

School Year: **2020-21**



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
Rancho Bernardo High School	37682963730819	12/01/2020	1/14/2021

School Vision and Mission

VISION: To create the best possible RB Experience for each and every student.

MISSION: At Ranch Bernardo High School, we believe in...
Fostering a healthy, positive, and professional environment for students and staff
Empowering each and every student to pursue and achieve their individual goals
Forging strong partnerships with families and the community

School Profile

Rancho Bernardo High School has Professional Learning Communities in place as a way for departments and/or curricular teams to create shared lesson, course, and unit objectives; develop and adjust pacing guides and instructional strategies; generate, utilize, and analyze results of common assessments in order to drive instruction and interventions. Teachers use PLC time on Wednesday mornings to plan future instruction, develop curriculum, adjust pacing, share instructional strategies and interventions, and use data to track student progress. PLCs also participate in release days to work more in-depth on their particular areas of focus, e.g. grade alignment, common rubrics for assessments, etc.

Teachers, administrators, counselors, and staff also participate in regular data analysis and reflection during the fall and after each term (e.g. SBAC, AP, attendance, D/F reports, GPA, survey

results, etc.) in order to identify successes and areas for growth. Each year, PLCs write SMART goals and action plans focused on closing the achievement gap. Each PLC reflects on and makes changes to their goals based on student progress. Last year, Rancho Bernardo High School completed their WASC (Western Association of Schools and Colleges) accreditation visit in March. They received a six year accreditation with a three year visit.

Rancho Bernardo High School utilizes a Response to Intervention (RtI) program involving counselors, teachers, administrators and support staff. Counselors regularly meet with students and those who are struggling are provided additional supports. Identified students are placed in on-campus support services such as Student Success Strategies, Bronco Center for tutoring, counseling for academic and social/emotional support, and/or various support classes. The RTI counselor, academic counselors, administrators, teachers, student, and parents periodically meet to put individual student plans in place to support and monitor student progress. Follow up meetings to review the progress of students take place in order to determine if there is a need to implement higher levels of intervention. Counselors continue to meet with students yearly to review transcripts and to develop and revise their four-year plans toward graduation. Counselors and administrators also participate in IEPs and 504s to update students and parents on academic progress and answer any questions or concerns.

Over the past three years, RBHS has worked with all stakeholders to define and implement the RB Experience related to academics and social-emotional well-being. This vision and mission has been used to identify areas of need and opportunities for relevant professional development for staff. This has included training from the ADL, Restorative Practices from the SDCOE, and teacher-led professional learning. This has also led to additional support for students and their social-emotional health through the implementation of Positive Behavior Intervention and Supports (PBIS). In addition, students are provided ADL trainings, No Place for Hate activities, Human Relations Conference, freshmen mental health presentations, college and career readiness forums, career panels, and drug/alcohol/mental health presentations for upperclassmen; all designed to support the development of their college, career and life goals.

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

Each year Rancho Bernardo High School reviews and updates the School Plan for Student Achievement (SPSA) as an ongoing process for improvement. At the beginning of each year, the School Site Council meets regularly to discuss and generate goals as well as look at data and evidence to review progress. The School Site Council is comprised of students, teachers, parents, and classified staff along with the principal. The administrative team works with counselors, teachers, parents, students, and other staff members to throughout the year to plan, develop, and implement the SPSA.

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	0.17%	0.17%	0.09%	4	4	2
African American	3.35%	3.24%	2.34%	79	77	55
Asian	17.34%	17.95%	17.01%	409	426	400
Filipino	6.61%	6.57%	5.7%	156	156	134
Hispanic/Latino	14.37%	14.83%	16.33%	339	352	384
Pacific Islander	0.59%	0.55%	0.51%	14	13	12
White	50.87%	50.32%	46.64%	1200	1,194	1,097
Two or More Responses	6.15%	5.86%	8.8%	145	139	207
Not Reported	0.55%	0.51%	2.59%	13	12	61
Total Enrollment				2359	2,373	2,352

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	595	587	609
Grade 10	600	589	580
Grade 11	617	600	581
Grade 12	547	597	582
Total Enrollment	2,359	2,373	2,352

Conclusions based on this data:

1. The percentage of Hispanic/Latino students has increased a total of 2 % over the last three years. The percentage of two or more races have increase by 3% in the last year. The percentage of White students has decreased 4% in the last year.
2. Enrollment totals have remained very steady in the 2350-70 range over the last three years.
3. The percentage of students not reporting race increased 2% from 0.51% to 2.59 % 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	109	115	101	4.6%	4.8%	4.3%
Fluent English Proficient (FEP)	583	588	604	24.7%	24.8%	25.7%
Reclassified Fluent English Proficient	21	13	30	18.6%	11.9%	26.1%

Conclusions based on this data:

1. There has been little to no change to the number of English Language Learners enrolled at RBHS.
2. With the exception of the Reclassified Fluent English Proficient, the percentages have been very consistent over the last three years.
3. The percentage of Reclassified Fluent English Proficient has increased from 12% to 26% this last 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	545	599	573	528	586	542	528	586	542	96.9	97.8	94.6
All	545	599	573	528	586	542	528	586	542	96.9	97.8	94.6

* 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	2661.	2624.	2661.	46.02	34.30	46.86	33.71	32.42	34.13	13.83	19.28	12.55	6.44	13.99	6.46
All Grades	N/A	N/A	N/A	46.02	34.30	46.86	33.71	32.42	34.13	13.83	19.28	12.55	6.44	13.99	6.46

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	51.89	43.00	50.92	38.45	41.81	38.56	9.66	15.19	10.52
All Grades	51.89	43.00	50.92	38.45	41.81	38.56	9.66	15.19	10.52

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	56.06	40.78	54.61	36.93	41.98	37.82	7.01	17.24	7.56
All Grades	56.06	40.78	54.61	36.93	41.98	37.82	7.01	17.24	7.56

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	40.91	31.23	39.30	53.03	56.31	54.24	6.06	12.46	6.46
All Grades	40.91	31.23	39.30	53.03	56.31	54.24	6.06	12.46	6.46

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	53.22	44.20	51.11	39.39	41.81	40.59	7.39	13.99	8.30
All Grades	53.22	44.20	51.11	39.39	41.81	40.59	7.39	13.99	8.30

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. The overall percentage of students that met or exceeded standards increased from 67% to 81% in 2018-19
2. The percentage of students that scored below standards in Reading dropped from 15.2% to 10.1%, in Writing from 17.2% to 7.6%, in Listening 12.5% to 6.5%, and Research/Inquiry from 14% to 8.3% in 2018-19
3. The percentage of students that were above standards in Reading increased from 43% to 51%, in Writing from 40.8% to 54.6%, in Listening 31.2% to 39.3%, and Research/Inquiry from 44.2% to 51.1% in 2018-19.

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	545	598	573	532	583	550	532	583	550	97.6	97.5	96
All	545	598	573	532	583	550	532	583	550	97.6	97.5	96

* 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 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	2655.	2632.	2685.	31.95	25.56	41.82	29.51	28.13	31.45	21.62	22.30	15.64	16.92	24.01	11.09
All Grades	N/A	N/A	N/A	31.95	25.56	41.82	29.51	28.13	31.45	21.62	22.30	15.64	16.92	24.01	11.09

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	45.11	43.40	60.18	32.71	29.16	24.91	22.18	27.44	14.91
All Grades	45.11	43.40	60.18	32.71	29.16	24.91	22.18	27.44	14.91

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	33.27	25.90	42.73	49.06	45.97	44.36	17.67	28.13	12.91
All Grades	33.27	25.90	42.73	49.06	45.97	44.36	17.67	28.13	12.91

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	35.90	31.05	44.55	50.94	51.63	44.73	13.16	17.32	10.73
All Grades	35.90	31.05	44.55	50.94	51.63	44.73	13.16	17.32	10.73

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. The overall percentage of students that met or exceeded standards in Mathematics increased from 54% to 73% in 2018-19.
2. The percentage of students that scored below standards in Concepts/Procedures dropped from 27.4% to 14.9%, in Problem Solving/Modeling Data Analysis from 28.1% to 12.9%, and Communicating Reasoning 17.3% to 10.7% in 2018-19.
3. The percentage of students that scored above standards in Concepts/Procedures increased from 43.4% to 60.2%, in Problem Solving/Modeling Data Analysis from 25.9% to 42.7%, and Communicating Reasoning from 31.1% to 44.6% in 2018-19.

