# 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 High School | 36-67850-3633005 | September 24,2019 | |

## 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

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 from CDE, 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 sub groups. Increasing our parental involvement and community support will also be an area of focus.

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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 2018-2019 school year, a survey was given to staff, students, and parents to collect data regarding the critical areas of need. The results of the survey and assessment reflection has allowed EHS to identify critical needs that has led to the revision of the SPSA, WASC, and EHS Strategic Plan.

Critical Needs:

Improve School wide Literacy in math and ELA

Increase opportunities for students to pursue post-secondary college and career opportunities

Increase student mastery in subject areas

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

Improving parental involvement through the use of communication via mail, flyers, School Loop, website and  Blackboard call system. Additional opportunities for volunteering will be offered for parents to participate and a parent center will be established to assist parents throughout the school year.

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

Informal classroom observations are conducted weekly by the Admin team at EHS. Classroom observations are completed by all four site administrators using an electronic walkthrough form created on  Google forms. 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, 9th grade use of Planners, and Structured Student to Student Interaction.)  Teachers are provided with feedback addressing and emphasizing the implementation of the instructional Non -negotiables.  Data gathered during walkthroughs helps 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.

Formal and informal observations provide evidence that EHS teachers are providing lessons and activities that are aligned with the California State Standards. There is evidence that shifts in teaching and learning are taking place that include: 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 Calicornia Standards English Lnguage Arts (ELA) and math classes and receive a copy of their appropriate text book. Students and staff also have access to class sets of textbook for for use in the classroom. The beginning level of Math for all Eisenhower high students is 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 an 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 stake holders 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. iReady (three times per year)
4. Attendance Data (quarterly)
5. Discipline/Suspension Data (monthly)
6. SBAC ICAs (quarterly)
7. AP rates (annually)
8. PSAT/SAT scores (annually)
9. Graduation Rates (annually)
10. A-G Completion rates (annually)
11. Course pass rates-D/F (quarterly)
12. CFA (bi-weekly)

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 judgement pertaining to the intervention needs for 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 Principals 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 106 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. Tuesdays are designated as, Collaboration Days. With few exceptions, students are dismissed at 1:39 PM every Tuesday, allowing teachers and administrators to work collaboratively in subject area departments, Professional Learning Communities (PLCs), or to participate in site-based professional development.

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 are held on Tuesdays 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 is provided by the EL Strategist, Math Coach, and ELA 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 ELA Coach is responsible for providing site coaching and ongoing professional development with site teachers and administrators in the area of ELA. The ELA 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.

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

Administration, Instructional Srategists, 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 Tuesdays 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 has adopted the Common Core State Standards for English Language Arts and Mathematics. Social Science/History utilize the 2016 California History-Social Science Framework and CCSS Literacy Standards. Science utilize 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 of 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 has  intervention courses in the following areas: ELA, Math, and long term EL students.

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 evidence-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.

RUSD has adopted Study Sync for the ELA curriculum 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.

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.

Essential Components of Instruction:
SIOP Instructional Strategies
Accountable Talk
PBIS
WICOR/AVID Schoolwide
Differentiated instruction
Close and Critical Reading
DOK
8 Mathematics Practices

## Parental Engagement

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

In addition to the textbooks, curriculum, and purchased 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.

Back-to-School-Night

AVID Family Night

Freshman Orientation (LINK)

Awards Assemblies

Parent Center:
Family Leadership Institute (FLI)
Parent Institute for Quality Education (PIQE)
Truinfa y Supereta computer literacy classes for parents
English Classes for parents
Coffee with the Principal

College and Career Center:
FAFSA Night
AP Night
College Night
SAT Prep

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.

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's 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 schools 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 on-going staff development, and offering primary language support in the classroom.

Bilingual Instructional Assistants
AVID Tutors
Learning Center
Credit Recovery Courses (after school, APEX, 0 & & period, Saturday 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**

# 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 that were identified through both the strategic process and from our WASC self study.

Due to the large number of our student population being considered low SES, 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.

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 evident by the suspension, attendance data, and graduation rates.

A minimal increase of professional development aligned to the school needs.

