	40.00	32.50	23.75	25.00	16.25	13.75	22.50	11.25	80	80	80
All Grades	19.11	20.00	34.86	38.22	35.00	31.43	26.11	28.33	21.14	16.56	16.67	12.57	157	180	175

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	31.17	33.00	41.05	37.66	43.00	38.95	19.48	13.00	11.58	11.69	11.00	8.42	77	100	95
8	36.25	28.75	51.25	42.50	41.25	32.50	12.50	16.25	6.25	8.75	13.75	10.00	80	80	80
All Grades	33.76	31.11	45.71	40.13	42.22	36.00	15.92	14.44	9.14	10.19	12.22	9.14	157	180	175

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	3.90	9.00	15.79	23.38	22.00	28.42	38.96	46.00	26.32	33.77	23.00	29.47	77	100	95
8	10.00	7.50	17.50	26.25	13.75	32.50	31.25	45.00	33.75	32.50	33.75	16.25	80	80	80
All Grades	7.01	8.33	16.57	24.84	18.33	30.29	35.03	45.56	29.71	33.12	27.78	23.43	157	180	175

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	12.99	14.00	13.68	59.74	64.00	66.32	27.27	22.00	20.00	77	100	95
8	20.51	15.00	28.75	66.67	56.25	60.00	12.82	28.75	11.25	78	80	80
All Grades	16.77	14.44	20.57	63.23	60.56	63.43	20.00	25.00	16.00	155	180	175

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	58.57	66.67	75.79	32.86	19.19	16.84	8.57	14.14	7.37	70	99	95
8	69.74	42.50	74.68	23.68	45.00	17.72	6.58	12.50	7.59	76	80	79
All Grades	64.38	55.87	75.29	28.08	30.73	17.24	7.53	13.41	7.47	146	179	174

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	11.69	11.00	16.84	36.36	48.00	41.05	51.95	41.00	42.11	77	100	95
8	20.00	12.50	27.50	30.00	27.50	37.50	50.00	60.00	35.00	80	80	80
All Grades	15.92	11.67	21.71	33.12	38.89	39.43	50.96	49.44	38.86	157	180	175

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	4.00	11.00	23.16	74.67	77.00	61.05	21.33	12.00	15.79	75	100	95
8	8.00	3.75	12.50	78.67	77.50	78.75	13.33	18.75	8.75	75	80	80
All Grades	6.00	7.78	18.29	76.67	77.22	69.14	17.33	15.00	12.57	150	180	175

Conclusions based on this data:

1. DUE to Covid-19, ELPAC scores for 2020-2021 and 2019-2020 are not yet available. CJHS have 221 English Learners which is 24.4% percent our our student population.
2. 2000 - 2022--The weakest strands overall are in reading and writing.
3. 2018-2021--CJHS's goal is to increase the numbers of our English Language learners scoring at a level 4 by 5% each year.- this goal was not met this year

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
804	76.4	22.6	0.6
Total Number of Students enrolled in Creekside Junior High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	182	22.6
Foster Youth	5	0.6
Homeless	4	0.5
Socioeconomically Disadvantaged	614	76.4
Students with Disabilities	104	12.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.1
American Indian	1	0.1
Asian	8	1.0
Filipino	8	1.0
Hispanic	671	83.5
Two or More Races	7	0.9
Pacific Islander	1	0.1
White	99	12.3

Conclusions based on this data:

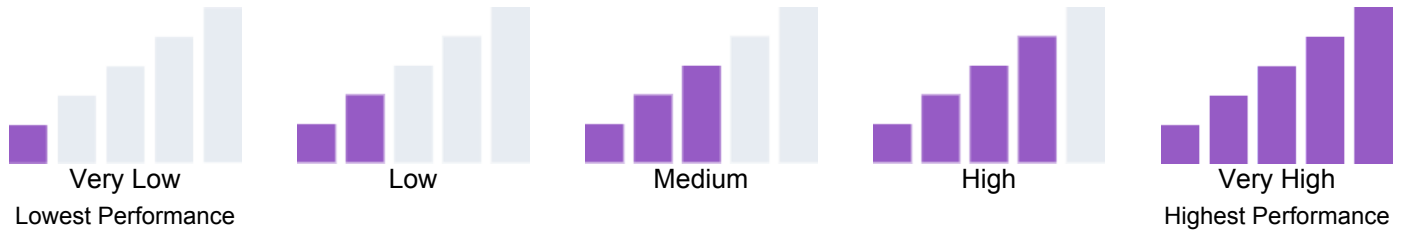
1. CJHS has 69.4% of the student population is Socioeconomically Disadvantaged-This is a decrease of approximately 7% in past year.
2. 81.8% of Creekside student population are Hispanic and 12.6% are white. CJHS has two major subgroups.
3. 13.2% of Creekside student population students with disabilities. This is an increase of about 1% in the past year.

School and Student Performance Data

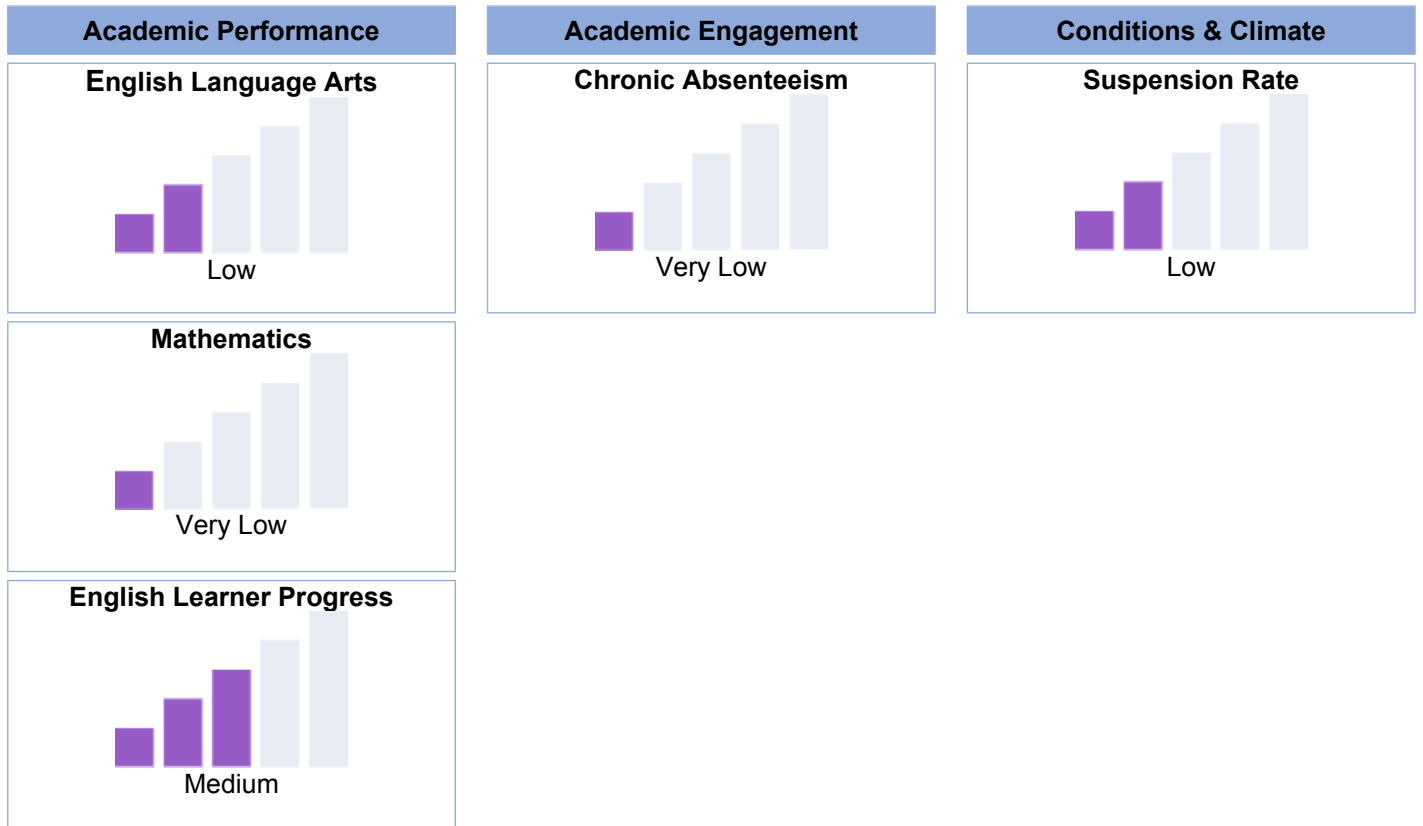
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. 2019-2021 or 2020=2021 DATA is not available due to COVID-19
2. Tier I classroom instruction has to continue to improve in order to raise academic performance. AVID Strategies must continue to be implemented in the content areas with a focus on focused note taking