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	1583.9	1588.3	1580.8	1589.1	1586.7	1587.0	26	21
Grade 10	1588.3	1607.1	1581.6	1601.1	1594.6	1612.6	31	23
Grade 11	1553.0	1598.9	1541.3	1589.9	1564.2	1607.3	24	25
Grade 12	1555.5	1587.8	1555.1	1602.9	1555.6	1572.1	13	14
All Grades							94	83

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	53.85	33.33	*	42.86	*	14.29	*	9.52	26	21
10	54.84	52.17	*	26.09	*	8.70	*	13.04	31	23
11	*	48.00	*	12.00	*	24.00	*	16.00	24	25
12	*	42.86	*	35.71	*	14.29	*	7.14	13	14
All Grades	50.00	44.58	25.53	27.71	13.83	15.66	*	12.05	94	83

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	53.85	57.14	*	19.05	*	14.29	*	9.52	26	21
10	58.06	56.52	*	26.09	*	4.35	*	13.04	31	23
11	66.67	40.00	*	32.00	*	8.00	*	20.00	24	25
12	*	57.14	*	28.57		0.00	*	14.29	13	14
All Grades	58.51	51.81	24.47	26.51	*	7.23	12.77	14.46	94	83

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	*	23.81	*	23.81	*	42.86	*	9.52	26	21
10	41.94	30.43	38.71	30.43	*	26.09	*	13.04	31	23
11	*	28.00	*	36.00	*	16.00	*	20.00	24	25
12	*	7.14	*	57.14	*	28.57	*	7.14	13	14
All Grades	31.91	24.10	35.11	34.94	17.02	27.71	15.96	13.25	94	83

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	61.54	23.81	*	61.90		14.29	26	21	
10	70.97	17.39	*	69.57	*	13.04	31	23	
11	70.83	12.00	*	56.00	*	32.00	24	25	
12	*	14.29	*	64.29	*	21.43	13	14	
All Grades	67.02	16.87	23.40	62.65	*	20.48	94	83	

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	57.69	80.95	*	9.52	*	9.52	26	21	
10	51.61	82.61	41.94	8.70	*	8.70	31	23	
11	58.33	76.00	*	8.00	*	16.00	24	25	
12	*	78.57	*	14.29	*	7.14	13	14	
All Grades	57.45	79.52	30.85	9.64	11.70	10.84	94	83	

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	*	38.10	*	47.62	*	14.29	26	21	
10	45.16	34.78	38.71	47.83	*	17.39	31	23	
11	*	28.00	*	40.00	*	32.00	24	25	
12	*	28.57	*	50.00	*	21.43	13	14	
All Grades	36.17	32.53	39.36	45.78	24.47	21.69	94	83	

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	46.15	4.76	46.15	90.48	*	4.76	26	21
10	38.71	17.39	54.84	73.91	*	8.70	31	23
11	*	16.00	50.00	76.00	*	8.00	24	25
12	*	7.14	*	85.71	*	7.14	13	14
All Grades	40.43	12.05	50.00	80.72	*	7.23	94	83

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. Since this is a relatively new assessment, there are no major conclusions to be made. A baseline has been established however, there is no data for the 19-20 school year to compare to at this time.

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	84	77	56	8	7	6	9.5	9	10.71
American Indian or Alaskan	*	*	2	1	*		*	*	
Asian	418	425	404	21	15	10	5.0	4	2.48
Filipino	160	148	139	8	7	7	5.1	5	5.04
Hispanic or Latino	353	352	419	37	38	47	10.6	10	11.22
Did not Report	13	13		4	4		30.8	25	
Pacific Islander	14	13	12	0	0	1	0.0	0	8.33
Two or More Races	149	147	232	11	14	27	7.5	8	11.64
White	1,221	1194	1122	106	118	106	8.8	10	9.45
Male	1,258			98			7.9		
Female	1,158			97			8.5		
English Learners	122	116	86	14	10	8	11.7	11	9.3
Students with Disabilities	227			38	46		17.1	18	
Socioeconomically	456	422		63	69		13.9	14	
Migrant									
Foster	*			1			*		
Homeless	27			9			33.3		
Kindergarten									
Grades 1-3									
Grades 4-6									
Grades 7-8									
Grades K-8									
Grades 9-12	2,416			195			8.2		
Ungraded Elementary/Secondary									
Total	2,416	2373	2403	195	203	206	9	8	8.57

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

Conclusions based on this data:

1. Chronic Absenteeism has been in the 8 to 9 percent range the last 3 years.
2. The rate for two or more races has slightly increased over the last 3 years from 7.5 to 11.64.
3. The rate for EL has slightly declined from 11.7 to 9.3 over the last 3 years.