A lack of rigorous and engaging instruction.
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# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 2016-17 | 2017-18 | 2018-19 | 2016-17 | 2017-18 | 2018-19 |
| American Indian | 0.1% | 0.12% | 0% | 3 | 3 | 0 |
| African American | 9.9% | 8.76% | 10.2% | 241 | 212 | 237 |
| Asian | 0.8% | 0.70% | 0% | 19 | 17 | 0 |
| Filipino | 0.2% | 0.08% | .2% | 4 | 2 | 3 |
| Hispanic/Latino | 84.9% | 87.27% | 88.1% | 2,074 | 2111 | 2098 |
| Pacific Islander | 0.7% | 0.70% | 0% | 18 | 17 | 0 |
| White | 2.6% | 1.94% | 1.6% | 64 | 47 | 36 |
| Multiple/No Response | % | % | % | | | |
| | | | Total Enrollment | 2,443 | 2419 | 2382 |

## Student Enrollment
## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 2016-17 | 2017-18 | 2018-19 |
| Grade 9 | 672 | 643 | 666 |
| Grade 10 | 623 | 649 | 629 |
| Grade 11 | 606 | 568 | 597 |
| Grade 12 | 542 | 559 | 534 |
| Total Enrollment | 2,443 | 2,419 | 2426 |

**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** | | |
| | **2016-17** | **2017-18** | **2018-19** | **2016-17** | **2017-18** | **2018-19** |
| **English Learners** | 526 | 484 | 470 | 21.5% | 20.0% | 19.9% |
| **Fluent English Proficient (FEP)** | 925 | 1005 | 979 | 37.9% | 41.5% | 41.5% |
| **Reclassified Fluent English Proficient (RFEP)** | 37 | 102 | 78 | 7.9% | 19.4% | 16.1% |

**Conclusions based on this data:**

1. Our numbers of students being reclassified are steadily increasing.

2. The number of EL students has remained consistent.

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 Scores | | | % of Students Tested | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 527 | 585 | 534 | 514 | 574 | 519 | 511 | 573 | 519 | 97.5 | 98.1 | 97.2 |
| All Grades | 527 | 585 | 534 | 514 | 574 | 519 | 511 | 573 | 519 | 97.5 | 98.1 | 97.2 |

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 2569. | 2568. | 2533. | 13 | 13.61 | 9.63 | 32 | 33.68 | 24.47 | 33 | 27.75 | 29.67 | 22 | 24.96 | 36.22 |
| All Grades | N/A | N/A | N/A | 13 | 13.61 | 9.63 | 32 | 33.68 | 24.47 | 33 | 27.75 | 29.67 | 22 | 24.96 | 36.22 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 17 | 20.42 | 17.21 | 57 | 53.75 | 45.84 | 26 | 25.83 | 36.94 |
| All Grades | 17 | 20.42 | 17.21 | 57 | 53.75 | 45.84 | 26 | 25.83 | 36.94 |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 18 | 21.47 | 13.15 | 53 | 47.12 | 44.68 | 29 | 31.41 | 42.17 |
| All Grades | 18 | 21.47 | 13.15 | 53 | 47.12 | 44.68 | 29 | 31.41 | 42.17 |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 12 | 15.36 | 9.67 | 69 | 65.62 | 61.90 | 20 | 19.02 | 28.43 |
| All Grades | 12 | 15.36 | 9.67 | 69 | 65.62 | 61.90 | 20 | 19.02 | 28.43 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 27 | 24.78 | 18.38 | 57 | 50.96 | 48.36 | 16 | 24.26 | 33.27 |
| All Grades | 27 | 24.78 | 18.38 | 57 | 50.96 | 48.36 | 16 | 24.26 | 33.27 |

**Conclusions based on this data:**

1. 65.89 % of EHS 11th Grade students nearly met or did not meet the standard all four areas (Reading, Writing, Listening, Research/Inquiry) during the 2017-2018 school-year. An -13% change from 2016-2017

2. Of the four domains (Reading, Writing, Listening, Research/Inquiry) Writing was the lowest with 42% of student below standard . A -10% change from 2016-2017

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 Scores | | | % of Students Tested | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 527 | 580 | 536 | 511 | 563 | 523 | 506 | 563 | 523 | 97 | 97.1 | 97.6 |
| All Grades | 527 | 580 | 536 | 511 | 563 | 523 | 506 | 563 | 523 | 97 | 97.1 | 97.6 |

