

# 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
Eisenhower Senior High School	California	5/24/2022	6/8/2022

## Purpose and Description

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

Schoolwide Program  
Additional Targeted Support and Improvement  
For Special Education Students

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

Eisenhower High School has used stakeholder input, survey results, Panorama Education surveys data, CAASPP data, and addressed the inequalities found from the analysis of that data. Eisenhower High School has determined that there is a need to focus on English Language Arts and Math, as well as on our African American, Special Education, and English Language Learner student groups. Increasing our parent involvement and community support will also be an area of focus. Currently, each Rialto Unified School Plan meets all ESSA requirements as they have been embedded in the current template and are part of our process. For example, Eisenhower High School completed a systematic needs assessment and based on the analysis of that data, included evidence-based actions under each strategy. In addition, each school - including Eisenhower High School - has included the three main goals from the district's LCAP - in the areas of student academic achievement, conditions for learning, and engagement for parents and students - thus ensuring a tight alignment to the district's LCAP.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

At the conclusion of the 2021-2022 school year, a survey was given to staff, students, and parents to collect data regarding the critical areas of need. In March of 2020, Eisenhower High School completed the full WASC review and was successfully granted full accreditation by the committee for the next six years. The WASC self-study process allowed staff to identify areas of focus that are also part of the goals outlined in the SPSA and Strategic Plan. Multiple surveys were given throughout the year that addressed the needs of parents, students, and staff. The surveys asked many questions and also included the social-emotional needs of students. We received many responses and have been able to compile areas of strength and needs that should be addressed throughout the school year. Results of these surveys have been used in the process of developing the SPSA and the Strategic Plan.

### Critical Needs:

Improve Schoolwide Literacy in math and ELA.

Increase opportunities to be college and career-ready after graduation.

Increase student mastery in subject areas with an overall decrease in the D/F rate.

Increase in Professional Development time and planning time to support teachers in the implementation of rigorous instructional strategies for all students.

Improving parental involvement through the use of various forms of electronic communication. Additional opportunities for classes and training(s) will be offered for parents to learn strategies to support their children throughout their education.

## Classroom Observations

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

Classroom observations are conducted throughout the year by the EHS Admin team. These observations allowed school leaders an opportunity to connect with students and teachers. The walkthroughs monitor the Instructional elements of focus for the classroom ( Content Objective, Language Objective, Standard/Target/Claim, Agenda, DOK Level, WICOR, Student Engagement, PBIS, CFU's, and Structured Student to Student Interaction.) The key focus is to document the great educational practices happening at IKE to collectively support the improvement of teacher craft that results in student growth. Teachers are provided with feedback addressing and emphasizing the implementation of the instructional non-negotiables. Data gathered during walkthroughs help guide professional development, accountability measures, and site instructional focuses. Administrators

meet weekly to debrief and discuss areas of focus and what was observed during the walkthroughs. Data is also disseminated through PLCs.

Site administrators conduct formal observations that are required at least twice a year for teachers on the evaluation cycle. This feedback provided by teachers is based on the California teaching standards and feedback is provided as it aligns with the evaluation process.

Formal and informal observations provide evidence that EHS teachers are providing lessons and activities that are aligned with the California State Standards. There has been evidence that shifts in teaching and learning are taking place that includes: utilizing the Common Core Standards, Close and Critical Reading, Writing Across the Curriculum, 8 Mathematical Practices, and Student to Student structured interaction.

## **Analysis of Current Instructional Program**

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

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

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

## Standards, Assessment, and Accountability

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

All Eisenhower High students receive California Standards (CCSS) core curriculum. All students are enrolled in California Standards English Language Arts (ELA) and math classes and receive a copy of their appropriate textbook. Students and staff also have access to class sets of textbooks for use in the classroom. The beginning level of Math for all Eisenhower high students in Integrated Math 1. Additionally, EHS also offers a wide variety of courses to meet the differing mathematical needs of the student. All students in English are provided with current core and supplemental materials that are based on Synched Solutions. The Science Department is preparing to implement Next Generation Science Standards (NGSS). The Social Studies and Science Departments are providing instruction with standards-based materials and California Literacy Standards.

EHS staff analyzes student performance on state and district testing to determine areas of strength and deficiency. Review and reflection take place throughout the school year during regularly scheduled Professional Learning Communities (PLC) and during instructional leadership meetings. All other stakeholders of EHS are involved during regularly scheduled committee meetings (SSC, ELAC, AAAC).

EHS uses the following state and local assessments to modify instruction and improve student achievement:

1. CAASPP/CAST (annually)
2. ELPAC(annually)
3. Attendance Data (quarterly)
4. Discipline/Suspension Data (monthly)
5. SBAC ICAs (quarterly)
6. AP test results/pass rates (annually)
7. PSAT/SAT scores (annually)
8. Graduation Rates (annually)
9. A-G Completion rates (annually)
10. Course pass rates-D/F (quarterly)
11. CFA (bi-weekly)
12. Check-ins (Weekly)
13. IAB's (Semesterly)
14. Performance Task (Semesterly)

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

Eisenhower High School teachers utilize district and teacher-created common formative assessments (CFA) to monitor student progress and use their professional judgment pertaining to the intervention needs of their students. Teachers are expected to actively participate in the PLC. Collaboration days are built into the master calendar, which provides opportunities to monitor student achievement through data analysis. Teacher release days for both math and ELA are also provided for collaboration and planning of targeted interventions for students. EHS facilitates and supports teacher collaboration by content and grade level to discuss assessment data, plan lessons, share best teaching practices and instructional strategies, and coordinate projects. The administration team's walkthroughs provide data to the PLCs on the Principal's instructional elements of focus for the classroom.

Eisenhower High School math teachers utilize district and teacher-created common formative assessments (CFA) to monitor student progress and use their professional judgment and data collected during PLCs pertaining to the intervention needs of their students. Teachers use various digital platforms, such as (but not limited to) ALEKS, Delta Math, Edulastic, Google Forms, and Desmos to assess students. Teachers are expected to actively participate in the PLC. During traditional instruction, collaboration days are built into the master calendar, which provides opportunities to monitor student achievement through data analysis. Whereas, during distance learning, collaboration time is given in the morning to give teachers the opportunity to meet for an hour each week. Teacher release days for both math and ELA are also provided for collaboration and planning of targeted interventions for students. EHS facilitates and supports teacher collaboration by content and grade level to discuss assessment data, plan lessons, share best teaching practices and instructional strategies, and coordinate projects. The administration team's walkthroughs provide data to the PLCs on the Principal's instructional elements of focus for the classroom.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

The Eisenhower staff currently includes 104 highly qualified teachers who all meet the requirements of the Every Student Succeeds Act (ESSA) and are Cross-Cultural Language and Academic Development (CLAD).

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

All Eisenhower High school teachers are fully credentialed, and all teachers and students have access to approved instructional materials. Numerous after-school district trainings are offered to teachers to support math and ELA. Trainings are also provided throughout the school year during staff development and staff meeting days. Tuesday mornings from 8:10-9:36 are designated collaboration times. During collaboration time on Tuesday's, teachers and administrators work collaboratively in subject area departments or Professional Learning Communities (PLCs).

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

Rialto Unified School District has committed time and resources for the professional development of all site teachers and administrators. Trainings are available for teachers in a variety of areas. The majority of those trainings are geared toward the implementation of the new Common Core standards. EHS will partner with site staff and District Office to develop and implement professional development. In addition, collaboration days held on Mondays give teachers an opportunity to meet in PLCs to discuss instructional practices, review test results, and discuss how to improve students outcomes.

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

Ongoing instructional assistance and support are provided by the EL Strategist, Math Coach, and Literacy Coach.

The EL Strategist will be partially released from the classroom to provide ongoing support to the program as a means of improving academic achievement.

The Literacy Coach is responsible for providing site coaching and ongoing professional development with site teachers and administrators in all academic areas. The Literacy Coach will help teachers develop and strengthen their instructional practices.

The Math Coach is responsible for providing site coaching and ongoing professional development with site teachers and administrators in the area of Mathematics. The Math Coach will help teachers develop and strengthen their instructional practices.

Induction support is provided to New Teachers to increase quality instruction and support in the classroom.

Administration, Instructional Strategists, Coaches, and the Leadership Team will also provide ongoing staff development on the school's instructional focus.

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

All teachers meet on Tuesday for collaboration meetings (PLCs). During PLCs, teachers analyze the results of CFA in order to drive instructional decisions, including which skills need to be reinforced and which students need timely intervention and/or enrichment.