Student Performance Data

Suspension Data

	2017-18	2018-19	*2019-20
Suspensions Rate	2.3	1.6	1.96

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

Conclusions based on this data:

1. There was a slight increase in the suspension rate from 2018-19 to 2019-20 of .36%.
2. The suspension rate has remained below 2% the last two years.
3. We had a single incident last year that contributed to 12 suspensions that would significantly impact our suspension numbers.

Student Performance Data

Graduation Rate

	2017-18	2018-19	*2019-20
Graduation Rate	98.5	98.5	97.9

* Preliminary Data

Conclusions based on this data:

1. Rancho Bernardo High School had a graduation rate of 97.9% last year.
2. Rancho Bernardo High School's graduation rate has remained near 98% for the past three years.
3. Rancho Bernardo High School had a small decrease of .6 % in the graduation rate last year from the previous 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?

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.

Goal 1: Mathematics

Increase the percentage of all students at Rancho Bernardo High School meeting or exceeding grade level standards in Mathematics by 2% overall with a focus on reducing the gap for underserved student populations such as Educationally Disadvantaged Youth, English Language Learners, Students with Disabilities, African American, and Hispanic/Latino.

Identified Need

This need was identified by analysis of Rancho Bernardo High School's data from the Math portion of the 2018-19 California Assessment of Student Performance and Progress (CAASPP) report for all students and for the following specific groups: English Learner, EDY/Title 1, Students with Disabilities, Hispanic or Latino, and African American.

Alternative Metrics

The baselines below contain the baselines for both 2018-19 and 2019-20.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide As measured by the following: CAASPP UC/CSU A-G	CAASPP: 73% met or exceeded UC/CSU A-G 74.7% to 80%	CAASPP: 75% to meet or exceed UC/CSU A-G: 77%
English Learner As measured by the following: CAASPP UC/CSU A-G	CAASPP: 56% met or exceeded UC/CSU A-G: 8% to 43%	CAASPP: 62% to meet or exceed UC/CSU A-G: 27%
EDY/Title I As measured by the following: CAASPP UC/CSU A-G	CAASPP: 49% met or exceeded UC/CSU A-G: 60% to not available because sample size is below 10.	CAASPP: 57% to meet or exceed UC/CSU A-G: 66%
Student with Disabilities As measured by two or more of the following: CAASPP UC/CSU A-G	CAASPP: 11% met or exceeded UC/CSU A-G: 18% to 24%	CAASPP: 28% to meet or exceed UC/CSU A-G: 34%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Hispanic or Latino As measured by the following: CAASPP UC/CSU A-G	CAASPP: 64% met or exceeded UC/CSU A-G: 61% to 69%	CAASPP: 68% to meet or exceed UC/CSU A-G: 67%
African American As measured by the following: CAASPP UC/CSU A-G	CAASPP: 64% met or exceeded UC/CSU A-G: 69% to 86%	CAASPP: 68% to meet or exceed UC/CSU A-G: 73%

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

Each PLC will evaluate and adjust as needed their SMART goals addressing at least two of the three identified Critical Learner Needs (writing, collaborative learning, self-assessment). PLCs will meet throughout the year and use student assessment data to measure what degree students are meeting academic standards and the critical learner needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Educationally Disadvantaged Youth

English Learners

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

Students who were identified as struggling in 8th grade math or who are struggling in Integrated I will receive additional support by enrolling in a Math Intervention class where they will receive additional support and scaffolding in order to prepare them to enter or re-enter Integrated Math 1.

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)

5000

Source(s)

Educationally Disadvantaged Youth
1000-1999: Certificated Personnel Salaries
Teacher Salary

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

Teachers and counselors will use the RTI Console and/or Google Tracking Form to track individual interventions with students by identifying what supports have been put into place and tracking their effectiveness. Counselors and administrators will track student progress and provide additional supports and resources based on the feedback provided.

