



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mt. Carmel High School	37682963730074	November 30, 2020	January 14, 2021

School Vision and Mission

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

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

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

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

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

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

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

School Profile

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA is developed in conjunction with the school leadership team and teaching staff who analyze student performance data on California Assessment of Student Performance and Progress (CAASPP) and "D" and "F" grades in order to develop SPSA goals. Faculty and staff meet to discuss SPSA goals on Professional Growth days and during Friday department meetings. The School Site Council and ELAC meet throughout the school year to review the SPSA goals developed by the leadership team and confirm that the student achievement needs addressed were those identified by CAASPP student performance data. Due to COVID19 school closure, the CAASPP data used will be the 2018-2019 school year for math and English Language Arts sub-tests. Survey feedback from the Thoughtexchange, California Healthy Kids Survey, Speak Up Survey, Senior Survey, as well as student focus groups are also analyzed to develop our SPSA goals.

School and Student Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.47%	0.42%	0.21%	9	8	4
African American	3.81%	3.52%	3.32%	73	67	63
Asian	14.73%	15.01%	13.49%	282	286	256
Filipino	12.53%	11.96%	11.22%	240	228	213
Hispanic/Latino	14.62%	15.01%	17.97%	280	286	341
Pacific Islander	0.68%	0.73%	0.63%	13	14	12
White	45.17%	44.86%	39.09%	865	855	742
Two or More Responses	6.11%	6.09%	10.96%	117	116	208
Not Reported	1.88%	2.41%	3.11%	36	46	59
Total Enrollment				1915	1,906	1,898

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	482	471	458
Grade 10	482	481	480
Grade 11	483	478	485
Grade 12	468	476	475
Total Enrollment	1,915	1,906	1,898

Conclusions based on this data:

1. Our Hispanic/Latino population has increased over the last three school years.
2. Our White student group has decreased over the last three school years.
3. Our Asian population has decreased from last year.

School and Student Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	127	146	79	6.6%	7.7%	4.2%
Fluent English Proficient (FEP)	467	457	479	24.4%	24.0%	25.2%
Reclassified Fluent English Proficient	16	9	59	13.4%	7.1%	40.4%

Conclusions based on this data:

1. Our English Learner student population has decreased in percentage. This is probably due to the amount of reclassified students during the 2018-2019 school year.
2. The 2019-2020 school year was the first year we offered the academic literacy class for our EL population. This class was cut short due to COVID-19 pandemic but we will be able to acquire beneficial data on English scores for 2020-2021 school year.

Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	470	467	464	454	450	442	453	450	442	96.6	96.4	95.3
All	470	467	464	454	450	442	453	450	442	96.6	96.4	95.3

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

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

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

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

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

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

Alternative Metrics English Language Arts/Literacy (All Students)

Due to the Covid-19 Pandemic and sites moving to distance learning, CAASPP testing was suspended for the spring of 2020. To monitor student progress, our site utilizes other metrics to gauge student progress, i.e criterion referenced assessments such as common course examinations.

Conclusions based on this data:

1. Due to the COVID-19 school closure we will continue to use the 2018-2019 test data. The greatest concentration of students is found in the "At or Near Standard" category for the Listening and Speaking sub-test. While this year's numbers reflect an improvement, we would like to continue moving students into the 'Above Standard' level.
2. Due to the COVID-19 school closure we will continue to use the 2018-2019 test data. The greatest gains in this year's test data occurred in the area of writing. The number of students scoring in the 'Above Standard' rating increased by 9 percentage points, while dropping the number in both 'At or Nearly Met' and 'Below Standard'. There is also an increase in the percentage of students scoring 'Above Average' when looking at co-hort data. This group of students grew 8 percentage points when compared to when they last tested in grade 8. We will continue with writing initiatives that occur across all curricula.

Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Met Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2636.	2640.	2662.	27.72	28.03	35.75	29.05	27.58	29.19	20.62	21.30	19.00	22.62	23.09	16.06
All Grades	N/A	N/A	N/A	27.72	28.03	35.75	29.05	27.58	29.19	20.62	21.30	19.00	22.62	23.09	16.06

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

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

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

Alternative Metrics Mathematics (All Students)

Due to the Covid-19 Pandemic and sites moving to distance learning, CAASPP testing was suspended for the spring of 2020. To monitor student progress, our site utilizes other metrics to gauge student progress, i.e criterion referenced assessments such as common course examinations.

Conclusions based on this data:

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

Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1591.1	1564.4	1596.3	1553.4	1585.5	1575.0	41	25
Grade 10	1564.5	1591.6	1552.1	1605.7	1576.4	1576.9	37	18
Grade 11	1570.7	1601.7	1553.6	1617.4	1587.4	1585.4	28	24
Grade 12	1608.9	1580.7	1605.7	1582.0	1611.7	1578.9	12	23
All Grades							118	90

Overall Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	60.98	32.00	*	32.00	*	24.00	*	12.00	41	25
10	59.46	38.89	*	38.89	*	0.00	*	22.22	37	18
11	42.86	29.17	*	45.83	*	25.00	*	0.00	28	24
12	*	26.09	*	30.43	*	30.43		13.04	12	23
All Grades	55.93	31.11	22.88	36.67	13.56	21.11	*	11.11	118	90

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	63.41	36.00	*	28.00	*	24.00	*	12.00	41	25
10	56.76	55.56	32.43	22.22	*	16.67	*	5.56	37	18
11	60.71	41.67	*	54.17	*	0.00	*	4.17	28	24
12	*	34.78	*	39.13	*	21.74	*	4.35	12	23
All Grades	61.02	41.11	26.27	36.67	*	15.56	*	6.67	118	90

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	39.02	8.00	*	36.00	*	36.00	*	20.00	41	25
10	37.84	16.67	35.14	33.33	*	27.78	*	22.22	37	18
11	*	8.33	39.29	41.67	*	45.83	*	4.17	28	24
12	*	8.70	*	30.43	*	43.48	*	17.39	12	23
All Grades	34.75	10.00	30.51	35.56	21.19	38.89	13.56	15.56	118	90

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	65.85	20.00	*	64.00	*	16.00	41	25	
10	62.16	27.78	29.73	61.11	*	11.11	37	18	
11	53.57	16.67	*	66.67	*	16.67	28	24	
12	*	13.04	*	47.83		39.13	12	23	
All Grades	62.71	18.89	26.27	60.00	11.02	21.11	118	90	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	65.85	64.00	*	24.00	*	12.00	41	25	
10	67.57	88.89	*	0.00	*	11.11	37	18	
11	75.00	91.67	*	8.33	*	0.00	28	24	
12	*	86.96	*	8.70		4.35	12	23	
All Grades	68.64	82.22	25.42	11.11	*	6.67	118	90	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	43.90	20.00	*	56.00	31.71	24.00	41	25	
10	54.05	38.89	*	33.33	*	27.78	37	18	
11	*	8.33	64.29	62.50	*	29.17	28	24	
12	*	21.74	*	43.48	*	34.78	12	23	
All Grades	38.98	21.11	36.44	50.00	24.58	28.89	118	90	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	39.02	24.00	53.66	64.00	*	12.00	41	25
10	35.14	0.00	59.46	94.44	*	5.56	37	18
11	46.43	8.33	50.00	91.67	*	0.00	28	24
12	*	0.00	*	95.65		4.35	12	23
All Grades	42.37	8.89	52.54	85.56	*	5.56	118	90

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

Alternative Metrics EL Students

Due to the Covid-19 Pandemic and sites moving to distance learning, CAASPP testing, including ELPAC, was suspended for the spring of 2020. Some students did complete the ELPAC test prior to March 13, 2020, and those scores have been reported individually to families. However, many students did not complete the ELPAC, so in order to monitor student progress for this year, our site will utilize other metrics to gauge student progress, i.e. criterion referenced assessments such as common course examinations.