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 2524. | 2519. | 2519. | 3 | 3.02 | 4.21 | 14 | 16.34 | 14.34 | 26 | 20.60 | 23.33 | 56 | 60.04 | 58.13 |
| All Grades | N/A | N/A | N/A | 3 | 3.02 | 4.21 | 14 | 16.34 | 14.34 | 26 | 20.60 | 23.33 | 56 | 60.04 | 58.13 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 10 | 10.12 | 9.94 | 26 | 22.56 | 22.37 | 64 | 67.32 | 67.69 |
| All Grades | 10 | 10.12 | 9.94 | 26 | 22.56 | 22.37 | 64 | 67.32 | 67.69 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 5 | 5.68 | 7.27 | 48 | 39.25 | 42.83 | 46 | 55.06 | 49.90 |
| All Grades | 5 | 5.68 | 7.27 | 48 | 39.25 | 42.83 | 46 | 55.06 | 49.90 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 | 15-16 | 16-17 | 17-18 |
| Grade 11 | 7 | 5.51 | 7.46 | 53 | 57.02 | 50.48 | 40 | 37.48 | 42.07 |
| All Grades | 7 | 5.51 | 7.46 | 53 | 57.02 | 50.48 | 40 | 37.48 | 42.07 |

**Conclusions based on this data:**

1. 58.13% of students scored below standard in all three domains (Concepts & Procedures, Problems Solving & Modeling/Data Analysis, and Communicating Reasoning) during the 2017-2018 school-year. an increase of 1.5% from 2016-17.

2. Of the three domains (Concepts & Procedures, Problems Solving & Modeling/Data Analysis, and Communicating Reasoning) Concepts & Procedures was the lowest with 67.69% of student 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

| 2017-18 Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students | | | | |
|---|---|---|---|---|
| Grade Level | Overall | Oral Language | Written Language | Number of Students Tested |
| Grade 9 | 1559.1 | 1564.3 | 1553.4 | 135 |
| Grade 10 | 1553.9 | 1556.2 | 1551.0 | 121 |
| Grade 11 | 1549.3 | 1541.0 | 1557.1 | 82 |
| Grade 12 | 1580.8 | 1585.5 | 1575.7 | 67 |
| All Grades | | | | 405 |

| Overall Language<br>Number and Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students |
| | # | % | # | % | # | % | # | % | |
| Grade 9 | 49 | 36.30 | 47 | 34.81 | 19 | 14.07 | 20 | 14.81 | 135 |
| Grade 10 | 39 | 32.23 | 44 | 36.36 | 17 | 14.05 | 21 | 17.36 | 121 |
| Grade 11 | 23 | 28.05 | 23 | 28.05 | 25 | 30.49 | 11 | 13.41 | 82 |
| Grade 12 | 28 | 41.79 | 25 | 37.31 | * | * | * | * | 67 |
| All Grades | 139 | 34.32 | 139 | 34.32 | 68 | 16.79 | 59 | 14.57 | 405 |

| Oral Language<br>Number and Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students |
| | # | % | # | % | # | % | # | % | |
| Grade 9 | 80 | 59.26 | 28 | 20.74 | 17 | 12.59 | * | * | 135 |
| Grade 10 | 69 | 57.02 | 23 | 19.01 | 17 | 14.05 | 12 | 9.92 | 121 |
| Grade 11 | 37 | 45.12 | 23 | 28.05 | 14 | 17.07 | * | * | 82 |
| Grade 12 | 44 | 65.67 | 12 | 17.91 | * | * | * | * | 67 |
| All Grades | 230 | 56.79 | 86 | 21.23 | 54 | 13.33 | 35 | 8.64 | 405 |

| Written Language<br>Number and Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students |
| | # | % | # | % | # | % | # | % | |
| Grade 9 | 15 | 11.11 | 46 | 34.07 | 32 | 23.70 | 42 | 31.11 | 135 |
| Grade 10 | 14 | 11.57 | 34 | 28.10 | 35 | 28.93 | 38 | 31.40 | 121 |
| Grade 11 | 12 | 14.63 | 18 | 21.95 | 26 | 31.71 | 26 | 31.71 | 82 |
| Grade 12 | * | * | 20 | 29.85 | 26 | 38.81 | 11 | 16.42 | 67 |
| All Grades | 51 | 12.59 | 118 | 29.14 | 119 | 29.38 | 117 | 28.89 | 405 |