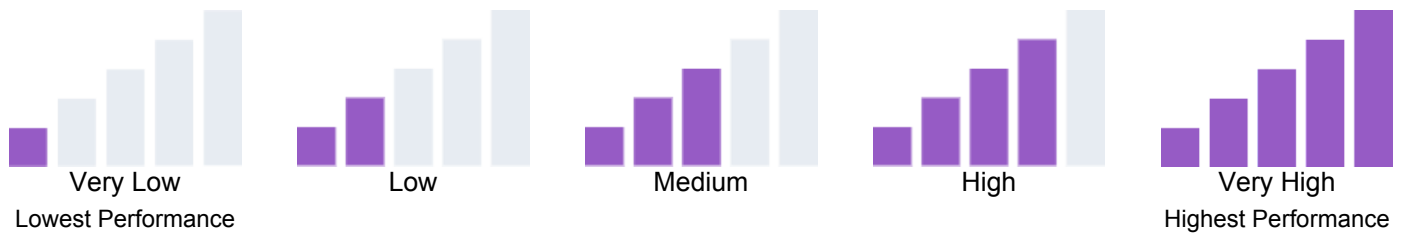
3. Students enjoy coming to school and we must continue to improve our climate and culture to support students and families

School and Student Performance Data

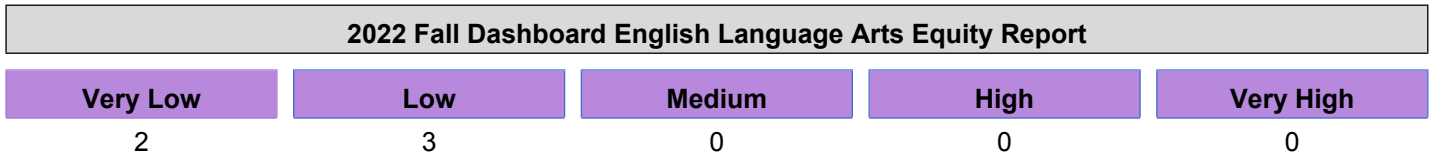
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

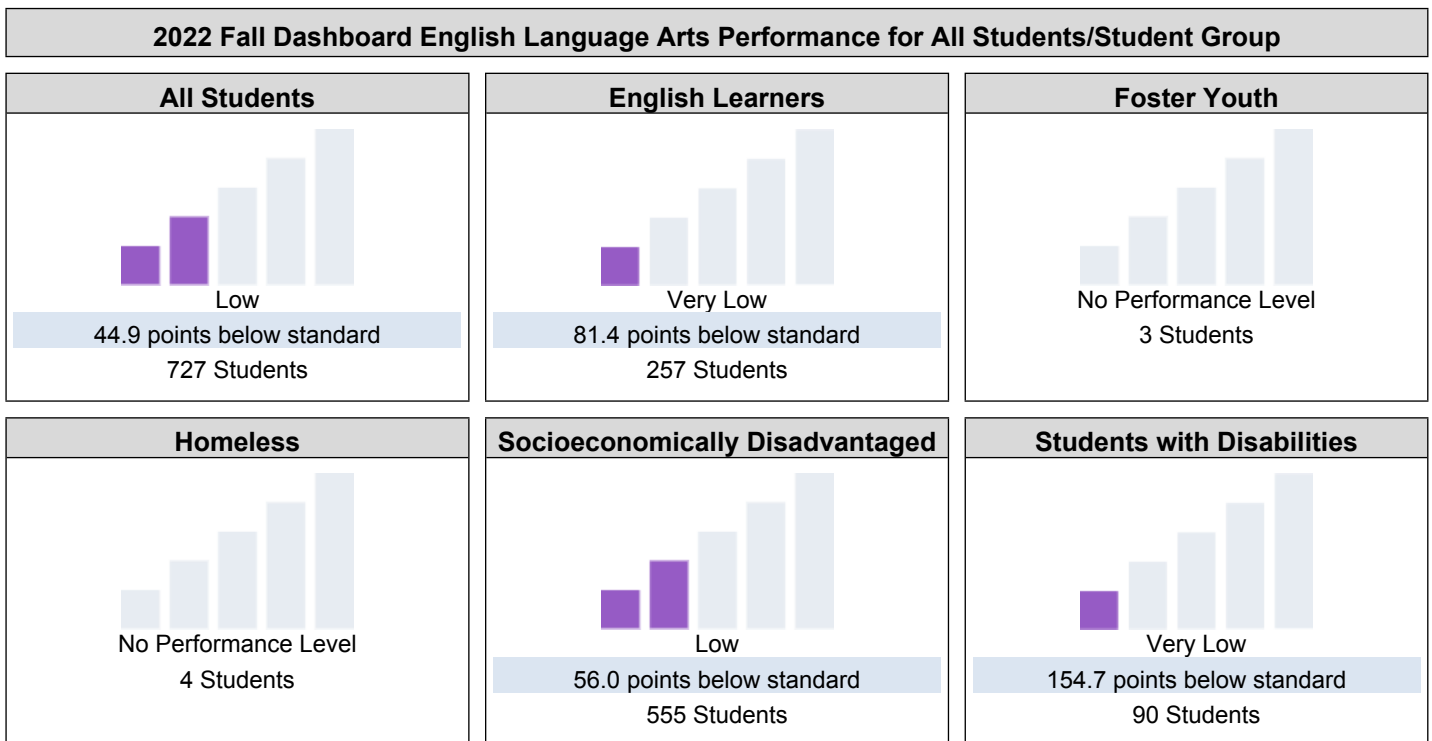
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



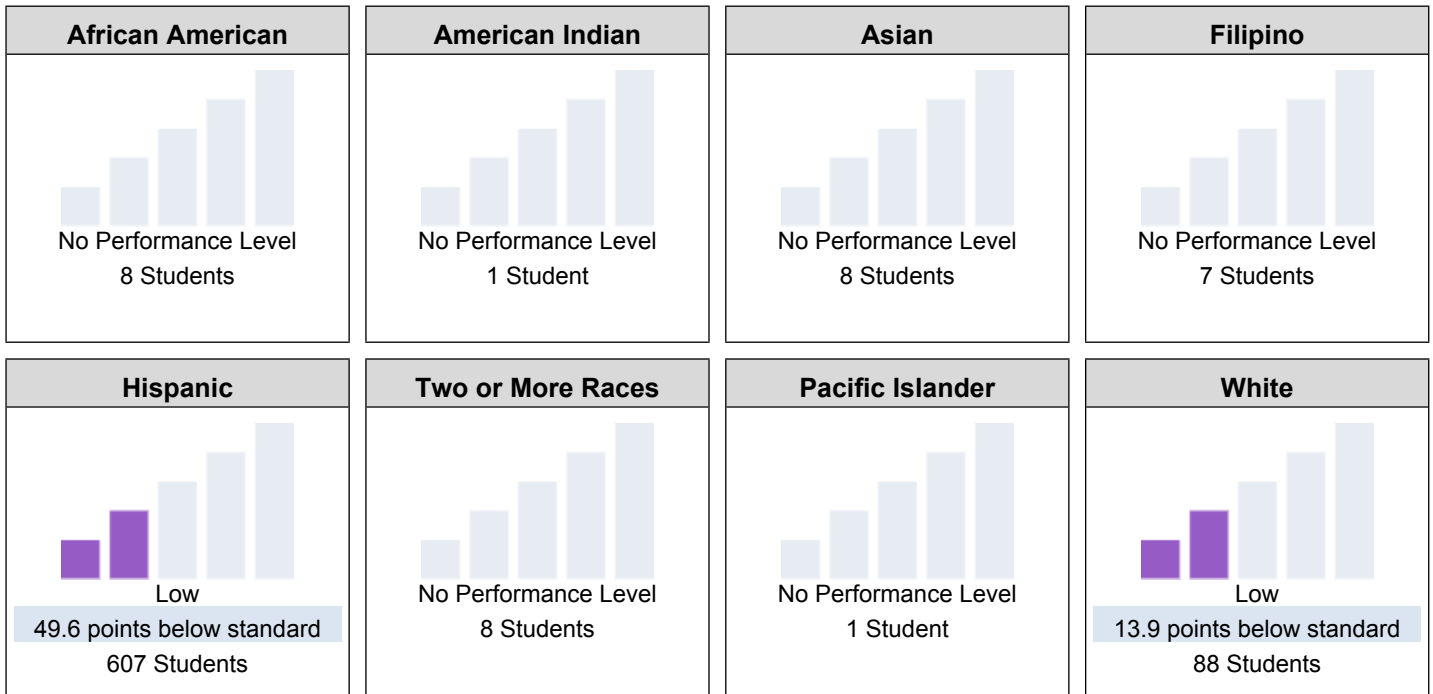
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
125.2 points below standard 121 Students	42.4 points below standard 136 Students	41.8 points below standard 350 Students