Conclusions based on this data:

1. Our 10th graders overall score in the Well Developed category was higher than any other grade level.
2. Overall we had the highest number of students in Somewhat/Moderately category in writing.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	17-18	18-19	*19-20	17-18	18-19	*19-20	17-18	18-19	*19-20
African American	73	67	69	7	5	7	9.7	7	10.14
American Indian or Alaskan	*	*	4	1	*		*	*	
Asian	285	286	267	14	9	8	4.9	3	3
Filipino	240	215	213	10	16	5	4.2	7	2.35
Hispanic or Latino	295	286	365	32	36	36	11.1	12	9.86
Did not Report	44	46		3	2		6.8	4	
Pacific Islander	13	14	11	0	0		0.0	0	
Two or More Races	124	129	227	9	17	29	7.3	12	12.78
White	883	855	777	82	85	66	9.4	10	8.49
Male	1,033			77			7.5		
Female	933			81			8.8		
English Learners	135	146	66	9	10	4	6.8	10	6.06
Students with Disabilities	237			33	40		14.3	16	
Socioeconomically	523	465		54	61		10.5	12	
Migrant									
Foster	*			1			*		
Homeless	27			6			22.2		
Kindergarten									
Grades 1-3									
Grades 4-6									
Grades 7-8	*			1			*		
Grades K-8	*			1			*		
Grades 9-12	1,965			158			8.1		
Ungraded Elementary/Secondary									
Total	1,966	1906	1949	158	171	151	8.1	9	7.75

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

Conclusions based on this data:

1. We had our African American Group increase absences from the 18-19 to the 19-20 school year.
2. Except for two subgroups' absences went down.

Student Performance Data

Suspension Data

	2017-18	2018-19	*2019-20
Suspensions Rate	1.1	1.2	1.13

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

Conclusions based on this data:

1. Our suspensions have been fairly consistent with a slight decrease during the 2019-2020 school year.

Student Performance Data

Graduation Rate

	2017-18	2018-19	*2019-20
Graduation Rate	97.2	97.6	96.6

* Preliminary Data

Conclusions based on this data:

1. Our graduation rate decreased by a student during the 2019-2020 school year.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

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

Goal 1: Mathematics

Based on the California Assessment of Student Performance and Progress (CAASPP) results, by the spring of 2021 the percentage of students at "Standard Met" or Standard Exceeded" in the area of Math will increase by 1 percentage point, and the percentage of students identified as being in the following specific groups will increase by 2 percentage points: English Learner, EDY/Title 1 and Students with Disabilities utilizing the baseline set by CAASPP results from the spring of 2019.

Identified Need

Will be using the data from Spring 2019 due to the COVID-19 pandemic. This need was identified by the analysis of Mt. Carmel's data from the Math portion of the 2018-2019 CAASPP report for all students and the subgroups specified above.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the Math portion of the Spring 2020 CAASPP report and Progress for all students. D and F rates California Schools Dashboard	Data from the Spring 2019 CAASPP Math test shows 65% of all students at "Standard Met" or "Standard Exceeded" and the California Dashboard has MC in the blue performance level with an increase of 24.2 points.	The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by 1% percentage point, from 65% to 66%.
English Learner Data from the Math portion of the Spring 2020 CAASPP report and Progress for English Learners.	Data from the Spring 2019 CAASPP Math test shows 13.04 %of English Learner students at "Standard Met" or "Standard Exceeded"	The percentage of English Learner students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by 2 percentage points, from 13.04% to 15.04%.
EDY/Title I Data from the Math portion of the Spring 2020 CAASPP report and Progress for EDY/Title 1 students.	Data from the Spring 2019 CAASPP Math test shows 53.92% of EDY/Title 1 students at "Standard Met" or "Standard Exceeded"	The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by 2 percentage points, from 53.92% to 55.92%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student with Disabilities Data from the Math portion of the Spring 2020 CAASPP report and Progress for Students with Disabilities.	Data from the Spring 2019 CAASPP Math test shows 24.24% of Students with Disabilities at "Standard Met" or "Standard Exceeded"	The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the Math portion will grow by 2 percentage points, from 24.24% to 26.24%.
School-Wide Data from the CAASPP Math test in Spring 2020 report and progress for all students.	Mathematics Sub-test: Problem Solving and Modeling & Data Analysis. 23.9% below standard, which is the highest below standard percentage among the sub-tests.	The 30.7% of students scoring "At or Near Standard" will increase by 1 percentage point into the "Above Standard" level.
School-Wide Data from the CAASPP Math test in Spring 2020 report and progress for all students.	Mathematics Sub-test: Communicating Reasoning. A combined 'Below standard' and 'At or near standard' of 59.4 %, this is the highest percentage of the sub-tests for a combined 'Below' and 'At or Near' percentage.	The combined percentage of students scoring at "Above Standard " will increase by 1 percentage point.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Teachers will be bridging the gap between in-school student experiences and distance learning by using Flipgrid, Canvas, Zoom, SP-Pen, and Jamboard. Through the use of these platforms, the students will be able to implement mathematical practices as well as be an actively engaged participant that can reason and explain their answers by constructing viable arguments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Educationally Disadvantaged Youth