## Teaching and Learning

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

Rialto Unified and Eisenhower High School have adopted the Common Core State Standards for English Language Arts and Mathematics. Social Science/History utilizes the 2016 California History-Social Science Framework and CCSS Literacy Standards. Science utilizes the NGSS Science Standards and CCSS Literacy Standards. Staff development has been provided in the use of standards-based textbooks and supplemental materials in the core subjects. Additional staff development has been provided to support teachers' in-depth knowledge, rigor, student-to-student structured interaction, and WICOR.

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

Not applicable

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

Throughout the year, attention is given to the Master Schedule in order to increase student achievement. EHS offers opportunities for students to recover credits as a form of intervention for content standards. Credit recovery occurs during summer school, 0/7th period, and APEX classes.

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

Teachers have access to standards-based instructional materials appropriate for all student groups. Teachers also have access to professional development in research-based instructional strategies to supplement the use of the materials.

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

At Eisenhower High School, all students have access to standards-aligned instructional materials, intervention materials, and access to supplemental instructional materials. All students at EHS have access to the full instructional program offered at the school, ranging from intervention to Advanced Placement. The counseling department meets with students on a continual basis to ensure all students are placed properly in courses. During the instructional day, the master schedule provides students at all academic levels opportunities to experience a rigorous program of study and courses that are A-G aligned.

RUSD has adopted Study Sync for the ELA curriculum and Expository, Reading, & Writing Course (ERWC) which is designed to increase student use of technology, argumentative writing, and academic vocabulary.

## Opportunity and Equal Educational Access

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

Teachers provide scaffolded instruction to ensure that students receive effective first instruction and tutoring services. Eisenhower has started the implementation of the RTI model to help teachers provide appropriate and adequate intervention services to their students. Teachers also use research-based instructional strategies that make content more comprehensible for the students such as: AVID Strategies, SDAIE strategies, SIOP strategies, Kagen Strategies, Student to Student structure interaction, and academic vocabulary development strategies (Kate Kinsella and Robert Marzano).

Counselors meet with at-risk students to discuss additional strategies students can use to improve their achievement. Teachers and counselors hold parent-teacher conferences and grade checks. Appropriate accommodations are made for students as needed to improve achievement.

At-risk students are identified a minimum of six times every school year, using interim assessments, CFA, and progress reports. Teachers meet in Professional Learning Communities weekly to discuss students who are at-risk.

At Eisenhower this school year 9th grade students are teamed with teacher using the BARR model and AVID strategies. The BARR model uses eight interlocking strategies that allow teachers to build intentional relationships, utilize real-time data, and enable schools to achieve concrete academic, social and emotional outcomes for all students. The 2019-2020 school year was the initial year of the BARR program and there was tremendous success for the 9th grade students.

11th and 12th graders are enrolled in APEX (online A-G courses and credit recovery) and zero period classes and/or 7th period to raise credits if they are behind. Counselors also meet with all credit-deficient 11th and 12th grade students.

A PBIS counselor works with the at-risk students regarding graduation and creating career paths.

## Evidence-based educational practices to raise student achievement

Teachers are trained and are provided with ongoing feedback on their implementation of Common Core State Standards and instructional practices. Ongoing teacher professional development teachers are provided with evidence-based educational resources used to raise student achievement. The Leadership team and Instructional Strategist serve as a resource for all areas of best teaching practices. The focus of all classroom walk-throughs to find evidence of engagement and rigor happening in every class.

### Essential Components of Instruction:

SLOP Instructional Strategies

Accountable Talk

PBIS strategies

WICOR/AVID Schoolwide

Differentiated instruction

Close and Critical Reading

DOK

8 Mathematics Practices

Reading to Understand

RACE method for evidence-based writing

## Parental Engagement

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

In addition to the textbooks, curriculum, and purchase supplementary materials that are aligned with the curriculum, the following resources are utilized to support our under-performing students, to increase parent awareness, and to promote Eisenhower High School.

AVID Family Night (Virtual)

Freshman Orientation (LINK Crew)

Awards Assemblies (Stream)

Parent Center:

Family Leadership Institute (FLI)

Parent Institute for Quality Education (PIQE)

Truifna y Supereta computer literacy classes for parents

English Classes for parents

Virtual Town Hall Meetings

College and Career Center:

FAFSA Night

AP Night

College Night

SAT Prep

College Week in October

Wellness Center

Title I Parent Night

Saturday School Intervention

Before school, after school, and lunch-time intervention

Library open before and after school

Communication with parents/guardians via Synergy ParentVUE and StudentVUE grading system, email, phone calls, etc. The majority of communication occurs through Google Classroom and many parents have been added as Guardians and receive weekly updates about assignments and projects. The district also purchased an updated version of Remind which allows teachers to send text messages to parents and students.

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

Parent involvement is promoted through personal contacts, school website, Blackboard, advisory committee meetings, parent education workshops, ParentVUE, and various other forms of outreach of out reach conducted by Eisenhower High School staff.

School Site Council (SSC)

English Language Advisory Committee (ELAC)

District African American Parent Advisory Committee (DAAPAC)

Parent Center- Various Parent training are held in the Parent Center

Back-to-School Night

District Parent Summit

Written communication is sent home in English and Spanish

Blackboard phone messages are sent home in Spanish and English

Parent/Student Handbook provides general information about school policies and procedures is written in Spanish and English. The handbook is located on the school's website.

WASC Parent Committee

## Funding

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

All school personnel funded out of categorical funds have direct involvement with raising student academic achievement by analyzing and recommending instructional materials, observing and improving upon current pedagogical practices, providing additional ongoing staff development, and offering primary language support in the classroom.

Bilingual Instructional Assistants

AVID Tutors

Learning Center

Credit Recovery Courses (after school, APEX, 7/8 period, and Summer School)

PBIS

## Fiscal support (EPC)

Categorical funds are used in six main areas to improve student achievement: personnel salaries, on-going staff development, extended-day learning opportunities, study trips, evidence-based supplemental instructional materials, and parent involvement. The school prioritizes assistance with direct instruction and support to classroom teachers.

# 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

On 5/11/2022 the first School Site Council meeting was held and the SPSA draft was shared with all team members. The SPSA was also shared with ELAC on 5/11/22. The SSC met on 10/13/2021 to further review the details. At the SSC meeting on 5/18/22 parents and students provided feedback on actions and strategies. The plan was accepted in its original form. The plan was approved by SSC on 5/18/2022 and presented to ELAC again on 5/8/2022.

## Resource Inequities

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

The inequities and areas of need were identified through both the strategic process and from our WASC self-study.

A large number of our student population is considered low SES, which demonstrates how poverty continues to be a barrier to student achievement. This oftentimes directly impacts our college-going culture and A-G rates, as families with a lower SES don't always have the knowledge to assist their students in actively participating and choosing A-G courses.

A disproportionate number of African-American, EL Learners, and SPED students receive D/Fs. This causes students to become credit deficient and require additional support. Students who are receiving D/F are not adequately receiving access to the core curriculum.

Overall there is a lack of student engagement in and outside of the classroom as evidenced by the suspension, attendance data, and graduation rates.

A minimal increase in professional development aligned to the school's needs.

A lack of rigorous and engaging instruction.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	647	670	622
Grade 10	631	626	644
Grade 11	558	591	574
Grade 12	524	537	526
<b>Total Enrollment</b>	2,360	2,424	2,366

### Conclusions based on this data:

1. Student population at Eisenhower has remained consistent.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	470	509	546	19.9%	21.0%	23.1%
Fluent English Proficient (FEP)	979	966	888	41.5%	39.9%	37.5%
Reclassified Fluent English Proficient (RFEP)	78	50	31	16.1%	10.6%	6.1%

### Conclusions based on this data:

1. Our numbers of students being reclassified are steadily decreasing.
2. The number of EL students are steadily increasing.
3. There is a need for teachers to continue working in collaboration in Professional Development Communities to analyze student data and focus on best instructional practices.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	534	525	546	519	503	274	519	502	244	97.2	95.8	50.2
All Grades	534	525	546	519	503	274	519	502	244	97.2	95.8	50.2

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2533.	2556.	2558.	9.63	10.76	13.52	24.47	31.08	30.33	29.67	29.88	26.23	36.22	28.29	29.92
All Grades	N/A	N/A	N/A	9.63	10.76	13.52	24.47	31.08	30.33	29.67	29.88	26.23	36.22	28.29	29.92

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	17.21	15.57	19.34	45.84	48.50	61.32	36.94	35.93	19.34
All Grades	17.21	15.57	19.34	45.84	48.50	61.32	36.94	35.93	19.34

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	13.15	19.36	14.09	44.68	52.89	46.36	42.17	27.74	39.55
All Grades	13.15	19.36	14.09	44.68	52.89	46.36	42.17	27.74	39.55