Conclusions based on this data:

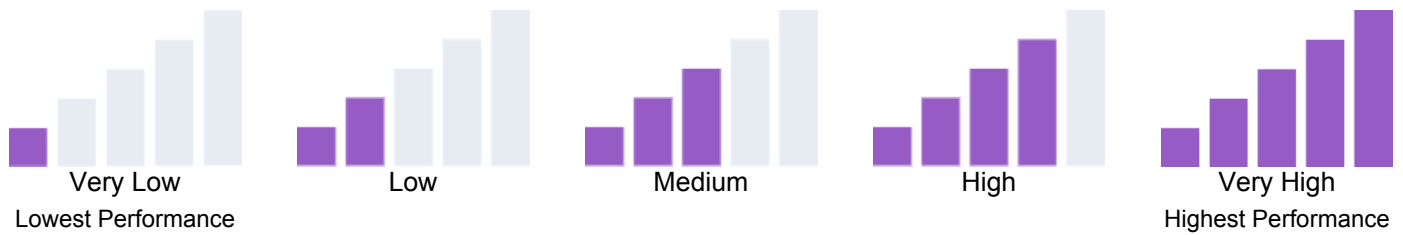
1. Due to Covid-19- CJHS does not have data for 2019-20 or 2020-2021 school years.
2. Based on the results, we will need to look at the data more closely for specific skills deficits and build upon those
3. We will also look at focusing on students reading to learn techniques and strategies using AVID resources to supplement instruction

School and Student Performance Data

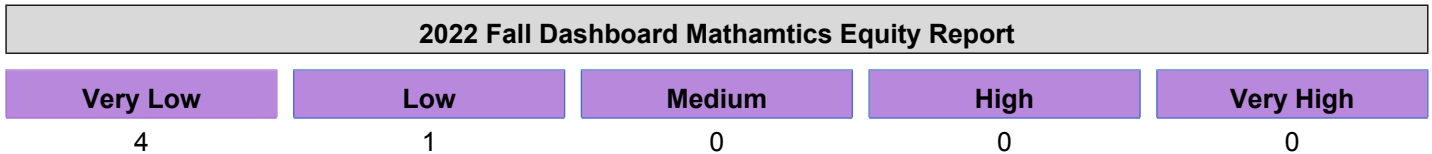
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

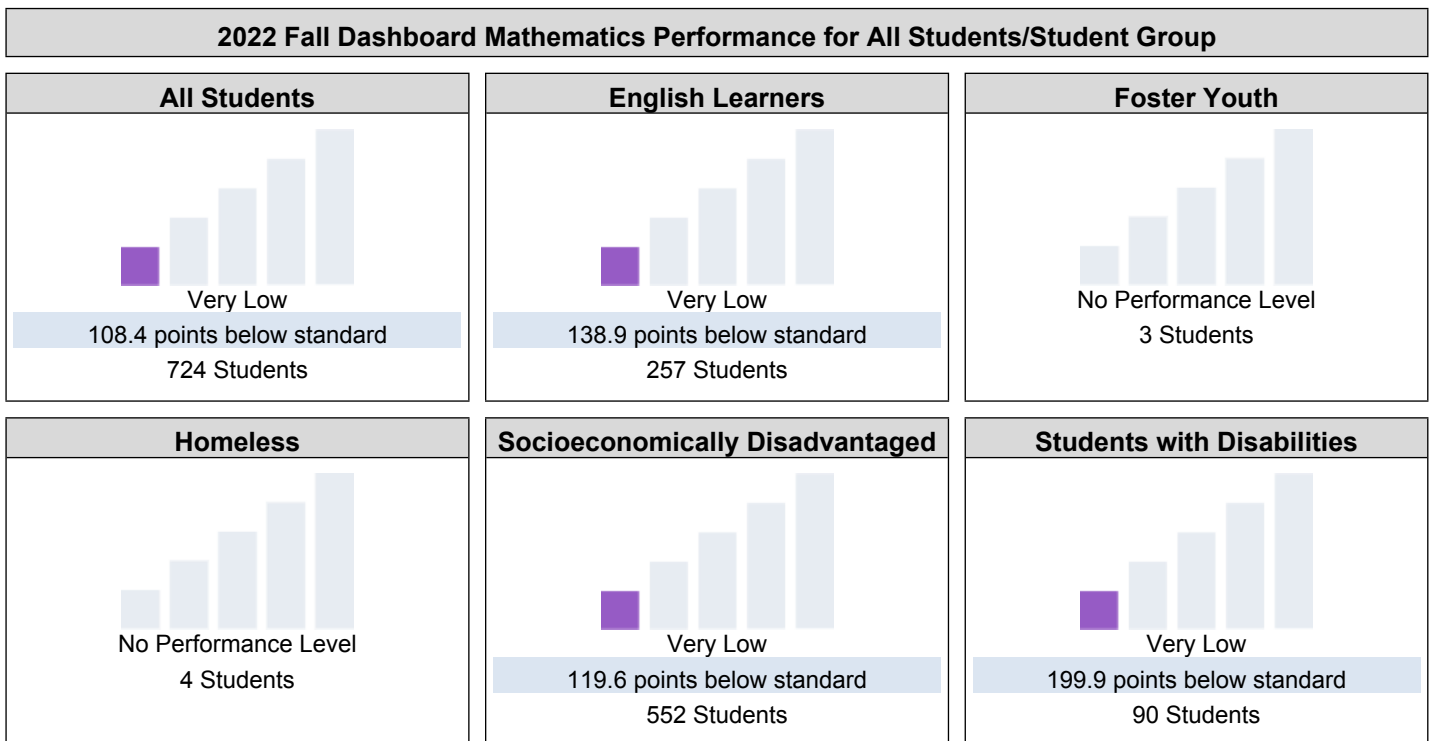
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