0	English Learners
0	No additional budgeted expenditures.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

ELL Students

Strategy/Activity

The teachers will use a variety of platforms that will assist students. Students will be able to see the teacher's manipulation of materials, retrieve their recorded files and support their language acquisition with content specific vocabulary through the use of Nearpod and Flocabulary. The math language can't be taught without writing and these platforms allow the students to make sense of problems and persevere in solving them.

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)

6320.00

Source(s)

English Learners
2000-2999: Classified Personnel Salaries
Allow extra hours for current IA's (approximately 6hrs/week X 30 weeks) to provide additional support

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Students will engage directly and see immediate feedback through the teachers' use of google assignments and Canvas. Teachers have the ability to highlight, underline, draw, explain using manipulatives and add audio instructions to slides in order to allow students to review the slides

after a missed lesson. This allows students to follow through with a problem, make adjustments as necessary and evaluate the result.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EDY/Title1 Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
21355.84	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries Adding an additional credentialed math teachers to the accel classroom for 3 sections
6164.16	Educationally Disadvantaged Youth 2000-2999: Classified Personnel Salaries Student Services Technician approximately (30X3hoursX1 dayX34 weeks)

Annual Review

SPSA Year Reviewed: 2019-20

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.

Due to suspension of CAASPP testing due to COVID-19, we were unable to measure growth based on the assessment. As a means by which to consider growth in the area of math, we are able to report credit earned for our students in our math classes. For the last trimester of the 2019-20 school year, our grading marks changed from letter grades to Credit/NoMark as means of reporting course outcome. Based on this reporting, we had 97% of our seniors, 96% of our juniors, 95.5% of our sophomores and 96% of our freshman receive credit.

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 major difference will be that the intended implementation was for in-person and we finished the school year with virtual learning.

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

The biggest change that will be made to this goal is the use of technology and the different platforms that teachers will be using.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

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

Goal 2: English Language Arts

Based on the California Assessment of Student Performance and Progress (CAASPP) results, by the spring of 2021 the percentage of students at "Standard Met" or Standard Exceeded" in the area of ELA will increase by 1 percentage point, and the percentage of students identified as being in the following specific groups will increase by 2 percentage points: English Learner, EDY/Title 1, and Students with Disabilities.

Identified Need

We will be using the data from Spring 2019 due to the COVID-19 pandemic. This need was identified by the analysis of Mt. Carmel's data from the ELA portion of the 2018-2019 CAASPP report for all students and the subgroups specified above.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the ELA portion of the Spring 2020 CAASPP report and Progress for all students. D/F Rates California Schools Dashboard Common Assessments.	Data from the Spring 2019 CAASPP ELA test shows 78.96 of all students at "Standard Met" or "Standard Exceeded". MC was in the blue performance level (highest performance level) according to the California Schools dashboard.	The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the ELA portion will grow by 1% percentage point, from 78.96 % to 79.96%.
English Learner Data from the ELA portion of the Spring 2020 CAASPP report and Progress for English learner students and the California Schools Dashboard.	Data from the Spring 2019 CAASPP ELA test shows 13.04% of all students at "Standard Met" or "Standard Exceeded" and orange on the California Schools dashboard.	The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the ELA portion will grow by 1% percentage point, from 13.04% to 14.04%.
EDY/Title I	Data from the Spring 2019 CAASPP ELA test shows	The percentage of all students with scores of "Standard Met"