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	9.67	11.75	8.23	61.90	63.75	80.25	28.43	24.50	11.52
All Grades	9.67	11.75	8.23	61.90	63.75	80.25	28.43	24.50	11.52

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	18.38	18.56	19.26	48.36	52.89	67.21	33.27	28.54	13.52
All Grades	18.38	18.56	19.26	48.36	52.89	67.21	33.27	28.54	13.52

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. 56.15 % of EHS 11th Grade students who participated in the exam nearly met or did not meet the standard all four areas (Reading, Writing, Listening, Research/Inquiry) during the 2019-2020 school-year. An -2.02% change from 2018-2019.
2. Of the four domains (Reading, Writing, Listening, Research/Inquiry) Writing was the lowest with 39.55% of student below standard . A -11.81% change from 2018-2019.
3. There is a need for teachers to continue working in collaboration in Professional Development Communities to analyze student data and focus on best instructional practices.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	536	523	546	523	500	228	523	500	213	97.6	95.6	41.8
All Grades	536	523	546	523	500	228	523	500	213	97.6	95.6	41.8

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2519.	2526.	2569.	4.21	5.60	6.10	14.34	13.60	26.29	23.33	23.60	30.05	58.13	57.20	37.56
All Grades	N/A	N/A	N/A	4.21	5.60	6.10	14.34	13.60	26.29	23.33	23.60	30.05	58.13	57.20	37.56

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	9.94	12.60	15.71	22.37	21.80	56.19	67.69	65.60	28.10
All Grades	9.94	12.60	15.71	22.37	21.80	56.19	67.69	65.60	28.10

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	7.27	7.40	9.09	42.83	41.20	55.50	49.90	51.40	35.41
All Grades	7.27	7.40	9.09	42.83	41.20	55.50	49.90	51.40	35.41

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	7.46	8.20	7.98	50.48	48.60	69.95	42.07	43.20	22.07
All Grades	7.46	8.20	7.98	50.48	48.60	69.95	42.07	43.20	22.07

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. 67.61% of students scored below standard in all three domains (Concepts & Procedures, Problems Solving & Modeling/Data Analysis, and Communicating Reasoning) during the 2020-2021 school-year a decrease of 13.19% from 2018-19 school year.
2. Of the three domains (Concepts & Procedures, Problems Solving & Modeling/Data Analysis, and Communicating Reasoning) Problems Solving & Modeling/Data Analysis was the lowest with 35.41% of students are below standard .
3. There is a need for teachers to continue working in collaboration in Professional Development Communities to analyze student data and focus on best instructional practices.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1559.1	1569.9	1545.7	1564.3	1575.3	1533.7	1553.4	1564.1	1557.3	135	142	116
10	1553.9	1555.3	1563.6	1556.2	1560.9	1558.4	1551.0	1549.2	1568.2	121	118	103
11	1549.3	1530.9	1571.9	1541.0	1524.0	1565.6	1557.1	1537.4	1577.7	82	83	73
12	1580.8	1519.1	1513.1	1585.5	1513.4	1508.8	1575.7	1524.3	1517.0	67	66	55
All Grades										405	409	347

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	36.30	25.35	8.57	34.81	38.73	52.86	14.07	28.87	22.86	14.81	7.04	15.71	135	142	70
10	32.23	26.27	19.30	36.36	36.44	45.61	14.05	16.95	22.81	17.36	20.34	12.28	121	118	57
11	28.05	15.66	28.21	28.05	33.73	46.15	30.49	27.71	20.51	13.41	22.89	5.13	82	83	39
12	41.79	15.15	12.12	37.31	24.24	27.27	*	34.85	39.39	*	25.76	21.21	67	66	33
All Grades	34.32	22.00	16.08	34.32	34.72	45.23	16.79	26.16	25.13	14.57	17.11	13.57	405	409	199

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	59.26	42.25	21.43	20.74	38.73	51.43	12.59	11.97	15.71	*	7.04	11.43	135	142	70
10	57.02	50.85	36.84	19.01	22.03	38.60	14.05	9.32	12.28	9.92	17.80	12.28	121	118	57
11	45.12	27.71	46.15	28.05	34.94	41.03	17.07	19.28	10.26	*	18.07	2.56	82	83	39
12	65.67	21.21	21.21	17.91	36.36	39.39	*	16.67	18.18	*	25.76	21.21	67	66	33
All Grades	56.79	38.39	30.65	21.23	32.76	43.72	13.33	13.45	14.07	8.64	15.40	11.56	405	409	199

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	11.11	9.86	5.71	34.07	24.65	30.00	23.70	48.59	41.43	31.11	16.90	22.86	135	142	70
10	11.57	9.32	15.79	28.10	26.27	36.84	28.93	32.20	24.56	31.40	32.20	22.81	121	118	57
11	14.63	3.61	15.38	21.95	22.89	23.08	31.71	42.17	46.15	31.71	31.33	15.38	82	83	39
12	*	6.06	0.00	29.85	12.12	21.21	38.81	39.39	39.39	16.42	42.42	39.39	67	66	33
All Grades	12.59	7.82	9.55	29.14	22.74	29.15	29.38	41.08	37.19	28.89	28.36	24.12	405	409	199

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	45.93	12.68	7.14	40.74	80.99	78.57	13.33	6.34	14.29	135	142	70
10	47.11	10.17	17.54	38.84	72.03	64.91	14.05	17.80	17.54	121	118	57
11	29.27	3.61	5.13	48.78	61.45	89.74	21.95	34.94	5.13	82	83	39
12	46.27	3.03	3.03	41.79	46.97	66.67	*	50.00	30.30	67	66	33
All Grades	42.96	8.56	9.05	41.98	68.95	74.87	15.06	22.49	16.08	405	409	199

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	69.63	79.58	50.00	22.96	12.68	40.00	*	7.75	10.00	135	142	60
10	65.29	74.58	68.52	23.97	6.78	20.37	10.74	18.64	11.11	121	118	54
11	64.63	67.47	75.68	23.17	13.25	18.92	*	19.28	5.41	82	83	37
12	82.09	60.61	63.16	*	19.70	15.79	*	19.70	21.05	67	66	19
All Grades	69.38	72.62	62.94	21.23	12.22	26.47	9.38	15.16	10.59	405	409	170

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>9</b>	16.30	13.38	14.29	41.48	64.79	60.00	42.22	21.83	25.71	135	142	70
<b>10</b>	18.18	12.71	21.05	36.36	48.31	52.63	45.45	38.98	26.32	121	118	57
<b>11</b>	15.85	8.43	20.51	34.15	50.60	53.85	50.00	40.96	25.64	82	83	39
<b>12</b>	*	9.09	3.03	44.78	46.97	45.45	40.30	43.94	51.52	67	66	33
<b>All Grades</b>	16.54	11.49	15.58	39.01	54.28	54.27	44.44	34.23	30.15	405	409	199

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>9</b>	22.96	11.27	1.43	62.22	80.28	75.71	14.81	8.45	22.86	135	142	70
<b>10</b>	22.31	7.63	1.75	61.98	74.58	87.72	15.70	17.80	10.53	121	118	57
<b>11</b>	28.05	3.61	23.08	60.98	72.29	71.79	*	24.10	5.13	82	83	39
<b>12</b>	40.30	4.55	15.63	53.73	69.70	59.38	*	25.76	25.00	67	66	32
<b>All Grades</b>	26.67	7.58	8.08	60.49	75.31	75.76	12.84	17.11	16.16	405	409	198

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Based on the data, our EL students weakest Domains are Writing and Reading.
2. There is a need for teachers to continue working in collaboration in Professional Development Communities to analyze student data and focus on best instructional practices.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>2366</b>	<b>91.4</b>	<b>23.1</b>	<b>0.9</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	546	23.1
Foster Youth	22	0.9
Homeless	168	7.1
Socioeconomically Disadvantaged	2162	91.4
Students with Disabilities	335	14.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	217	9.2
American Indian or Alaska Native	5	0.2
Asian	11	0.5
Filipino	2	0.1
Hispanic	2061	87.1
Two or More Races	24	1.0
Native Hawaiian or Pacific Islander	14	0.6
White	32	1.4

### Conclusions based on this data:

1. EHS two largest student groups are EL with 23.1% of our student population and SED at 91.4% of the student population.

2. At EHS Hispanic represents 87.1% of the enrollment with African American at 9.2% of the student enrollment.

# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Graduation Rate</b>  Green	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Yellow		
<b>College/Career</b>  Yellow		

#### Conclusions based on this data:

1. There is a need for teachers to continue working in collaboration in Professional Development Communities to analyze student data and focus on best instructional practices for Math and ELA.
2. Graduation Rate has continued to increase.
3. Suspension rate has continued to decline.