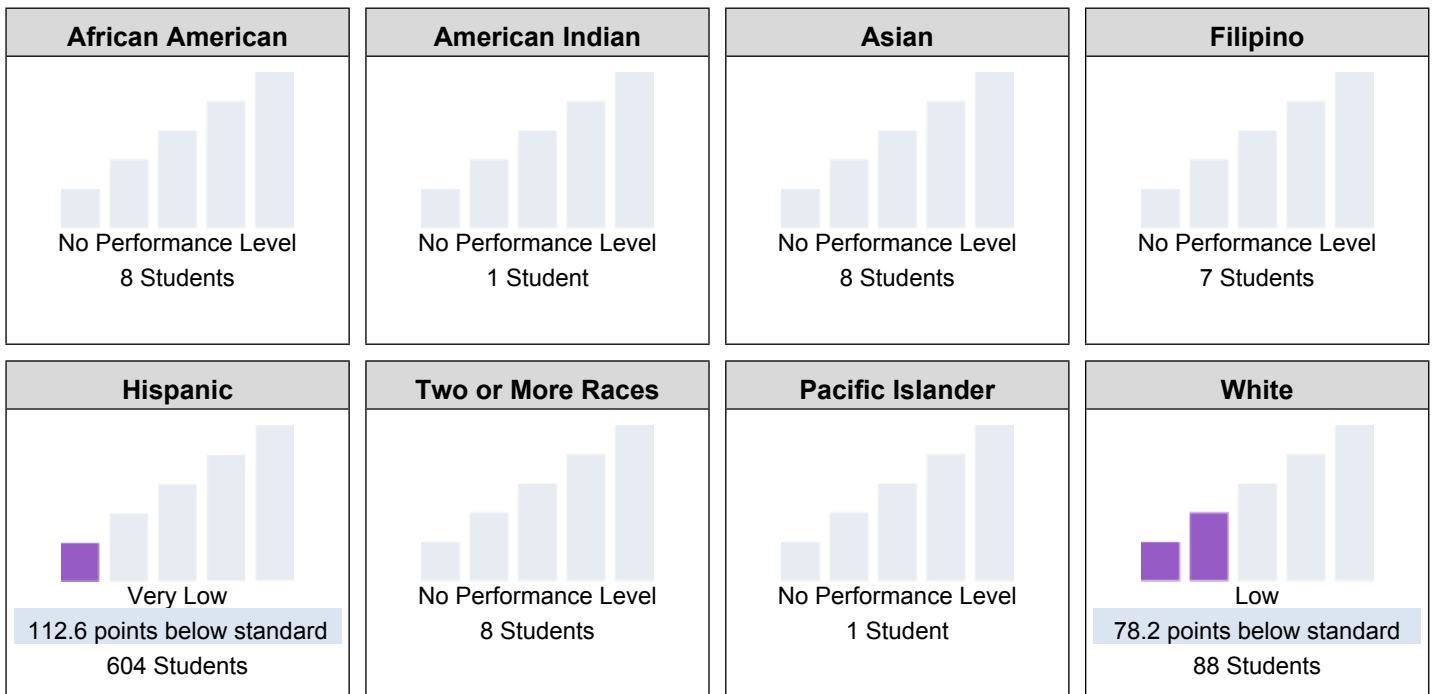
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>179.0 points below standard 121 Students</p>	<p>103.3 points below standard 136 Students</p>	<p>105.7 points below standard 347 Students</p>

Conclusions based on this data:

1. DUE to Covid-19, CAASPP was not administered for the 2019-2020 or 2020-2021 school years. Scores fro 2018-10 school Year
2. Based on the data, we will need to take a look at the skills deficits and stadards alignment
3. We may take a look at how solid is our standards-based curriculum teaching for our kiddos

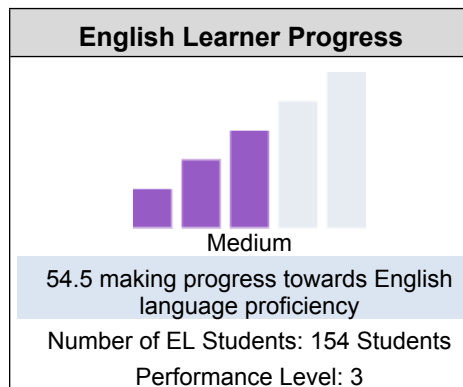
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.9%	30.5%	2.6%	51.9%

Conclusions based on this data:

1. Due to COVID-19- CJHS does not have scores for 2019-2020 or 2020-21 school years.
2. We can continue to build on the instruction that is being done; and
3. Look for more ways to support our EL students and families (i.e. PIQUE, Parent Education Nights, etc.)

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

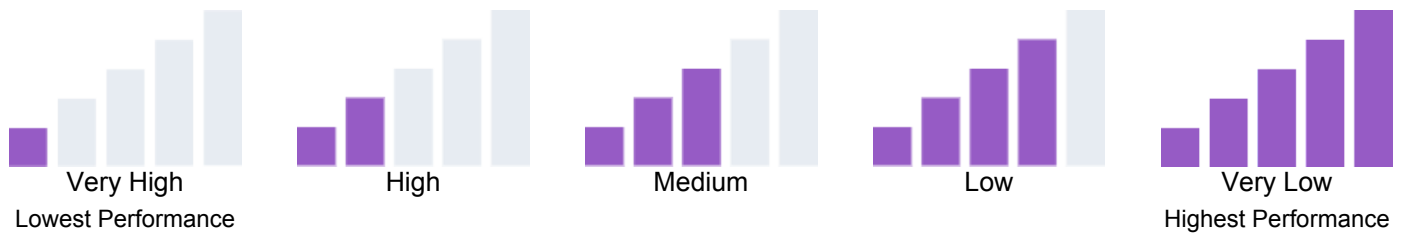
1. N/A No data is available as this is not applicable to 7th and 8th graders.

School and Student Performance Data

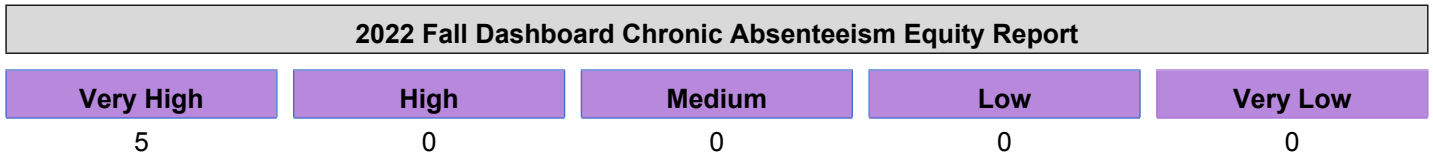
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

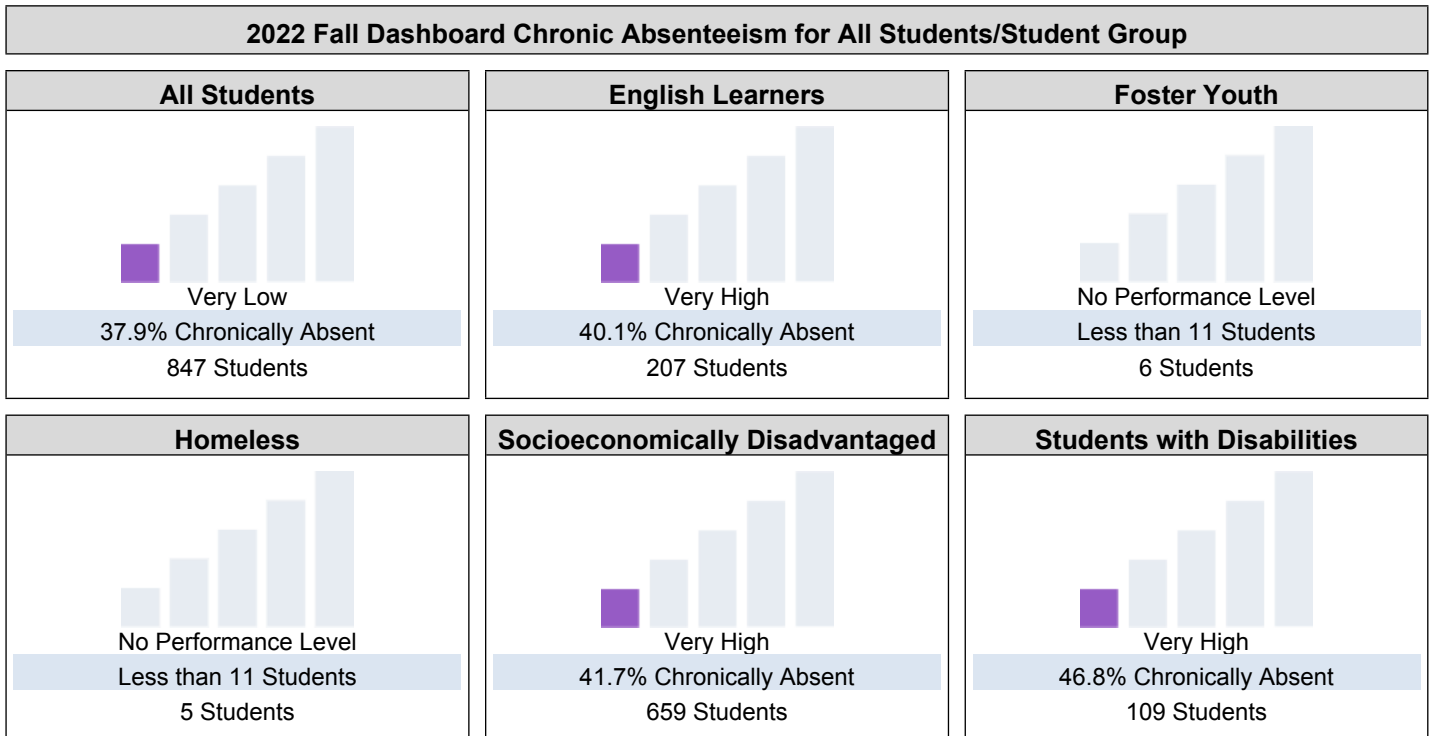
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