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 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 EDY

Strategy/Activity

RBHS will enroll students who are struggling in an Academic Success class that meets once a day to provide academic support for students. Students who are struggling in mathematics coming from the middle schools, will be enrolled in a Math Intervention Class for students where they will be provided extra support as they transition to the Integrated Math Curriculum.

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)

2000

Source(s)

Educationally Disadvantaged Youth
1000-1999: Certificated Personnel Salaries
Teacher Salaries

Strategy/Activity 5

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 EDY

Strategy/Activity

RBHS has purchased software such as Ed Puzzle ProSchool, Adobe Software, Albert Software, Vernier Pivot Interactives, and Kami in order to help improve and facilitate learning in the distance learning model.

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)

5720

Source(s)

Educationally Disadvantaged Youth
4000-4999: Books And Supplies
Software programs

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

RBHS will utilize an Intervention/CTE Counselor to support students academically and socially/emotionally by providing support through academic success classes, intervention math classes, support groups, and individual counseling. The Intervention Counselor will also work with a district Intervention TOSA to help support teachers and 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)

Source(s)

Strategy/Activity 7

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 EDY

Strategy/Activity

RBHS will continue to assign and use Academic Tutors in support classes such as academic success, intervention math, collaboration and layered classes. In addition, Peer Counselors will be made available via Zoom and/or in the Bronco Center during school hours and after school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

Educationally Disadvantaged Youth
2000-2999: Classified Personnel Salaries
Extended hours for classified support

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.

Goal 2: English Language Arts

Increase the percentage of all students at Rancho Bernardo High School meeting or exceeding grade level standards in Language Art by 2% overall with a focus on reducing the gap for underserved student populations such as Educationally Disadvantaged Youth, English Language Learners, Students with Disabilities, African American, and Hispanic/Latino.

Identified Need

This need was identified by analysis of Rancho Bernardo High School's data from the English Language Arts portion of the 2018-19 California Assessment of Student Performance and Progress (CAASPP) report for all students and for the following specific groups: English Learner, EDY/Title 1, Students with Disabilities, Hispanic or Latino, and African American.

Alternative Metrics

The baselines below contain the baselines for both 2018-19 and 2019-20.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide As measured by the following: CAASPP UC/CSU A-G	CAASPP: 81% met and exceeded UC/CSU A-G: 74.7% to 80%	CAASPP: 83% to meet or exceed UC/CSU A-G: 77%
English Learner As measured by the following: CAASPP UC/CSU A-G	CAASPP: 27% met and exceeded UC/CSU A-G: 8% to 43%	CAASPP: 43% to meet or exceed UC/CSU A-G: 27%
EDY/Title I As measured by the following: CAASPP UC/CSU A-G	CAASPP: 69% met and exceeded UC/CSU A-G: 60% to not available because sample size is less than 10.	CAASPP: 74% to meet or exceed UC/CSU A-G: 66%
Student with Disabilities As measured by the following: CAASPP UC/CSU A-G	CAASPP: 36% met and exceeded UC/CSU A-G: 18% to 24%	CAASPP: 49% to meet or exceed UC/CSU A-G: 34%
Hispanic or Latino As measured by the following: CAASPP	CAASPP: 72% met or exceeded UC/CSU A-G: 61% to 69%	CAASPP: 76% to meet or exceed UC/CSU A-G: 67%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
UC/CSU A-G		
African American As measured by the following: CAASPP UC/CSU A-G	CAASPP: 64% met or exceeded UC/CSU A-G: 69% to 86%	CAASPP: 70% to meet or exceed UC/CSU A-G: 73%

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 with a focus on EDY and ELL

Strategy/Activity

Each PLC will evaluate and adjust as needed their SMART goals addressing at least two of the three identified Critical Learner Needs (writing, collaborative learning, self-assessment). PLCs will meet throughout the year and use student assessment data to measure what degree students are meeting academic standards and the critical learner needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Educationally Disadvantaged Youth
	English Learners
1000	Educationally Disadvantaged Youth 5000-5999: Services And Other Operating Expenditures Release time for teachers

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

Teachers and counselors will use the RTI Console and Google Tracking Form to track individual interventions with students by identifying what supports have been put into place and tracking their

effectiveness. Counselors and administrators will track student progress and provide additional supports and resources based on the feedback provided.