# School and Student Performance Data

## Academic Performance English Language Arts

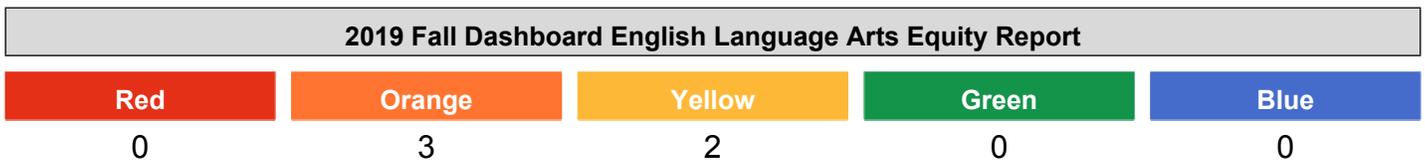
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 27.7 points below standard Increased Significantly ++19.4 points 491	<p><b>English Learners</b></p> Orange 90.9 points below standard Increased Significantly ++22.6 points 127	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p><b>Homeless</b></p> No Performance Color 40.1 points below standard Declined Significantly -25.5 points 26	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 28.4 points below standard Increased Significantly ++17.7 points 452	<p><b>Students with Disabilities</b></p> Orange 119.1 points below standard Increased Significantly ++22.1 points 65

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 49.5 points below standard Increased Significantly ++28.6 points 39	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 24 points below standard Increased Significantly ++20.1 points 429	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 112.1 points below standard 11

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
130.6 points below standard Increased ++12.5 points 69	44.3 points below standard Increased Significantly ++19.7 points 58	34.9 points below standard Increased Significantly ++18.1 points 192

**Conclusions based on this data:**

1. There is a need to continue monitoring and supporting learning in ELA to have growth and pursue proficiency among all students at Eisenhower High School.
2. Practice and alignment of assessment needs to be develop through PD and PLCs.
3. African-American scoring 78.2 points below standard, EL 119 points below standard, SPED 175 points below standard.

# School and Student Performance Data

## Academic Performance Mathematics

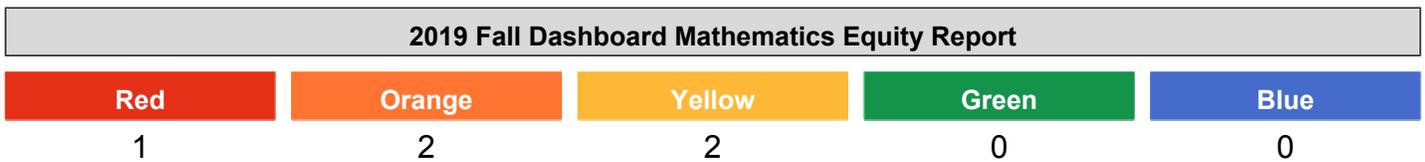
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>99.2 points below standard</p> <p>Increased ++7.1 points</p> <p>483</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>144.5 points below standard</p> <p>Increased Significantly ++32.5 points</p> <p>128</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>99.6 points below standard</p> <p>Increased Significantly ++10.8 points</p> <p>27</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>99.6 points below standard</p> <p>Increased ++7.4 points</p> <p>444</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>185.4 points below standard</p> <p>Increased Significantly ++20.8 points</p> <p>65</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 156.9 points below standard Declined Significantly -20.5 points 38	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 93.7 points below standard Increased ++12 points 422	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 138.4 points below standard 11

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
181.5 points below standard Increased Significantly ++15.7 points 70	99.8 points below standard Increased Significantly ++11.5 points 58	116.7 points below standard Declined -6 points 187

#### Conclusions based on this data:

1. There is a need for teachers to continue working in collaboration in Professional Development Communities to analyze student data and focus on best instructional practices. There is a need to continue monitoring and supporting learning to close the achievement gap in mathematical concepts, procedures, problem solving, data analysis and reasoning.
2. There is a need to continue monitoring and supporting learning to close the achievement gap in mathematical concepts, procedures, problem solving, data analysis and reasoning.
3. African-American scoring 136.4 points below standard, EL 181.7 points below standard, SPED 224.9 points below standard.

# School and Student Performance Data

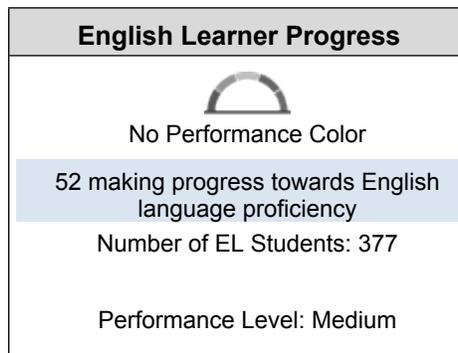
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.2	30.7	9.2	42.7

#### Conclusions based on this data:

1. 9.2% of EL students have maintained a 9.2%
2. Need to support Level 4 EL students so they are able to reclassify

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	490	100
<b>African American</b>	36	7.3
<b>American Indian or Alaska Native</b>	2	0.4
<b>Asian</b>	3	0.6
<b>Filipino</b>		
<b>Hispanic</b>	440	89.8
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	4	0.8
<b>Two or More Races</b>	5	1
<b>English Learners</b>	130	26.5
<b>Socioeconomically Disadvantaged</b>	479	97.8
<b>Students with Disabilities</b>	74	15.1
<b>Foster Youth</b>	7	1.4
<b>Homeless</b>	55	11.2

<b>Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
All Students	26	5.4
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	26	6
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	1	0.8
Socioeconomically Disadvantaged	26	5.5
Students with Disabilities	1	1.4
Foster Youth		
Homeless	2	3.8

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

<b>International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
All Students	0	0
African American	0	0
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	70	14.3
<b>African American</b>	5	13.9
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	63	14.3
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	17	13.1
<b>Socioeconomically Disadvantaged</b>	70	14.6
<b>Students with Disabilities</b>	9	12.2
<b>Foster Youth</b>		
<b>Homeless</b>	6	10.9

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	205	41.8
<b>African American</b>	15	41.7
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	185	42
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	32	24.6
<b>Socioeconomically Disadvantaged</b>	200	41.8
<b>Students with Disabilities</b>	7	9.5
<b>Foster Youth</b>		
<b>Homeless</b>	21	38.2

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	43	8.8
<b>African American</b>	3	8.3
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	38	8.6
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	10	7.7
<b>Socioeconomically Disadvantaged</b>	43	9
<b>Students with Disabilities</b>	2	2.7
<b>Foster Youth</b>		
<b>Homeless</b>	4	7.3

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	8	1.6
<b>African American</b>	1	2.8
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	7	1.6
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	1	0.8
<b>Socioeconomically Disadvantaged</b>	8	1.7
<b>Students with Disabilities</b>	1	1.4
<b>Foster Youth</b>		
<b>Homeless</b>	3	5.5

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	1	0.2
<b>African American</b>	1	2.8
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	0	0
<b>Socioeconomically Disadvantaged</b>	1	0.2
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	1	1.8

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

<b>Earned the State Seal of Biliteracy – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	99	20.2
<b>African American</b>	0	0
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>	99	22.5
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	14	10.8
<b>Socioeconomically Disadvantaged</b>	97	20.3
<b>Students with Disabilities</b>	2	2.7
<b>Foster Youth</b>		
<b>Homeless</b>	12	21.8

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

1. EHS is moving students that fall into the Approaching Prepared into the Prepared.
2. The students who fall into not prepared band have not moved. 42% of students remain in the Not Prepared band.
3. Due to the large number of our student population being considered low SED, demonstrates how poverty continues to be a barrier in student achievement. This often times directly impacts our college-going culture and A-G rates, as families with a lower SES don't always have the knowledge to assist their students in actively participating and choosing A-G courses.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	490	468	7	95.5
English Learners	130	118	3	90.8
Foster Youth	7		0	
Homeless	55	49	3	89.1
Socioeconomically Disadvantaged	479	457	6	95.4
Students with Disabilities	74	64	5	86.5
African American	36	35	1	97.2
American Indian or Alaska Native	2		0	
Asian	3		0	
Filipino				
Hispanic	440	419	6	95.2
Native Hawaiian or Pacific Islander				
White	4		0	
Two or More Races	5		0	

### Conclusions based on this data:

1. Graduation Rate for Eisenhower have continued to rise. Though SPED, EL, and African-American sub groups
2. EHS sub groups, SPED, EL, Homeless, and African-American, are still below the average.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