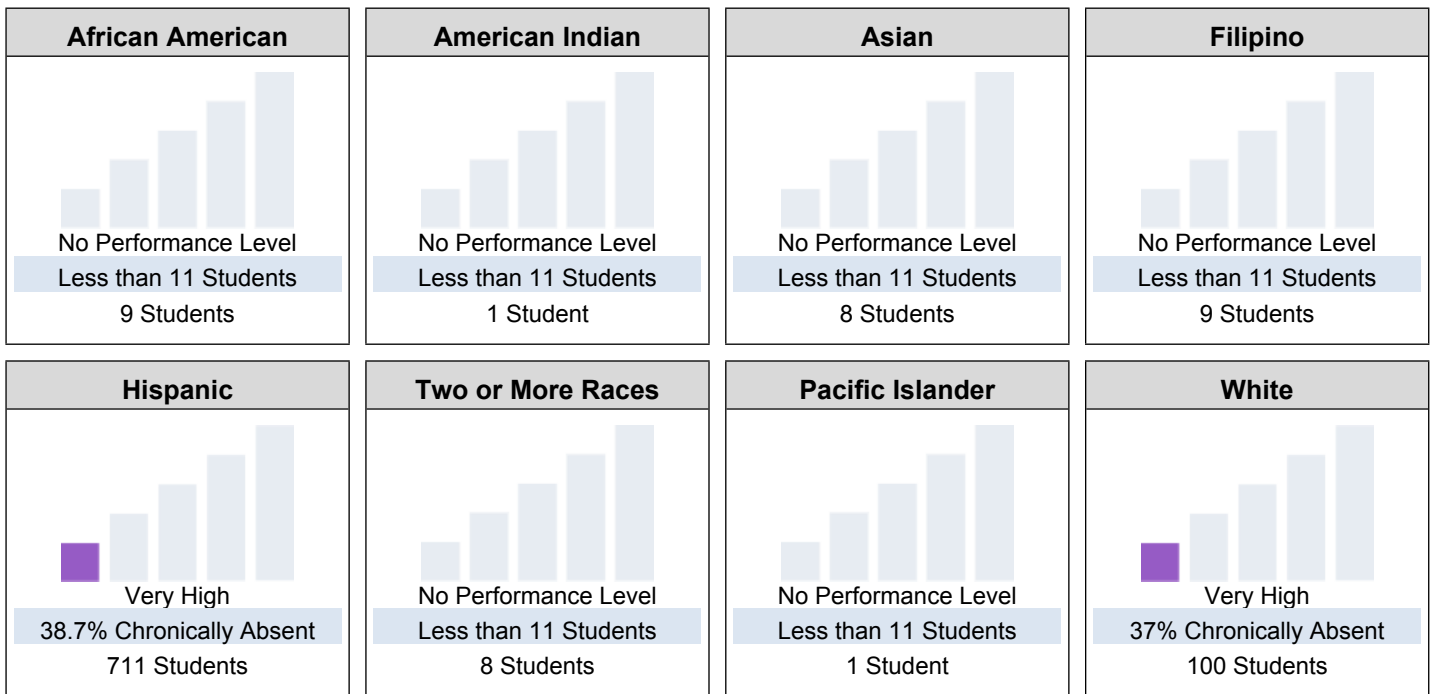
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

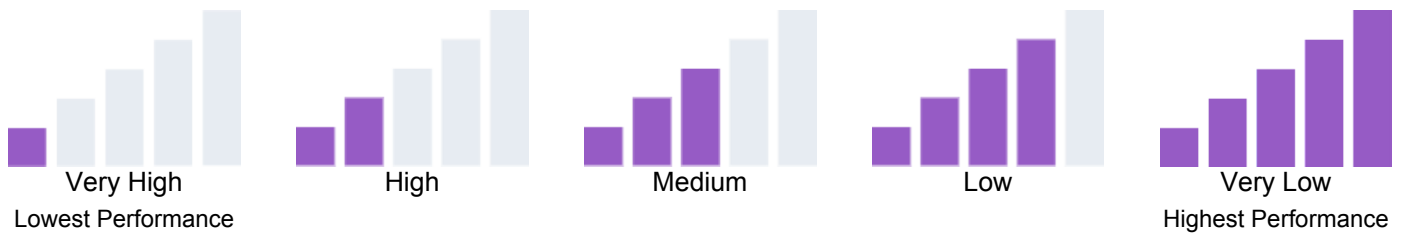
1. DUE to COVID-19- CJHS does not have data fro 2019-2020 or 2020-2021 school year.
2. Based on the data, we need to disaggregate each ethnicity group and see if we can pinpoint reasons for high absenteeism
3. Involve our community stakeholders to brainstorm ways to increase our daily school attendance

School and Student Performance Data

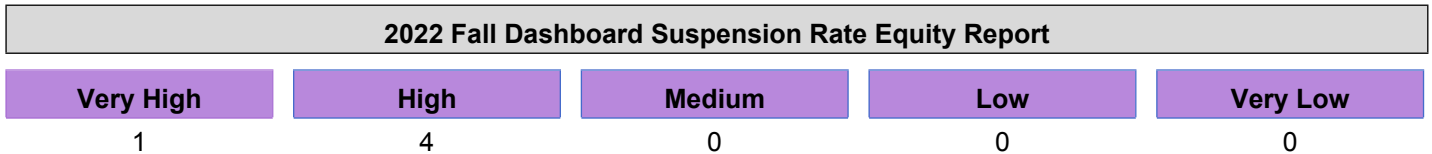
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