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Data from the ELA portion of the Spring 2020 CAASPP report and Progress for Economically Disadvantage students and the California Schools Dashboard.	72.55% of all students at "Standard Met" or "Standard Exceeded"	or "Standard Exceeded" on the ELA portion will grow by 1% percentage point, from 72.55% to 73.55%.
Student with Disabilities Data from the ELA portion of the Spring 2020 CAASPP report and Progress for Students with Disabilities and the California Schools Dashboard.	Data from the Spring 2019 CAASPP ELA test shows 51.52% of all students at "Standard Met" or "Standard Exceeded"	The percentage of all students with scores of "Standard Met" or "Standard Exceeded" on the ELA portion will grow by 1% percentage point., from 51.52% to 52.52%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The English department will diversify the voices of the sources in texts and online learning environment content and format in order to make it more engaging for students. They will add diverse sources through books, short stories, poems, music, TED talks, etc.) that students will use to work collaboratively and interact via zoom in order to highlight experiences, contributions and relevance of the sources.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Educationally Disadvantaged Youth

0

English Learners

No additional budgeted expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Students will interact in meaningful ways through google written texts, collaborative groups and literature circles using platforms such as Nearpod and Flipgrid. Teachers will implement strategies to support language acquisition with essential guiding questions and content specific vocabulary as well as frequent peer conversations using specific vocabulary, and other such strategies. This will support the CAASPP English goal for all students with respect to modeling and communicating reasoning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified
None Specified

None Specified
None Specified
No additional budget expenditures.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EDY/Title 1 students

Strategy/Activity

Students will interact in meaningful ways and receive strategies by teachers that empower them to recognize when they are learning, when they are not learning and the steps they can take to fix it. They will do this through the use of Google Docs and the practice of key academic vocabulary necessary in writing and reading.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

No additional budgeted expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Special Education Students

Strategy/Activity

Teachers will use learning platforms like Flip Grid, Google Docs and Canvas to engage the students. Students will interact in meaningful ways through these virtual learning platforms to perform work in critical thinking, collaboration, communication, technological literacy and flexibility.

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)

None Specified
None Specified
No additional budget expenditures

Annual Review

SPSA Year Reviewed: 2019-20

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.

Due to suspension of CAASPP testing due to COVID-19, we were unable to measure growth based on the assessment. As a means by which to consider growth in the area of English, we are able to report credit earned for our students in our English classes. For the last trimester of the 2019-20 school year, our grading marks changed from letter grades to Credit/NoMark as means of reporting course outcome. Based on this reporting, we had 99% of our seniors, 98% of our juniors, 97% of our sophomores and 97% freshman received credit in English.

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 major difference with the intended implementation was that we moved to online platforms.

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

The major change that will be made to our goal is that the manner of implementation will be virtual instead of in-person learning.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

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

Goal 3: Socio-Emotional/Behavior

In order to continue building a caring and kind school culture, which is the basis of the Sundevil way, MCHS will continue to collaborate and discuss with our students, parents, faculty and staff the core areas of wellness. This year's wellness focus will be on collective responsibility as well as exhibiting and building critical hope in order to continue and maintain our mission of building relationships. Critical hope is the belief that; I have or can attain the skill sets that allow me to affect the desired outcome for myself.