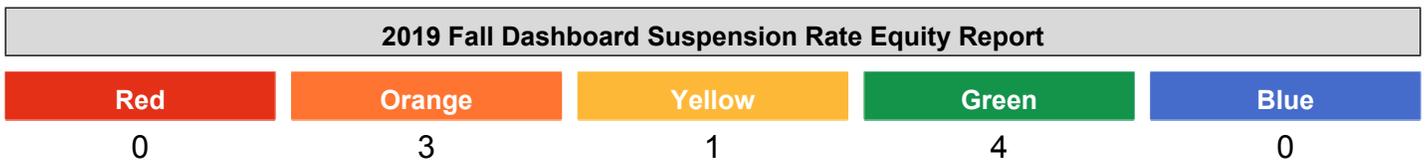
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> Green 3.1 Declined -0.3 2605	<p><b>English Learners</b></p> Green 3.7 Declined -0.6 570	<p><b>Foster Youth</b></p> Orange 8.2 Increased +2 49
<p><b>Homeless</b></p> Yellow 4 Maintained -0.1 199	<p><b>Socioeconomically Disadvantaged</b></p> Green 3.2 Declined -0.4 2406	<p><b>Students with Disabilities</b></p> Green 4.3 Declined Significantly -2.2 375

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 7.4 Increased +0.5 256	 No Performance Color Less than 11 Students - Data 2	 No Performance Color 0 Maintained 0 17	 No Performance Color Less than 11 Students - Data 2
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.7 Declined -0.4 2254	 No Performance Color 7.7 Declined -1.4 13	 No Performance Color 6.3 Increased +0.4 16	 Orange 2.2 Increased +0.3 45

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.4	3.1

**Conclusions based on this data:**

1. We had a decrease in suspension rate due to more interventions being in place to support our students with the TOSA and the continued implementation of the BARR program. Providing additional supports for our students.
2. EHS sub groups, SPED, African-American, and Foster Youth are still above the school average average.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

PUPIL OUTCOMES

## LEA/LCAP Goal

Achievement: All Rialto USD students will succeed at every grade level and graduate high school demonstrating readiness for higher education, career, and life in the 21st Century.

## Goal 1

All Eisenhower high school students will succeed at every grade level demonstrating readiness for higher education, career, and life in the 21st Century. Eisenhower High School will provide an integrated program that addresses student achievement needs and aligns with the school site's strategic plan. Teachers will need to be supported with training and resources to ensure students are successful. Strategies for the 2022-2023 school year will address the loss of learning that occurred during the school closures as a result of the COVID pandemic.

ELA/Literacy State Standards Academic Achievement, as measured by the CAASSP, will increase by four percentage points to reach standard met level 3 for the 21-22 school year.

Mathematics State Standards Academic Achievement, as measured by the CAASSP, will increase by four percentage points to reach the next level of achievement and be closer to standard met level three for the 22-23 school year.

The percentage of students leaving High School College/Career Ready (grad rate, pathway completion, a-g rate, formative CAASPP data) will increase by 10 percentage points for the 21-22 school year.

The percentage of students receiving D/F will decrease by 10 percentage points for the 22-23 school year.

The percentage of students taking and passing AP/Honors classes will increase by 3 percentage points for the 23-23 school year.

Students being reclassified as RFEP will increase 10 percentage points for the 23-23 school year.

Increasing the percentage of students meeting SAT benchmarks.

## Identified Need

Using CAASPP test scores, grade distribution reports, reclassification rate, the iReady diagnostic assessment, graduation rate, number of students accessing high level rigorous classes, CCI (College and Career Indicator) placement on the dashboard, and A-G data Eisenhower High School has identified a need for:

Staff professional development focused on first-best instructional strategies in the classroom.

Intervention in the core subjects of ELA and math among our student groups.

Diverse avenues of support for students being College and Career ready.

Additional supports to ensure students demonstrate mastery on the CAASPP assessments in ELA, math, and science.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rate for 2018 was 3.4%	2019 suspension rate 3.1% and decrease of 0.3%	2022-21 decrease by 1% for all student groups
Attendance rate 2018 95%	2019 attendance rate 95%	2022-21 increase by 1%
College/Career Ready Rate 2018 34.3%	2019 College/Career Ready rate 36.0%	2022-21 increase in all sub groups by 10%
Graduation Rate 2019 92.4%	2020 graduation rate increase 1.9% of overall 94.3%	2022-21 increase by 1% for all sub groups
A-G Rates for 2018-19 38.5%	2020 A-G rate increase of 6.0% of 47.6%	2022-21 increase by 10%

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

**Strategy/Activity 1**

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

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

Students that are at-Risk of failing, students with D's and F's, under -performing sub groups

**Strategy/Activity**

Intervention/Support will be provided during the school day, after school, and/or Saturday, 0 period Credit recovery classes, and summer school intervention classes will be offered to support identified subgroups of students to increase student achievement. Enrollment and invitations to intervention courses and after-school offerings will be based on data used in identified needs.

- 1a) English Learner Academy for students with Emerging, Expanding, and Bridging levels of proficiency.
- 1b) Students at risk of failing ELA, science, and math intervention classes during the day-0 period.
- 1c) Programs will be purchased to utilize during interventions ( APEX, PSAT/SAT, BARR, Language Live, AVID Bridge, and/or equivalent programs).

- 1d) Teacher Planning team will be established for intervention programs to create and design the necessary curriculum for ELA, Math, Science, Ethnic Studies, and AVID programs.
- 1e) Teacher/s or provider will be contracted to provide intervention.
- 1f) Provide credit recovery opportunities for students needing additional interventions to meet both A-G and graduation requirements.
- 1g) Materials, resources, professional development, and contracted services will be purchased/acquired to help support the newly adopted intervention courses.
- 1h) English Learner PLC: teachers and BIA will meet bimonthly to review and analyze EL students data.

**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)
70,000	Title I 1000-1999: Certificated Personnel Salaries 1a, 1b, 1d, 1f, 1h Teacher salary, extra duty, 7th & 8th period
5,000	Title I 5000-5999: Services And Other Operating Expenditures 1c) Intervention programs
1,000	Title I 4000-4999: Books And Supplies 1g) supplies and materials
2,000	EL Supplemental 4000-4999: Books And Supplies 1a), 1g) Instructional supplies ( headphones, pencils, calculators)
10,000	EL Supplemental 1000-1999: Certificated Personnel Salaries 1a) 1h) Certificated Teacher for EL Learner Academy

**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

The Advancement Via Individual Determination (AVID) program will be fully implemented during both virtual and in-person learning.

Components of the program include:

2a) Instructional practices-Writing to learn, inquiry, collaboration, organization, and reading to learn (WICOR).

2b) Culture- promoting college readiness.

2c) Leadership- Supporting and guiding the implementation of AVID.

2d) Systems-ensuring fidelity of AVID implementation.

2e) Certificated Extra-Duty is needed for certificated teachers to complete the documentation, prepare the CCI, and plan PD for staff.

2f) Educational Study trips related to applicable content standards and extension of the curriculum for AVID (College and Career tours, guest speakers, and on-site hands-on learning opportunities).

2g) Materials, resources, professional development, and contracted services will be purchased/acquired to help support AVID Implementation School-Wide.

2h) Instructional and AVID tutors will support the cooperative learning environment.

2i) Provide students with planners to help support students with organizational skills which will help students in all core subjects.

### 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)
48,000	Title I 2000-2999: Classified Personnel Salaries 2i) AVID Tutors
3,500	Title I 1000-1999: Certificated Personnel Salaries 2e) Certificated extra duty
35,000	Title I 5000-5999: Services And Other Operating Expenditures 2g) educational study trips
2,738	Title I 4000-4999: Books And Supplies 2i), 2g) Materials and supplies, agendas

### 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

Increase the initial pass rate and decrease the drop rate of students enrolling in advanced courses (AP, Honors, and other high-level courses). Provide outside of the classroom time for students to receive additional support in the form of instruction for AP classes and SAT. These additional supports will address the pupil learning loss sustained by school closures during the pandemic.

3a) Create a Saturday Boot-camp AP/SAT test prep schedule.

3b) Provide extra-duty pay for teacher to work the test prep and AP summer bridge program.

3c) Materials, resources, professional development and contracted services will be purchased/acquired to help support AP/SAT test prep and summer bridge program.

3d) Provide two days for the AP summer and/or year-end program. The institute would be a summer bridge program to support access and intervention for students are experiencing AP courses for the first time.