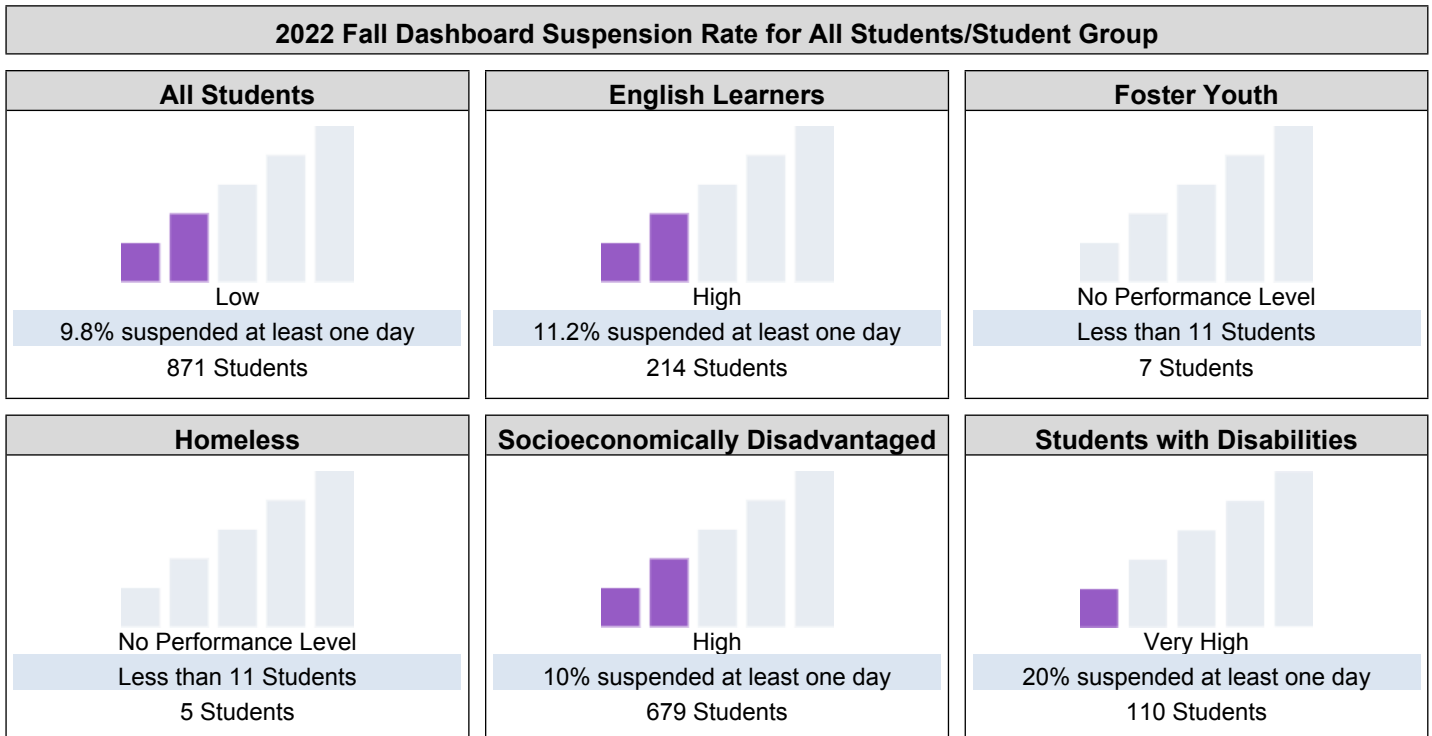
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



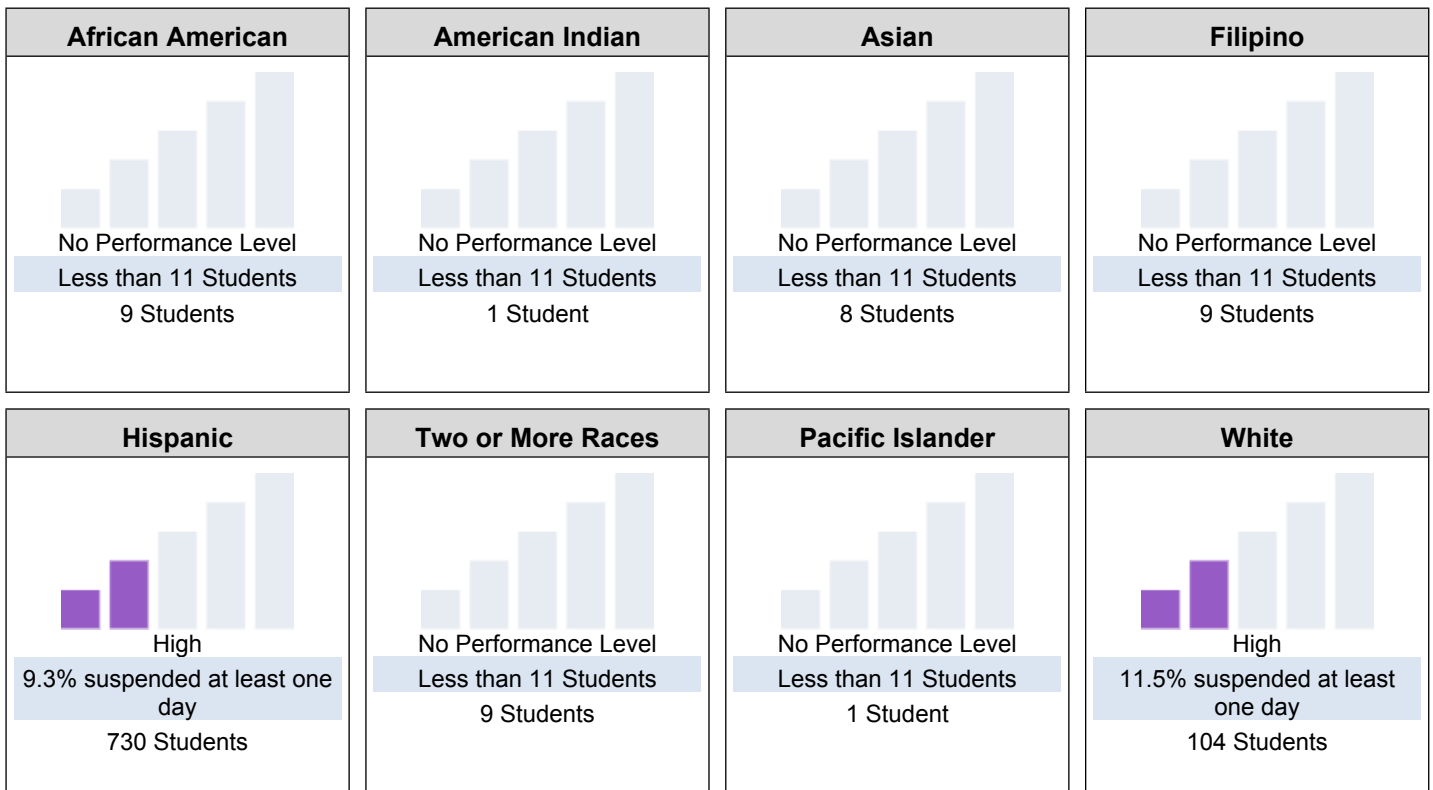
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Due to COVID-19- CJHS does not have data for 2019-2020 or 2020-2021 school years.
2. PBIS Implementation will continue to be implemented along with staff training and development
3. Restorative Justice Practices will be implemented for SY 23-24 along with staff training and development

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Student Achievement: English Language Arts and Mathematics

LEA/LCAP Goal

LCAP Goal # 3: LBUSD will provide an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction.

Goal 1

The percentage of students meeting or exceeding standards on English Language Arts and/or Mathematics will increase as measured by the State and/or local assessments.

Identified Need

The targeted subgroups of English Language Learners, Foster Youth, Special Education, and Socioeconomically Disadvantaged (ELL, SPED, SED) will be addressed in the focus for increased academic achievement. The California Dashboard (2019) indicates that EL, SED and SED students performed at a lower rate than the rate of all students. Additional allocation of resources will be focused on providing these subgroups in order to increase the overall scores.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CJHS will use 2022-23 CAASP ELA and Math scores to evaluate if goal has been met.	<p>(Baseline is based on 2018-2019 CAASPP scores as CAASPP was not administered during the 2019-2020 or 2020-2021 school years)</p> <p>ELA -7th grade- 33% of 7th grade students met or exceeded standard. 8th grade- 32% of 8th grade students met or exceeded standard.</p> <p>MATH- 7th grade- 13.53% 7th grade students meeting or exceeding standards. 8th grade- 16.92% 8th grade students meeting or exceeding standards.</p> <p>INCLUDE SUB GROUPS- SED, SPED and ELL</p>	<p>ELA -7th grade- 38% of 7th grade students will meet or exceed standards; 8th grade- 37% of 8th grade students will meet or exceed standards</p> <p>Math- There will be a minimum of 5% growth from current scores.</p>
CJHS will analyze common assessments from the ELA	This will be a baseline	80% of students will achieve proficiency in ELA standards

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Units of Instruction (Writing) and IAB for math results to evaluate if the goal has been met.		
CJHS will use MAP scores for ELA and Math	This will be the baseline	100% of students will improve from the Fall assessment to the End of the Year administration of the assessment.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All student sub-groups. EL, SED and SPED subgroups.

Strategy/Activity

Provide professional development as individuals and as a goal for specific teams/departments. (The professional development will meet the changing needs of teachers as they plan and adjust instruction and learn innovative and research based strategies that meet the needs of their students. Additionally, substitute teachers will be used to release classroom teachers to review data, plan instruction, articulate between grade levels, develop pacing calendars and curriculum, professional development and attend conferences.)