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)
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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

RBHS will enroll students who are struggling in an Academic Success class that meets once a day to provide academic support for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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2000

Educationally Disadvantaged Youth
4000-4999: Books And Supplies
Instructional supplies, consumables

200

Educationally Disadvantaged Youth
4000-4999: Books And Supplies
Other related computer equipment

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 EDY and ELL

Strategy/Activity

RBHS will offer 4.5 Period Classes for academic support.

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)
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1000

English Learners
1000-1999: Certificated Personnel Salaries

Strategy/Activity 5**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 EDY

Strategy/Activity

RBHS will utilize an Intervention/CTE Counselor to support students academically and socially/emotionally by providing support through academic success classes, support groups, and individual counseling. The Intervention Counselor will also work with a district Intervention TOSA to help support teachers and 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)

Source(s)

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 EDY

Strategy/Activity

RBHS will continue to assign and use Academic Tutors in support classes such as academic success and collaboration classes. In addition, Peer Counselors will be made available in the Bronco Center during school hours and after school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000

Educationally Disadvantaged Youth
2000-2999: Classified Personnel Salaries
Extended hours for classified support

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

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

EDY

Strategy/Activity

Collaborative and Layered Classes will be established in identified subject areas to provide support for students with IEPs while offering the least restrictive environment. Upon passing, students enrolled in collaborative courses are given UC/CSU a-g credit

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)
1000	Educationally Disadvantaged Youth 5000-5999: Services And Other Operating Expenditures Release time for collaboration

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

ELL

Strategy/Activity

ELL Classes staffed by two trained teachers will provide intensive and differentiated instruction to support the academic progress of ELL 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)	Source(s)
500	English Learners 2000-2999: Classified Personnel Salaries IA salaries
2500	English Learners 4000-4999: Books And Supplies Instructional supplies and consumables
2080	English Learners 5000-5999: Services And Other Operating Expenditures Reading program subscriptions
1000	English Learners 5000-5999: Services And Other Operating Expenditures Release time for teachers
1000	English Learners

5000-5999: Services And Other Operating Expenditures
College field trip

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

Increase overall student engagement and social/emotional well-being through Positive Behavior Supports Systems (PBIS), as evidenced by improved attendance and a decrease in student behavior incidents.

Identified Need

This need was identified by analyzing our attendance data (truancy rate & chronic absenteeism) and discipline data (referrals, suspensions, expulsions) from 2018-19 and 2019-20.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Attendance <ul style="list-style-type: none"> Attendance Rate Chronic Absenteeism Discipline <ul style="list-style-type: none"> Suspensions 	Attendance <ul style="list-style-type: none"> Attendance Rate: 96.4% to 96.4% Chronic Absenteeism: 8 to 8.57% Discipline <ul style="list-style-type: none"> Suspensions: Suspension Rate = 1.6 to 1.96% 	Attendance <ul style="list-style-type: none"> Attendance Rate: 97.4% Chronic Absenteeism: 6% Discipline <ul style="list-style-type: none"> Suspensions: Suspension Rate = 1.4%
English Learner Attendance <ul style="list-style-type: none"> Attendance Rate Chronic Absenteeism 	Attendance <ul style="list-style-type: none"> Attendance Rate: 96.3% to 95.9% Chronic Absenteeism: 11 to 9.3% 	Attendance <ul style="list-style-type: none"> Attendance Rate: 97.3% Chronic Absenteeism: 9%
EDY/Title I Attendance <ul style="list-style-type: none"> Attendance Rate Chronic Absenteeism 	Attendance <ul style="list-style-type: none"> Attendance Rate: 95.4% to Not Available % Chronic Absenteeism: 14 to Not Available % 	Attendance <ul style="list-style-type: none"> Attendance Rate: 96.4% Chronic Absenteeism: 11%
Student with Disabilities Attendance	Attendance	Attendance <ul style="list-style-type: none"> Attendance Rate: 95.1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> Attendance Rate Chronic Absenteeism 	<ul style="list-style-type: none"> Attendance Rate: 94.1% to 92.9% Chronic Absenteeism: 18 to Not Available % 	<ul style="list-style-type: none"> Chronic Absenteeism: 13%
Hispanic or Latino Attendance <ul style="list-style-type: none"> Attendance Rate Chronic Absenteeism 	Attendance <ul style="list-style-type: none"> Attendance Rate: 96.1% to 95.5% Chronic Absenteeism: 10 to 11.22% 	Attendance <ul style="list-style-type: none"> Attendance Rate: 97.1% Chronic Absenteeism: 9%
African American Attendance <ul style="list-style-type: none"> Attendance Rate Chronic Absenteeism 	Attendance <ul style="list-style-type: none"> Attendance Rate: 96.1% to 95.7% Chronic Absenteeism: 9 to 10.71% 	Attendance <ul style="list-style-type: none"> Attendance Rate: 97.1% Chronic Absenteeism: 8%