3e) Provide extra-duty pay and materials and support for Academic Decathlon Team.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,500	Title I 1000-1999: Certificated Personnel Salaries 3a), 3b), 3d), 3e) Consultant, extra duty salaries
1,000	Title I 4000-4999: Books And Supplies 3c), 3e) materials, resources, supplies

### Strategy/Activity 4

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

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

All 9th grade students

#### Strategy/Activity

Provide support for all 9th-grade students via Building Access, Reducing Risks (BARR) program and Link Crew.

- 4a) Provide students with planners to help support students with organizational skills which will help students in all core subjects.
- 4b) Materials, resources, professional development, and contracted services will be purchased/acquired to help support BARR, Link Crew, and 9th-grade transition.
- 4c) Provide extra-duty pay for teachers to analyze data, plan, and prep.
- 4d) Educational Study trips related to applicable content standards and extension of the curriculum for BARR and Link Crew ( College and Career tours, guest speakers, and on-site hands-on learning opportunities).
- 4e) 9th-grade transition during the school year for incoming students. Providing teacher prep, supplies, and transportation.
- 4f) 9th-grade virtual orientation for parents.
- 4g) Link Crew program training and certification of staff which provides mentorship for 9th-grade 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)
10,000	Title I 1000-1999: Certificated Personnel Salaries 4c), 4e), 4g) extra duty and substitutes
2,000	Title I 4000-4999: Books And Supplies 4a), 4g)
2,500	Title I 5000-5999: Services And Other Operating Expenditures 4d), 4e), 4g)

**Strategy/Activity 5**

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

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

Honor and AP students

**Strategy/Activity**

Honors, AP, and Ivy League Programs provide assistance to underrepresented students who are enrolled in multiple Honors and AP courses. The program is open to all students and provides opportunities to learn about universities and the requirements to apply to a four-year institution. These supports ensure that at-risk students have access to these resources. In addition, the

support outside of the school day will address pupil learning loss and keep Eisenhower students prepared for national tests like AP and SAT.

5a) Materials, resources, professional development, and contracted services will be purchased/acquired to help support Honor and AP program Implementation.

5b) Educational Study trips related to applicable content standards and exposure to college opportunities for students (College and Career tours, College Fairs, guest speakers, on-site hands-on learning opportunities).

5c) Extra duty hours for teachers to hold extended learning (Ivy League and AP and Honors prep on Saturdays. and AP support groups throughout the 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)
2,000	Title I 4000-4999: Books And Supplies 5a) materials, resources
10,000	Title I 5000-5999: Services And Other Operating Expenditures 5b) educational study trips
6,000	Title I 1000-1999: Certificated Personnel Salaries 5c) extra duty hours
0	

**Strategy/Activity 6**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

## Strategy/Activity 7

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

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

All students

### Strategy/Activity

- 6a) An ELA and Math Strategist along with the ELD Coach will provide targeted intervention for identified students in need of support in ELA and math. Strategists and Coaches will also provide PD at the site
- 6b) Long Term English Learners- Focused on needs to meet Reclassification
- 6c) Strategist will conduct conferences and monitoring of underperforming students (EL student monitoring)
- 6d) Provide extended learning to meet students' needs for reclassification
- 6e) Annual student testing -ELPAC, teacher extra duty, materials, and supplies
- 6f) Instructional Assistants will provide support for EL student levels I and II
- 6g) Educational Study trips related to applicable content standards and extension of the curriculum for EL Learners ( College and Career tours, College Fairs, guest speakers, on-site hands-on learning opportunities)
- 6h) Supplemental Reading materials/novels/AVID Weekly/Newsela

### 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)
10,000	Title I 5000-5999: Services And Other Operating Expenditures 6g) Educational Study Trips
10,000	EL Supplemental 1000-1999: Certificated Personnel Salaries 6b), 6c), 6e), Teacher Extra Duty
28,630	EL Supplemental 2000-2999: Classified Personnel Salaries 6f) Bilingual Instructional Assistants
700	EL Supplemental 4000-4999: Books And Supplies

	6h) Supplemental reading materials
77,096	Unrestricted 1000-1999: Certificated Personnel Salaries 6a) LD Coach (C.Vega) 0012
95,000	Title I 1000-1999: Certificated Personnel Salaries 6a) ELA and Math Strategist (C. Almazan & S. Long-Hernandez)
152,119	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 6a) ELA and Math Strategist (C. Almazan & S. Long-Hernandez)

### 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

Provide supplemental materials in all A-G classes to help support the engagement of students in rigorous classes. This allows for the achievement of students within various student groups (African American, SPED, and EL) to graduate high school A-G ready and be eligible to apply to a four-year college or university.

7a) Supplemental Reading materials/novels/AVID Weekly/newsela

7b) Supplemental science, STEM, and CTE supplies

7c) Supplemental math manipulatives

7d) Supplemental online programs

7e) Educational Study trips related to applicable content standards and extension of the curriculum ( College and Career tours, College Fairs, guest speakers, on-site hands-on learning opportunities)

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

10,000

#### Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
7e) Study trips

3,000

Title I

4000-4999: Books And Supplies  
7a), 7b), 7c), 7d) Supplemental materials,  
subscriptions, and curriculum

## 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

Integration of instructional technology, equipment, and software for all core subjects to meet grade-level standards. Instructional technology and equipment are used to implement various strategies to give students access in a way that ensures engagement in rigorous content.

8a) Purchase Interactive monitors like ViewSonic display monitors for classrooms.

8b) License renewal for software platforms to improve student engagement and success in the virtual classroom.

8c) Auxiliary items for equipment and technology (keyboards, headphones, microphones, cameras, document cameras, and annotation devices).

### 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)

30,000

Title I  
4000-4999: Books And Supplies  
8a) 8c) Interactive TVs, and tech equipment

25,000

Title I  
5000-5999: Services And Other Operating  
Expenditures  
8b) software licenses

## Strategy/Activity 10

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

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

African American subgroup

### Strategy/Activity

9a) After-school mentoring/tutoring will be offered for African American students that are at risk of failing. Groups will be created using Synergy grade book, iReady, and D/F report. The ELA and Math Strategist will work with teachers to provide after-school assistance.

9b) SMAART program will provide community building, mentorship, academic monitoring, college readiness, and academic support after school, during school, and Saturday School.

9c) Educational Study trips related to applicable content standards and exposure to college opportunities for students (College and Career tours, College Fairs, guest speakers, on-site hands-on learning opportunities).

### 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)
7,250	Unrestricted 1000-1999: Certificated Personnel Salaries PSR for After-school tutoring for African American students
5,000	Unrestricted 5800: Professional/Consulting Services And Operating Expenditures 9b) SMAART program
10,000	Title I 1000-1999: Certificated Personnel Salaries 9a), 9b) extra duty for tutoring and mentor program
10,000	Title I 5000-5999: Services And Other Operating Expenditures 9c) College Trips

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

Most strategies/activities from 2021-2022 were not full implemented due to the pandemic and inability to fulfill the action plan for the school year.

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 unprecedented return to school from the pandemic impacted the full implementation of the school plan.

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.

Goal 1 will not be changed.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Professional Development

## LEA/LCAP Goal

Rialto USD will ensure all students are provided with access and opportunities to support learning with highly qualified teachers and professional learning communities that promote a culture of continuous improvement for student achievement.

## Goal 2

Eisenhower High School's goal is to provide professional development for teachers, administration, and classified staff in order to ensure all students are provided with access and opportunities to support learning with highly qualified teachers and professional learning communities that promote a culture of continuous improvement for student achievement.

There will be a 5% reduction in the number of students in tiers 3 and 2 in the RTI model as measured by the D/F rate.

100% of certificated staff will attend professional development opportunities to improve instructional practices in self-identified areas of improvement in core content during the 22-23 school year.

## Identified Need

The need for for an exemplary staff that is prepared to meet the needs of Eisenhower's diverse population. The analysis of data indicates that there is a significant number of student receiving Ds and/or Fs in all content areas and there is a need to improve first best instruction to ensure all students are receiving rigorous and engaging instruction.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
D/F rate 2019-2020	28% total for all subjects, ELA 34%, Math 42%, Science 35%, Social Studies 26% SPED 26%, AVID 12%	decline by 5% overall and by subject area
100% of staff will attend Professional Development as measured by PD sign-in sheet, conference registration	Unknown	100% of staff
PLC agendas and attendance records	Unknown	100% of staff participation

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

### Strategy/Activity 1

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

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

All Students

#### Strategy/Activity

1a) Teachers will meet weekly in their Professional Learning Communities to analyze current data, monitor student progress, share best practices and evidence-based strategies to improve instruction and increase student achievement. Lesson plans will be developed that include best practices strategies for students at risk of not meeting standards. Teachers will share best practices to each other. Items to be discussed on the agenda during PLCs are:

English Learners

Students in Special Education Program

African American Students

Data that will be monitored include:

CAASPP-yearly

iReady-3x a year

EL Reclassification-quarterly

D/F rates-quarterly

Attendance rates- quarterly

College and Career Ready-quarterly

Illuminate-monthly

1b) Provide release days for subject-level PLC teams in all subject areas.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15,000

Source(s)

Title I

1000-1999: Certificated Personnel Salaries

1b) Certificated Teacher Sub PSR for substitutes to cover classrooms

### 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

All staff will have the opportunity to attend or provide ongoing systemic professional development tied to the school's instructional focus on CTE, AVID, PBIS and restorative practices, BARR, PLC, Advanced Placement, and Parent/School engagement.