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)
33,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Monies will be utilized for professional development for staff who works with students. A focus on PD will be AVID Strategies, Professional Learning Communities (PLCs), on-going work on writing; and the Thinking Classroom in both grade levels of Math.
6,000	Title I 4000-4999: Books And Supplies Material/furniture/supplies to support instruction based on PD.

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

Purchase technology to enable teachers and students to effectively teach and learn. (The ELA, ELD, History and Math departments will implement effective use of technology through the use of relevant, researched based instructional practices that will enhance students' learning.)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

14,169

Source(s)

Title I
4000-4999: Books And Supplies
Technology will need to be purchased to replace student devices and classroom technology

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students with a focus on English Language learners, SED and Special Education students.

Strategy/Activity

CJHS will provide targeted intervention in ELA, Math and ELD standards. (Intervention sessions will occur after school, before school, during student lunches and during Saturday academies. Academic Recovery summer school to focus on building literacy in ELA and Math. Interventions will be provided for students not meeting or exceeding standards on the CAASP, receiving an overall GPA of 2.0 and below and or students earning a D/F in their ELA and/or math class. English Language learners will also be a focus as they work toward reclassification.)

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)

20,000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Intervention sessions will be provided by staff to target students needs. Develop an intervention system that targets students deficient in ELA that can be implemented during the school day/before or after school that focuses on

struggling students. Provide social emotional counseling through individual and/or group sessions. Academic interventions after school and/or before school through the tutoring center. Counselors will meet with parents and students before the end of the school year to ensure struggling students attend. Summer school is a three week session in June.

2,000

Title I
4000-4999: Books And Supplies

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

CJHS will purchase digital site license of academic resources. (Such as but not limited to: Brainpop, NewsELA, PearDeck, Noredink, Edpuzzle, Rosetta Stone, and e-books in order to support 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)

15,000

Source(s)

Title I
4000-4999: Books And Supplies
On-line resources, applications and curriculum aside from district purchased state adopted curriculum will be purchase.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Sub-groups

Strategy/Activity

Lexiled books will be purchased to create classroom libraries.

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)

15,000

Source(s)

Title I
4000-4999: Books And Supplies
Lexiled books for student check-out and use in the classrooms.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All subgroups

Strategy/Activity

Schedule Internal Walk-throughs three times a year to provide all teachers the opportunity to observe their colleagues and instructional practices.
The purpose of the walkthroughs is to focus on site wide initiatives, look for trends and create a professional development plan to improve instruction, planning and delivery.

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)

10,000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
CJHS's focus is AVID focused note taking strategies. The instructional rounds assist in our focus as it is a tool to observe the teaching and learning occurring in the classroom. Monies will be utilized to pay for substitute teachers in order to release classroom teacher to conduct the instructional rounds.

2,000

Title I
4000-4999: Books And Supplies
Materials/supplies needed for walkthroughs.

Annual Review

SPSA Year Reviewed: 2022-23

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.

As CAASPP was not administered during the 2019-2020 or 2020-2021 school years, data is not available, however, the instructional practices that were targeted will show improvement and CJHS will be utilizing other means of measuring progress. Additional professional development in the areas of AVID and Professional Learning Communities will continue this school year to ensure teachers and staff continue to keep up to date in researched based effective strategies.

The continuation with math coaching for teachers will continue in a more systematic manner. Teachers will receive monthly coaching/PD. As 2021-2022 was a return from distance learning, before school tutoring was included in an effort to assist struggling students. Math and ELA intervention occurred during the school year through the use of an Intervention Teacher (ISI). Students were pulled from their elective or PE class for a period of 3-4 weeks as a means of support.

Summer school targeted students who struggled academically. Summer school was conducted in-person and a Social-Emotional component was added.

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 differences between the intended implementation and expenditures: With COVID related effects (lack of subs) steady declining, there were no major differences between implementation and budgeted expenditures for SY 22-23.

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.

Changes that will occur within the goal and strategies to assist in improving this goal are: ELL reclassification has been added and the new strategies/activities that will be added is to purchase supplemental material. Professional Learning Community implementation will continue throughout this year so that all content areas will identify success criteria as well as students who are not meeting the mark. More Math Coaching and training days have been added to support all math teachers. Additional professional development will continue on AVID Strategies and Professional Learning Communities (PLCs).

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and School Climate

LEA/LCAP Goal

LCAP #4: LBUSD will maintain safe and welcoming facilities, a well trained educational staff, access to instructional materials and programs for all students, and opportunities for parents to be involved in their student's education.

Goal 2

Maintain a positive school culture and learning environment in which students attend school regularly in a safe and positive learning environment.

Identified Need

In desegregating the CA dashboard data for 2019, CJHS suspension rate rose by 1.9%. While CJHS had an increase of 100 students from the previous year, it is imperative that CJHS utilizes other means of correction. Students need to be in school in order to improve and learn. We continue to improve attendance. CJHS is averaging a 95% daily attendance rate. Due to COVID-19 2021-2022 was a hybrid model, therefore, CJHS will be utilizing the data pre-COVID.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Reports-Maintain the number of suspensions/expulsion due to violence or drug related causes that are less than the District and County averages.	Pre-CoVID 19 Data-175 suspensions- 131 incidents related to violence and drugs (2017-2018 school year data) Due to COVID-19 2019-2020 school year data is not comparable as students were at home beginning Mid-March.	Reduce suspensions by at least 5-10% due to incidents related to violence and drugs.
Attendance Reports-Establish and maintain 96% or higher student monthly attendance rate and offer monthly rewards.	Currently a 94-96% overall monthly attendance.(2017-2018 school year data) Due to COVID-19 2019-2020 school year data is not comparable as students were at home beginning Mid-March and 2020-2021 was a hybrid model.	A 96% or higher student attendance rate

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students with a focus on SPED, ELL, and SED

Strategy/Activity

CJHS will provide Positive Student Recognitions and Rewards throughout the year. CJHS recognizes that students must feel acknowledged, supported and recognized for positive behavior and academic performance.

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)

6,000

Source(s)

Title I
4000-4999: Books And Supplies
A school wide recognition program to recognize students for academic success, school spirit and attendance. Cougar of the Month, Monthly Perfect Period Attendance, Rewards for Academic Achievement and Good Behavior (Cougar Character). Student Recognitions for academic achievement such a Renaissance Card Rewards earned every trimester. Offer monthly and yearly rewards for academic achievements: treats and prizes to recognize students for academic success, school spirit and attendance.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All student sub-groups

Strategy/Activity

Continue with implementation of PBIS (Positive Behavior Intervention Strategies) alongside Restorative Justice Practices. Also, our elective department will teach lessons from Character Strong curriculum in order to help develop CJHS behavior expectations.

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)

4,000

Source(s)

Title I

	4000-4999: Books And Supplies CJHS is a PBIS school. The CCC committee will continue to develop character building lessons that are representative of CJHS' expectations. Lessons and videos will be updated once every two years. Materials for implementing programs
4,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Provide professional development for staff on PBIS, Restorative Justice

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

Provide social emotional and academic services to all students. Create peer-counseling groups to address social-emotional student concerns. Provide students with coping mechanisms to deal with difficult life issues.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	Title I 4000-4999: Books And Supplies Mental Health counselor will provide socio-emotional counseling -individual and/or groups, provide materials as needed.
6,000	Title I 5000-5999: Services And Other Operating Expenditures Provide guest speakers addressing social-emotional issues.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students with a focus on SED, students with disabilities and hispanics

Strategy/Activity

Assign FNCS (Friday Night Community Service) twice a month as other means of correction. Provide the opportunity for students to participate in an educational field-trip focusing on social emotional and academic needs of students such as but not limited to: the Museum of Tolerance

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)

5,000

Title I
4000-4999: Books And Supplies
Providing other means of correction to students who are experiencing difficulty in following school wide exceptions and include student leaders.

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

Improve student behavior through positive behavior interventions, trauma informed schools strategies, and restorative justice practices through professional development and program implementations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4,000

Title I
5800: Professional/Consulting Services And Operating Expenditures
Professional development and SEL program implementation. Provide Restorative Justice, PBIS and strategies on improving school culture to CJHS staff.