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 with a focus on EDY

Strategy/Activity

Intervention Counselor to counsel students with multiple truanancies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Educationally Disadvantaged Youth

English Learners

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

Provide relevant training opportunities for teachers and staff to build culture and relationships through the SDCOE Restorative Practices training and break out sessions on professional growth days.

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)

1000

Educationally Disadvantaged Youth
5000-5999: Services And Other Operating
Expenditures
Training fees and release time

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

Student Support Services Clubs, ASB, Bronco Ambassadors, Athletics, and Counseling, Support groups provide activities throughout the year to engage whole school and provide individual support to 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)

Source(s)

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

Staff and Administration to recognize students exhibiting characteristics of STABLE.

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 5

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 EDY

Strategy/Activity

Administration will provide training and strategies for supporting students struggling academically and/or with social-emotional challenges.

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)
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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.

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 physical school closure, as the result of COVID-19, impacted the ability to complete planned strategies and activities to meet the overall goal.

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

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

Develop and deploy a survey to gauge student, parent, and teacher perceptions regarding racial, cultural, and ethnic disparities in order to establish baselines.

Identified Need

To identify and measure student, parent, and teacher perceptions regarding racial, cultural, and ethnic disparities.

Alternative Metrics

Survey Results

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Survey Results	Baseline has not yet been established	
English Learner Survey Results	Baseline has not yet been established	
EDY/Title I Survey Results	Baseline has not yet been established	
Student with Disabilities Survey Results	Baseline has not yet been established	

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 Racial Inclusion and Equity team will work together to develop a survey that can be administered to students, staff, and parents. The results will be shared publicly.

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 2

Students to be Served by this Strategy/Activity

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

Our Racial Inclusion and Equity team will work with various groups across campus including ASB, Diversify our Narrative, and the district team to develop an action plan based on the survey feedback.

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)

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 5: (Optional)

Increase student participation in opportunities to develop the characteristics of being STABLE in order to prepare them for their College, Career and Life goals.

Identified Need

This need was identified by analyzing our CHKS and Senior Survey feedback, student and parent focus group feedback, as well as discipline and attendance data.

Alternative Metrics

The baselines below contain the baselines for both 2018-19 and 2019-20

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide EAP CTE Pathway Completion AP Participation Student Surveys Club Participation Personal Goals Career Pathways STABLE	2018-19 EAP: ELA 81% MATH 73% CTE Pathway Completion: 13% to 16% AP Participation: 56% to 57% Student Surveys: Club Participation: 56% to 75.1% Personal Goals: 77% to 75.4% Career Pathways: 52% to 53.2% Safe Place to Learn (new) 85% STABLE: The first % represents 18-19 and the second is 19-20 S: 75% to 81% T: 78% to 77% A: 65% to 83%	EAP: ELA 83% MATH 75% CTE Pathway Completion: 15% AP Participation: 58% Student Surveys: Club Participation: 77% Personal Goals: 78% Career Pathways: 55% Safe Place to Learn (new) 87% STABLE: S: 83% T: 79% A: 85% B: 72% L: 81% E: 80%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	B: 69% to 70% L: 77% to 79% E: 77% to 78%	
English Learner		
EDY/Title I		
Student with Disabilities		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase the focus on and celebrate individuals who demonstrate being STABLE.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Educationally Disadvantaged Youth
English Learners

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

Teachers and administrators will engage in short walkthrough visits to classrooms to gather data on instructional and assessment practices, as well as teacher needs.
Administrators will use walkthrough process, correlate with our three identified Critical Learner Needs (writing, collaborative learning, self-assessment).

Administrators and teachers will use the walkthrough forms to gather data related to our three identified Critical Learner Needs (writing, collaborative learning, self-assessment), and to determine site and teacher needs for professional development, support, and training.