2a) Professional Development training will be provided to the staff in AVID to help their understanding of WICOR and School-Wide AVID (Summer Institute, Pathways, and Site/District)

2b) Professional Development training will be provided to the staff in Advance Placement to help with AP class access and high standards for all (Off-site conferences)

2c) Professional Development training will be provided to the staff in CTE. This will increase career readiness in students.

2d) Counselors will receive Professional Development in new college readiness trends (UC High School Counselor Conference, CSU High School Counselor Conference)

2e) Professional Development will be aligned with the school's areas of focus (California State Standards, student engagement, and student-centered instruction).

2f) Teachers and staff will attend after-school and/or Saturday training in the area of equity and Instruction to ensure that all underserved students are met with appropriate strategies.

2g) Professional Development PBIS/MTSS/restorative practices.

2h) To improve outcomes for our English Learners Professional Development training will be provided to the staff (CABE conference)

2i) Professional Development with InnovateEd through the development of a schoolwide instructional focus designed to improve the learning outcomes for all students.

2j) Professional Development with Kagan and/or similar companies for the development of a schoolwide instructional engagement designed to improve the learning outcomes for all 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)
44,346	Title I 1000-1999: Certificated Personnel Salaries 2a), 2b), 2c), 2d), 2e), 2f), 2g), 2h), 2j) Extra duty or substitute coverage for travel and conference cost
45,000	Title I 5000-5999: Services And Other Operating Expenditures 2a), 2b), 2c), 2d), 2e), 2f), 2g), 2h), 2i) travel and conference cost and consultant fees

### 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

3) Instructional leaders will engage in action research for the purpose of addressing best practices(Book Study).

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

Title I  
4000-4999: Books And Supplies  
Supplemental professional development materials

### 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

4) Instructional coaches will provide coaching, feedback and professional development for core content area teachers, as well as lesson studies, and other CAASPP related training to increase student achievement, particularly for under-performing students in identified sub-groups (i.e., EL, African-American, Hispanic/Latino, and SED students). They will also assist with state testing and data analysis to identify professional development needs and students who need alternative supports.

#### 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

#### Strategy/Activity

5a) Bilingual Instructional assistants, Special Education Instructional Assistants shall be given supplemental time to collaborate on meeting the needs of the students that they work with. Professional development will be provided to teachers and instructional assistants.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,500

Source(s)

EL Supplemental  
2000-2999: Classified Personnel Salaries  
5a) Cost for instructional assistants professional  
Development

### Strategy/Activity 6

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

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

African American subgroups, English Learners, and SPED subgroups

Strategy/Activity

6) Professional development resources will be purchased and made available to teachers and other staff members to learn new instructional and student engagement strategies examples:

- 1) books
- 2) videos
- 3) subscriptions
- 4) online resources

Student focus areas: English Learners, students in Special Education, CTE, AP, AVID, SIOP, Lesson Study, Student engagement

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

Title I  
4000-4999: Books And Supplies  
Supplemental professional development  
materials

### Strategy/Activity 7

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

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

African American subgroups, English Learners, and SPED subgroups

Strategy/Activity

7) Teachers will be given opportunities to visit schools with effective programs to meet the needs of students in Math, English, SPED, and CTE. Also programs for under performing African American

students and EL students. Information will be shared through PLCs, Staff meetings, and/or Thursday PDs.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

3,000

Title I  
1000-1999: Certificated Personnel Salaries  
Period coverage, Substitute teachers needed to visit other schools

### **Strategy/Activity 8**

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

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

Strategy/Activity

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

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.

Most strategies/activities from 2010-2021 & 2021-22 were not full implemented due to the pandemic and inability to fulfill the action plan for the school year.

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 unprecedented return from the pandemic impacted the full implementation of the school plan.

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.

Goal 2 will not be changed.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Engagement

## LEA/LCAP Goal

School climate: RUSD will create a positive, safe, and engaged learning environment that is student and parent centered.

## Goal 3

Eisenhower High School will create a positive, safe, and engaging learning environment that is student/parent-centered and meets the goals in the school site strategic plan. The plan identifies areas on campus that will be updated to improve student connectedness to each other and the overall school community.

The percentage of parents attending school-sponsored workshops and events will increase by 10% as measured by attendance sign-in sheets.

Positive perceptions of School Climate including safety, connectedness, and relationships with adults will increase 5% on the PBIS School Climate survey.

Eisenhower High School will score at least 70% on the Tiered Fidelity Inventory (TFI) for Positive Behavior Intervention and Support.

The School's attendance rate will increase from 96% to 97%.

Parents participating in SSC, ELAC, and AAPAC will increase this school year by 5% as measured by attendance sign-in sheets.

Parent education classes through FLI, PIQUE, etc. will increase by 5% as measured by attendance sign-in sheets.

## Identified Need

Data from survey showed that parents are concerned with safety on campus as it deals with bullying and connectedness to campus.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The suspension rate for 2018 was 3.4%	2019 data for students suspensions is 3.1% a decrease of 0.3%	2019-20 prediction to be 1% decline for all student groups.
Attendance rate for 2018 was 96%	2019 data for attendance rate is 96%	2020-2021 an increase of 1%

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

### Strategy/Activity 1

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

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

All students

#### Strategy/Activity

1. Vertical articulation with middle schools to build capacity regarding the transition from Middle School to High School (BARR, Ivy, AVID, Link Crew, EL, Seal Of Biliteracy, and other specialized programs)

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

Title I

1000-1999: Certificated Personnel Salaries  
PSR for extra duty and /or subs

### 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

2a) Positive Behavior Intervention Support (PBIS) will be fully implemented at tier 1 and tier 2 to ensure that students make progress in social emotional learning and behavior supports.

2b) PBIS rewards, a school wide acknowledgement system will be purchased to track and reward positive students behavior.

2c) Professional development in restorative practices will be provided to teachers, administrators, Para educators, and parents.

2d) EHS will operate a Wellness Center to provide social emotional TBS services to all students as identified through the referral process.

2e) Materials, resources, professional development and contracted services will be purchased/acquired to help support PBIS implementation throughout the school.

Panorama Universal Screener  
PBIS Rewards  
Outside consultants(SMAART)

2f) Materials, resources, professional development and contracted services will be purchased/acquired to help support PBIS implementation throughout the school day.

2g) Supplemental instructional supports and nutritional supports will be provided to students to acknowledge students academic/behavioral/attendance improvements.

**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)
28,000	Title I 5000-5999: Services And Other Operating Expenditures 2e) Panorama and PBIS Rewards
8,000	Title I 5000-5999: Services And Other Operating Expenditures 2g) Positive rewards for PBIS
500	Title I 5000-5999: Services And Other Operating Expenditures 2f) Material and resources to support PBIS
2,000	Title I 1000-1999: Certificated Personnel Salaries 2a) 2c) substitutes and extra duty for PBIS trainings and support

**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**

3a) To improve outcomes for our student's parent engagement training and workshops will be provided to build leadership within our own community at the school site and to inform parents about the curriculum and instructional focuses of the school.

- Family Leadership Institute (FLI)
- Parent Institute for Quality Education(PIQE)
- FAFSA workshop
- Literacy Night
- Superate y Triunfa
- Back to School Night
- Math/Science Night
- Virtual Town Hall Meetings with the Principal

Ivy League parent night /Saturday  
 AVID parent night  
 AP Parent Night  
 African American Advisory Committee  
 Latino Family Literacy Project  
 ELAC  
 SSC  
 PBIS

3b) A site Parent Center will be maintained and supported. Parents will be provided with:

Training to become school ambassadors.  
 Materials and resources related to improving student achievement and supporting a well-balanced child.  
 Technology and technology instruction will be provided to access electronic resources and access parent support programs.

3c) Parents, staff, and administration will attend capacity building/leadership workshops and conferences off-site that support strong community and school connections.

Family Leadership Institute  
 CAFE

3d) Provide light refreshments for parent meetings.