6,000

Title I
4000-4999: Books And Supplies
SEL program

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students with a focus on Socioeconomically disadvantaged, Students with disabilities and English Learners.

Strategy/Activity

Provide field trips to College campuses, technical school and other educational places to expand students' awareness. For college and career readiness, students will be exposed to career fairs by local and fortune 500 companies.

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)

9,000

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Transportation/ cost of entrances

Annual Review

SPSA Year Reviewed: 2022-23

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.

CJHS continues to work on creating a positive school culture. Site administration along with school staff and counselors continue to work on learning and utilizing "other means of correction and effective strategies to improve student behavior. Rewarding students in recognition of attendance and academic success will promote and contribute to attendance and school culture. The overall implementation of the strategies/activities where showing improvement during the 2019-2020 school year, however, as we returned from distance learning/hybrid, a need for more support and an Social emotional Learning program was needed and implemented. As students are readjusting to being on campus, working with peers and the expectation to be with peers has been difficult and skills will be reviewed as a student expectation.

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

There were no major differences between the intended implantation and/or the budgeted expenditures as 2022-2023 school year.

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.

CJHS will implement Restorative Justice Practices alongside Positive Behaviors Interventions and Supports (RJ-PBIS) via staff training and development. CJHS students will continue to be rewarded with Cougar Cash to purchase items from the student on Fridays for displaying our PAWS Behavior expectations throughout campus. CJHS has a Student Advocate who will continue to work with

students to attempt to mediate potential negative situations between students. CJHS counselors (i.e. Wellness, Academic, 7th Grade, and 8th Grade) are conducting individual and small group counseling throughout the year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academic Student Achievement: English Language Development

LEA/LCAP Goal

LCAP Goal # 1. LBUSD will increase college and career readiness rates of English Learners and Students with disabilities by 15% by June 2024.

Goal 3

The annual reclassification goal for CJHS will be to reclassify a minimum of 20% of English Language Learners by the end of the year. Reclassification percentage of English Language learners will increase by the end of the school year.

Identified Need

The targeted subgroups of English Language Learners, Special Education, and Socioeconomically Disadvantaged (ELL, SPED, SED) will be addressed in the focus for increased academic achievement. The California Dashboard (2019) indicates that EL, SED and SED students performed at a lower rate than the rate of all students. Additional allocation of resources will be focused on providing these subgroups in order to increase the overall scores.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification form and the requirements.	7.4% of ELL were reclassified during the 2019-2020 school year.	20% of EL learners will be Reclassified by the end of school year 23-24 using the District and state Reclassification criteria.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Focus on English Language learners, SED and Special Education students.

Strategy/Activity

CJHS will provide targeted intervention in ELA and ELD standards. Intervention sessions will occur before, during, and after school. CJHS has partnered with FEV tutoring to provide students 24/7 access to online tutoring help outside of school hours. Academic Recovery summer school will focus on building literacy in ELA/ELD standards. Interventions will be provided for students not meeting or exceeding standards on the CAASP, receiving an overall GPA of 2.0 and below. English Language learners is a focus as they work toward reclassification. Provide an emphasis on a site-

based intervention for all students targeting the whole student through academic and social emotional services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	Title I 1000-1999: Certificated Personnel Salaries Intervention sessions will be provided by staff to target students needs. Develop an intervention system that targets students deficient in ELA that can be implemented during the school day/before or after school that focuses on struggling students. Provide social emotional counseling through individual and/or group sessions. Academic interventions after school and/or before school through the tutoring center. Counselors will meet with parents and students before the end of the school year to ensure struggling students attend. Summer school is a three week session in June.
5,000	Title I 4000-4999: Books And Supplies Supplies/materials for interventions

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students with a primary focus on ELL

Strategy/Activity

To expose students to colleges and technical schools campuses, including educational places

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)
15,000	Title I 5000-5999: Services And Other Operating Expenditures Transportation costs and other related travel expenses to college campuses.

Annual Review

SPSA Year Reviewed: 2022-23

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.

. Spanish books were added to the library for our newcomers and ELLs.

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

Not a major difference from the intended to the expenditures.

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.

Continue the Implementation of the goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Involvement

LEA/LCAP Goal

LCAP Goal # 4: LBUUSD will maintain safe and welcoming facilities, a well trained educational staff, access to instructional materials and programs for all students, and opportunities for parents to be involved in their student's education.

Goal 4

CJHS will provide opportunities to increase and maintain parent engagement and involvement on school related activities, events and informational meetings as a means to extend educational opportunities for students.

Identified Need

CJHS understands that parents play a key role in student success. Working with parents will help our students academics and socio-emotional well being. CJHS has provided monthly parent workshops and informational nights with 0-3% of parent participation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CJHS will review the data from the Healthy Kids Survey.		
Obtain parental input by providing an in-depth survey on ways to increase parental involvement in school related activities.	Currently, there has not been a survey given to parents that addresses parental involvement.	Strategies on how to involve parents
0%-3%parent participation in workshops and informational nights. A parent survey focusing on informational topics for meetings and workshops.	A survey is currently given to parents during Cougar Crawl. A survey will continue to provide topics parents are interested in attending.	A 3-5% of parent participation in one or more workshops, informational nights and/or parent meetings. List of topics for Monthly Parent Nights

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All sub-groups

Strategy/Activity

Present designated/parent requested topics at the regularly scheduled ELAC meetings, Parent Club and designated Parent Nights

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)

1,818

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Motivational speaker for parents during Parent meetings.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students with a focus on ELL, Hispanic, Students with disabilities and Socioeconomic disadvantaged students.

Strategy/Activity

Implement a Parent Institute for Quality Education program (parent education classes) for all interested CJHS parents.

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)

10,000

Source(s)

Title I
5800: Professional/Consulting Services And Operating Expenditures
A series of workshops focused on parent engagement with their children and their education.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All sub-groups

Strategy/Activity

Obtain parent participation in the 5-6 year academic plans presented by CJHS counselors in preparation for college preparatory classes at the high school level. Ensure that presentations are bilingual.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	Title I 4000-4999: Books And Supplies Meeting/presentation to parents by school counselor

Annual Review

SPSA Year Reviewed: 2022-23

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 is the third year CJHS is offering PIQUE for parents. There have been 30 - 40 parents that complete the 8 session course. Coffee with the Principal and Counselors needs some work.

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

There were no major differences between intended implementation and budgeted expenditures.

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.

Will continue with PIQUE. We will continue with Coffee with the principal; and include this in the parental engagement plan survey.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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	\$201,987.0000
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$201,987.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$201,987.00

Subtotal of additional federal funds included for this school: \$201,987.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$201,987.00

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
Title I	201,987	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	201,987.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	35,000.00
4000-4999: Books And Supplies	84,169.00
5000-5999: Services And Other Operating Expenditures	31,818.00
5800: Professional/Consulting Services And Operating Expenditures	51,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	35,000.00
4000-4999: Books And Supplies	Title I	84,169.00
5000-5999: Services And Other Operating Expenditures	Title I	31,818.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	51,000.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1	117,169.00
Goal 2	47,000.00
Goal 3	25,000.00
Goal 4	12,818.00

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
Tywan L. Lawrence	Principal
Frank Leonard	Parent or Community Member
Anahi Rodriguez	Parent or Community Member
Brandon Duke	Other School Staff
Brad McRae	Classroom Teacher
Anastasia Bunthoff	Classroom Teacher
Mary West	Classroom Teacher
Jessica Romo	Classroom Teacher
Yandell Diaz	Secondary Student
Lydia Diaz	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/11/2022.

Attested:

Principal, Tywan L. Lawrence on

SSC Chairperson, Brad McRae on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partners 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.

Educational Partners Involvement

Meaningful involvement of parents, students, and other Educational Partners 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 Educational Partners 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 Educational Partners 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 Educational Partners (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 (Educational Partners 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 Educational Partners (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 (Educational Partners 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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Departmental Advisory Committee



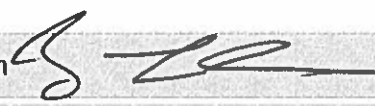
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on 5/11/2022.

Attested:

Principal, Tywan L. Lawrence on



SSC Chairperson, Brad McRae on