Identified Need

This need was identified by analyzing data with regards to 2019-2020 attendance and discipline. We will also use the 2018-2019 CA Healthy Kids Survey (CHKS), since later data is not available due to the COVID19 pandemic.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Examine the data from the next CHKS survey with regards to sub-scores for Overall Supports and Engagement: High Expectations and caring relationships	Due to the COVID-19 suspension of all testing and surveys, we will be using the 2019 survey scores for this subtest which was 352.	The expected outcome for this sub-test would be a 5% increase, with a sub-score at or above 370
English Learner The parent attendance rates at ELAC site meetings.	2019-2020 school year was the highest attendance for ELAC with 15 parents in attendance.	The expected outcome for this goal is that a parent of every student in the newcomer class will attend one of the ELL offerings during the 2020-2021 school year.
EDY/Title I Number of student attendance at our Family Learning Center and extended hours at the library.	Before the COVID-19 closure, the Family Learning Center was averaging 15 students every night it was open.	The expected outcome for this goal is to provide tutorial services online that mirror or exceed our in-person attendance.
Student with Disabilities	Our 2019-2020 chronic absences improved with this	The expected outcome for this goal is to continue to reduce

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance will improve with our chronically absent special education students.	subgroup. The number was so low that an accurate percentage could not be calculated.	the amount of chronically absent students.
School Wide Attendance will improve school-wide and we will close gaps for under-served demographic groups.	Our attendance rate stayed the same at 96% for the 2019-2020 school year.	The expected outcome is the reduction of chronically absent students in all subgroups.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will continue to run activities associated with Sandy Hook Promise and No Place for Hate through ASB, Sundevil Ambassadors, Peer Counselors, Intervention and Students Against Destructive Decisions in order to expand leadership groups in our classrooms, clubs and athletics to foster a positive student experience and develop an online resource for teachers, students and families, that support efforts to recognize, support and learn from the ethnic identities and backgrounds of our stakeholders.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Educationally Disadvantaged Youth

0

English Learners

No additional budgeted expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

ELL

Strategy/Activity

Through the efforts of our counseling and attendance department, utilize a phone call campaign to welcome our students and get them ready for virtual learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

No additional budgeted expenditures

Annual Review

SPSA Year Reviewed: 2019-20

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 per student, parent and staff feedback, the Sundevil Way has created a gateway to open the lines of communication which have built relationships during the school year. Our intent is to continuing the work with these relationships and build trust with all stakeholders in order to continue the work with in the areas of the Sundevil Way which encompass the learning experiences, developing staff experiences, creating forums for shared leadership, developing and maintaining school culture, attending to wellness and analyzing data to guide our direction.

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 major difference was the introduction of virtual learning, having to learn the different technological platforms and teaching those platforms to the students as well as parents.

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.

One of the changes that we will make to this goal is the focus on understanding the diversity of our students, parents and staff as well as how the Sundevil Way allows them to be heard.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

4. Increase parent and student engagement in learning through enhanced community involvement in the education of our students.

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

In order to work towards building equitable experiences and outcomes that support change in our community, Mt. Carmel will collaborate and discuss with our student, parent and staff organizations to hear feedback, to brainstorm new ideas and to monitor progress towards building equitable experiences and outcomes that support change in our community.

Identified Need

This need was identified by the social media postings that our community was voicing and asking for change in current practices.

Alternative Metrics

Continue to work with the support of Student Voice on campus by meeting with various student groups (Black Student Union, Peer Counselors, Associated Student Body, Diversify Our Narrative, No Place For Hate, Gay Straight Alliance) regarding curriculum, literature, assignments that reflect diverse perspectives and experiences.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Provide more club member opportunities for all students.	MC is averaging about 10 students per club. There were about 500 students in clubs for the 2019-2020 school year.	Increase our school clubs' memberships.
English Learner Increase the number of EL students taking AP courses.	EL population with at least one AP course with a grade of C or better was at 11% for the 2019-2020 school year.	The number of EL students taking an AP course will improve by 1%.
EDY/Title I Increase the number of EDY students graduating with at least 1 AP course with a grade of C or better.	EDY students rated in the orange performance group on the California dashboard and 56% on our last recorded Local Control Accountability Plan of 2018-2019.	The number of EDY students graduating with at least 1 AP course with a C or better will improve by 1%.
Student with Disabilities Decrease the number of student discipline referrals.	Percentage of Students with disabilities that were suspended during the 2019-2020 school year was 2.6 %,	A decrease in this subgroups' referrals in order to get out of the orange and into the yellow or higher in the California School dashboard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	which is orange in the California School dashboard.	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Whole school

Strategy/Activity

MC has a 15 member equity team that collaborates with the SDCOE equity team to build equitable experiences and outcomes. Our team will write an equity plan that discusses how to move towards change that is supported and trusted by the community.