3e) Provide child care for parent meetings.

3f) Translation services for parents, Bilingual Instructional Assistants and office Clerks will provide oral and written translation services after work hours/school hours.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1,000	Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures 3g) Translation services for parents, Bilingual Instructional Assistants and office Clerks will provide oral and written translation services after work hours/school hours.
6,895	Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures 3a), 3c) PIQE, FLI, Superate y Triunfa

500	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures 3d) Light Refreshments
500	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries 3e) Extra duty for child care
1,000	Title I 1000-1999: Certificated Personnel Salaries 3a) Certificated Extra duty

## 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

Eisenhower High School will transform the student spaces on campus to improve student connection and engagement to the overall learning process.

4a) Development of the Multi-Cultural Center that allows for students and staff to come together and collaborate on social justice reform that will then improve the overall academic experience of all students.

4b) Improvements to the Eisenhower Library in updating the overall space which allows for increased student engagement and strengthening of 21st century skills.

### 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)
2,000	Title I 1000-1999: Certificated Personnel Salaries 4a) 4b) extra duty and substitutes
5,000	Title I 5000-5999: Services And Other Operating Expenditures 4a) 4b) Admin charges
0	

# Annual Review

## **SPSA Year Reviewed: 2021-22**

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.

Most strategies/activities from 2020-2021 & 21/22 were not full implemented due to the pandemic and inability to fulfill the action plan for the school year.

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 unprecedented return from the pandemic impacted the full implementation of the school plan.

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.

Goal 3 will not be changed.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

	Title I 1000-1999: Certificated Personnel Salaries
	Title I 5000-5999: Services And Other Operating Expenditures
	Title I Part A: Disadvantaged Students

**Strategy/Activity 2**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

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

### Strategy/Activity 1

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

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

Strategy/Activity

1.0 Leadership will communicate clearly and in a timely manner with all staff members.

#### 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 2

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

**Strategy/Activity 3**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 4**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures

Title I  
1000-1999: Certificated Personnel Salaries

Title I  
1000-1999: Certificated Personnel Salaries

Title I  
4000-4999: Books And Supplies


Title I Part A: Targeted Assistance Program 1000-1999: Certificated Personnel Salaries
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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)

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.

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Title I 5000-5999: Services And Other Operating Expenditures
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Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries
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**Strategy/Activity 6**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

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Title I Part A: Targeted Assistance Program 5000-5999: Services And Other Operating Expenditures
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**Strategy/Activity 7**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

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Title I  
4000-4999: Books And Supplies

**Strategy/Activity 8**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

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Title I Part A: Parent Involvement  
5000-5999: Services And Other Operating Expenditures

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EL Supplemental  
5000-5999: Services And Other Operating Expenditures

--

Title I  
5000-5999: Services And Other Operating Expenditures

--

EL Supplemental  
5000-5999: Services And Other Operating Expenditures

--

Title I  
5000-5999: Services And Other Operating Expenditures

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 6

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

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### Strategy/Activity 2

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 3**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

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# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

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## LEA/LCAP Goal

## Goal 7

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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### Strategy/Activity 2

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

**Strategy/Activity 3**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 4**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 5**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 6**

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

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

Strategy/Activity

[Empty light purple rectangular box]

**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)

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)

**Strategy/Activity 8**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

# Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

## Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English and Math in regards to Pupil Outcomes</b>
<b>SCHOOL GOAL #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Synergy Inc., K-12-Program is used to house student assessment data for teacher and administrator use in disaggregating data to form instruction.	July 2022-June 2023	Education Services-Assessment, Research, Data Analysis, and educational Technology	Web based data management system	5800: Professional/Consulting Services And Operating Expenditures	Title I	15,270

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Avid</p> <p>The Advancement Via Individual Determination (AVID) program will be fully implemented. Components of the program include:</p> <p>2a) Instructional practices-Writing to learn, inquiry, collaboration, organization and reading to learn (WICOR)</p> <p>2b) Culture- promoting college readiness</p> <p>2c) Leadership- Supporting and guiding the implementation of AVID.</p> <p>2d) Systems-ensuring fidelity of AVID implementation.</p>	July 2022- June 2023	Administration Lead AVID teacher	Teacher Lead Stipend	1000-1999: Certificated Personnel Salaries	Title I	5,490

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #2**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Reading Language Arts and Mathematics</b>
<b>SCHOOL GOAL #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
My learning Plan-Frontline Technologies Group-Program is used to track professional development district-wide. Program all offers digital professional development through a personalized digital platform.	July 2022 - June 2023	Education Services- Induction/Teacher Support services	My Learning Plan- Professional Development software.	5000-5999: Services And Other Operating Expenditures	Title I	3,687
Professional Development for teachers, administrators, and support staff to implement evidence-based instructional strategies.  PBIS Coordinator Lead Math Strategist Lead Technology Strategist Lead ELA Strategist Lead LD Strategist GATE/AVID Tosa	July 2022- June 2023	Student services  Math/Science and College and Career Pathways  Assessment, Research, Data Analysis and Educational Technology  Liberal Arts and Literacy/Intervention-EL Programs Department	Benefits  Instructional Coaching and Professional Development Salary and Benefits	1000-1999: Certificated Personnel Salaries	Title I	53,973

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #3**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Parent and Student engagement</b>
<b>SCHOOL GOAL #3:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Blackboard, Inc. - Parent Link Communication K-12 - Parent engagement tool used to inform parents about school and district events and activities	July 2022-June 2023	Communication Services	Contract Parent/Home Communication	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	6,448
2. Synergy, Inc. K-12 -Web-based communication tool used to inform parents about school and district events and increase parental involvement and engagement. The program is used to house teacher instructional collaboration information and as a communication tool for teachers and administrators.	July 2022-June 2023	Education Services - Assessment, Research, Data Analysis, and Educational Technology	Web based information Collaboration Tool	5800: Professional/Consulting Services And Operating Expenditures	Title I	2,123

Centralized Services for Planned Improvements in Student Performance

## Centralized Service Goal #4

**SUBJECT:** Centralized Services for Planned Improvements in Student Performance in

**SCHOOL GOAL #4:**

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #5**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

# 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	\$759,900.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$852,774.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$549,584.00
Title I Part A: Parent Involvement	\$8,895.00

Subtotal of additional federal funds included for this school: \$558,479.00

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

State or Local Programs	Allocation (\$)
	\$0.00
EL Supplemental	\$52,830.00
LCFF - Supplemental	\$152,119.00
Unrestricted	\$89,346.00

Subtotal of state or local funds included for this school: \$294,295.00

Total of federal, state, and/or local funds for this school: \$852,774.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	549,584	0.00
EL Supplemental	52,830	0.00
Title I Part A: Parent Involvement	8,895	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
EL Supplemental	52,830.00
LCFF - Supplemental	152,119.00
Title I	549,584.00
Title I Part A: Parent Involvement	8,895.00
Unrestricted	89,346.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	520,311.00
2000-2999: Classified Personnel Salaries	78,630.00
4000-4999: Books And Supplies	46,438.00
5000-5999: Services And Other Operating Expenditures	194,500.00
5800: Professional/Consulting Services And Operating Expenditures	12,895.00

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

		0.00
1000-1999: Certificated Personnel Salaries	EL Supplemental	20,000.00
2000-2999: Classified Personnel Salaries	EL Supplemental	30,130.00
4000-4999: Books And Supplies	EL Supplemental	2,700.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	152,119.00
1000-1999: Certificated Personnel Salaries	Title I	263,846.00
2000-2999: Classified Personnel Salaries	Title I	48,000.00
4000-4999: Books And Supplies	Title I	43,738.00
5000-5999: Services And Other Operating Expenditures	Title I	194,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	7,895.00
1000-1999: Certificated Personnel Salaries	Unrestricted	84,346.00
5800: Professional/Consulting Services And Operating Expenditures	Unrestricted	5,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	686,033.00
Goal 2	110,846.00
Goal 3	55,895.00

# School Site Council Membership

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

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

Name of Members	Role
Frank Camacho	Principal
Aldo Velasco	Other School Staff
Griselda Montoya	Classroom Teacher
Nalik Davis	Classroom Teacher
Elizabeth Nillson	Classroom Teacher
Clorie Williams	Parent or Community Member
Lea Perez	Secondary Student
Alexandra Hernandez	Secondary Student
Shon Hampton	Other School Staff
Jessica Moreno	Secondary Student
Guadalupe Broderick	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 10/13/31.

Attested:

Principal, Francisco S. Camacho Jr. on 10/13/21
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SSC Chairperson, Clorie Williams on 10/13/21
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# 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](mailto: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](mailto: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](mailto: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](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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