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)
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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

The Counseling department will continue to host information meetings for parents and 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)	Source(s)
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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

Extended Library Hours

RBHS will offer extended library hours each day to offer students a quiet place to do homework and access the internet/word processors.

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)
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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

RBHS will continue to support Saturday schools for attendance make-ups, interventions, and additional support.

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 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

RBHS will offer 4.5 Period Classes for enrichment for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 7

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 EDY

Strategy/Activity

Teachers will receive additional training and implement Restorative Practices into their classrooms

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)

1000

Educationally Disadvantaged Youth
5000-5999: Services And Other Operating
Expenditures
Training fees and release time

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Administration will provide time during Professional Development for teachers to define each word in the STABLE acronym and identify and discuss the following:

1. What we are doing as a school to teach and provide opportunities for students to embrace each characteristic.
2. What are teachers doing in the classroom to teach and provide opportunities for students to embrace each characteristic.
3. What should we look at doing/adding in order to teacher and provide additional opportunities for students to embrace each characteristic

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 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Course offerings will be evaluated annually to ensure the master schedule supports the STABLE characteristics. Courses will be added based on student/teacher/parent feedback and need.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Student Support Services, administration, clubs, ASB, Bronco Ambassadors, Athletics, and Counseling provide activities throughout the year to engage whole school and provide individual support to 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)

Source(s)

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.

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 physical school closure, as the result of COVID-19, impacted the ability to complete planned strategies and activities to meet the overall goal.

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

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	\$32,000.00

Other Federal, State, and Local Funds

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

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

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 (\$)
Educationally Disadvantaged Youth	\$23,920.00
English Learners	\$8,080.00

Subtotal of state or local funds included for this school: \$32,000.00

Total of federal, state, and/or local funds for this school: \$32,000.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Educationally Disadvantaged Youth	23,920.00
English Learners	8,080.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	8,000.00
2000-2999: Classified Personnel Salaries	5,500.00
4000-4999: Books And Supplies	10,420.00
5000-5999: Services And Other Operating Expenditures	8,080.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	7,000.00
2000-2999: Classified Personnel Salaries	Educationally Disadvantaged Youth	5,000.00
4000-4999: Books And Supplies	Educationally Disadvantaged Youth	7,920.00
5000-5999: Services And Other Operating Expenditures	Educationally Disadvantaged Youth	4,000.00
1000-1999: Certificated Personnel Salaries	English Learners	1,000.00
2000-2999: Classified Personnel Salaries	English Learners	500.00
4000-4999: Books And Supplies	English Learners	2,500.00
5000-5999: Services And Other Operating Expenditures	English Learners	4,080.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,720.00

Goal 2	14,280.00
Goal 3	1,000.00
Goal 5	1,000.00

2020-21 SPSA for: Rancho Bernardo 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
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Member	Role	Date	Signature
Hans Becker	Principal	12/1/20	Approval on File
Jessica Ackerman	Secondary Student	12/1/20	Approval on File
Megha Katakai	Secondary Student	12/1/20	Approval on File
Carter Lankford	Secondary Student	12/1/20	Approval on File
Erica Bass	Parent/Community Member	12/1/20	Approval on File
Steve Dow	Parent/Community Member	12/1/20	Approval on File
Andrea O'Hara	Parent/Community Member	12/1/20	Approval on File
Monica Dickinson	Other School Staff	12/1/20	Approval on File
Tiffany Buckallew	Classroom Teacher	12/1/20	Approval on File
Ross Kallen	Classroom Teacher	12/1/20	Approval on File
Marc Lazernik	Classroom Teacher	12/1/20	Approval on File
Nancy Yorba	Classroom Teacher	12/1/20	Approval on File

[Blank]

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: Rancho Bernardo 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: *Maureen Garland* Signature: *Maureen Garland* Date: *12/1/20*

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: | |

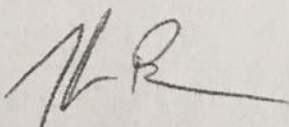
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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 12/1/20

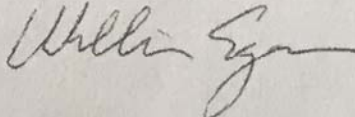
Attested by:

Principal: Hans Becker

Signature: 

Date: 12/1/20

SSC Chair: William Egan

Signature: 

Date: 12/1/20

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**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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