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)

No additional budgeted expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Whole School

Strategy/Activity

Administration and faculty continue to examine MC's systems and protocols with respect to equity in order to deconstruct systems and experiences that institutionalize racism and allow for acts of harassment and discrimination. We will continue our teacher study groups on Culturally Relevant Teaching and Learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Whole School

Strategy/Activity

MC is participating in meaningful conversation with our community. The focus is on creating a culture of racial equity and inclusion in our PUSD schools. The conversations have been scheduled throughout the school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$33,840.00

Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
	\$0.00
Educationally Disadvantaged Youth	\$27,520.00
English Learners	\$6,320.00

Subtotal of state or local funds included for this school: \$33,840.00

Total of federal, state, and/or local funds for this school: \$33,840.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

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

Expenditures by Funding Source

Funding Source	Amount
	0.00
Educationally Disadvantaged Youth	27,520.00
English Learners	6,320.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	21,355.84
2000-2999: Classified Personnel Salaries	12,484.16

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Educationally Disadvantaged Youth	0.00
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	21,355.84
2000-2999: Classified Personnel Salaries	Educationally Disadvantaged Youth	6,164.16
	English Learners	0.00
2000-2999: Classified Personnel Salaries	English Learners	6,320.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	33,840.00
Goal 2	0.00
Goal 3	0.00

2020-21 SPSA for: Mt. Carmel High School

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

Name of Member	Role	Date	Signature
Greg Magno	Principal	11/30/20	Greg Magno
Allison Bolin	Classroom Teacher	11/30/20	Allison Bolin
Kelly Davis	Classroom Teacher	11/30/20	Kelly Davis
Mercy Gitobu	Classroom Teacher	11/30/20	Mercy Gitobu
Amy Klingborg	Classroom Teacher	11/30/20	Amy Klingborg
Johanna Medrano	Other School Staff	11/30/20	Johanna Medrano
Shalom Bowcott	Parent/Community Member	11/30/20	Shalom Bowcott
Shane Paul	Parent/Community Member	12/1/2020	Shane Paul
Jason Tennant	Parent/Community Member	11/30/20	Jason Tennant
Gavin Rich	Secondary Student	11/30/20	Gavin Rich
Bethel Selassie	Secondary Student	12/1/20	Bethel Selassie
Paris Gitobu	Secondary Student	12/1/20	Paris Gitobu
Sara Ramirez	[Blank]	11/30/20	Sara Ramirez

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.

2020-21 SPSA for: Mt. Carmel High School

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 English Language Advisory Committee:

ELAC Chair Name: Diana Littrel

Signature: Diana Littrel

Date: 12/4/2020

In addition to ELAC, the following advisory groups were also consulted:

- | | |
|---|--|
| <input type="checkbox"/> Special Education Advisory Committee | <input type="checkbox"/> Departmental Advisory Committee |
| <input type="checkbox"/> State Compensatory Education Advisory Committee | <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee | <input type="checkbox"/> Compensatory Education Advisory Committee |
| <input type="checkbox"/> Other: | |

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 11/30/20

Attested by:

Principal: Greg Magno

Signature:  Digitally signed by Greg Magno
Date: 2020.12.02 11:51:44 -08'00'

Date: 12/2/20

SSC Chair: Sara Ramirez

Signature:  Digitally signed by Sara Ramirez
Date: 2020.12.02 11:30:52 -08'00'

Date: 12/2/20

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019