**Listening Domain**
**Number and Percentage of Students by Domain Performance Level for All Students**

| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students |
|---|---|---|---|---|---|---|---|
| Grade 9 | 62 | 45.93 | 55 | 40.74 | 18 | 13.33 | 135 |
| Grade 10 | 57 | 47.11 | 47 | 38.84 | 17 | 14.05 | 121 |
| Grade 11 | 24 | 29.27 | 40 | 48.78 | 18 | 21.95 | 82 |
| Grade 12 | 31 | 46.27 | 28 | 41.79 | * | * | 67 |
| All Grades | 174 | 42.96 | 170 | 41.98 | 61 | 15.06 | 405 |

**Speaking Domain**
**Number and Percentage of Students by Domain Performance Level for All Students**

| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students |
|---|---|---|---|---|---|---|---|
| Grade 9 | 94 | 69.63 | 31 | 22.96 | * | * | 135 |
| Grade 10 | 79 | 65.29 | 29 | 23.97 | 13 | 10.74 | 121 |
| Grade 11 | 53 | 64.63 | 19 | 23.17 | * | * | 82 |
| Grade 12 | 55 | 82.09 | * | * | * | * | 67 |
| All Grades | 281 | 69.38 | 86 | 21.23 | 38 | 9.38 | 405 |

**Reading Domain**
**Number and Percentage of Students by Domain Performance Level for All Students**

| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students |
|---|---|---|---|---|---|---|---|
| Grade 9 | 22 | 16.30 | 56 | 41.48 | 57 | 42.22 | 135 |
| Grade 10 | 22 | 18.18 | 44 | 36.36 | 55 | 45.45 | 121 |
| Grade 11 | 13 | 15.85 | 28 | 34.15 | 41 | 50.00 | 82 |
| Grade 12 | * | * | 30 | 44.78 | 27 | 40.30 | 67 |
| All Grades | 67 | 16.54 | 158 | 39.01 | 180 | 44.44 | 405 |

**Writing Domain**
**Number and Percentage of Students by Domain Performance Level for All Students**

| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students |
|---|---|---|---|---|---|---|---|
| Grade 9 | 31 | 22.96 | 84 | 62.22 | 20 | 14.81 | 135 |
| Grade 10 | 27 | 22.31 | 75 | 61.98 | 19 | 15.70 | 121 |
| Grade 11 | 23 | 28.05 | 50 | 60.98 | * | * | 82 |
| Grade 12 | 27 | 40.30 | 36 | 53.73 | * | * | 67 |
| All Grades | 108 | 26.67 | 245 | 60.49 | 52 | 12.84 | 405 |

**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

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

| 2017-18 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **2,419** | **88.5%** | **20.0%** | **1.0%** |
| 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. |

| 2017-18 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 484 | 20.0% |
| **Foster Youth** | 23 | 1.0% |
| **Homeless** | 89 | 3.7% |
| **Socioeconomically Disadvantaged** | 2,140 | 88.5% |
| **Students with Disabilities** | 305 | 12.6% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 212 | 8.8% |
| **American Indian** | 3 | 0.1% |
| **Asian** | 17 | 0.7% |
| **Filipino** | 2 | 0.1% |
| **Hispanic** | 2,111 | 87.3% |
| **Two or More Races** | 10 | 0.4% |
| **Pacific Islander** | 17 | 0.7% |
| **White** | 47 | 1.9% |

**Conclusions based on this data:**

1. EHS two largest student groups are EL with 20% of our student population and SED at 88.5% of the student population.

2. At EHS Hispanic represents 87% of the enrollment with African American at 8.8% of the student enrollment.

# School and Student Performance Data

## Overall Performance

| 2018 Fall Dashboard Overall Performance for All Students |
| --- |

| Academic Performance | Academic Engagement | Conditions & Climate |
| --- | --- | --- |
| **English Language Arts**<br>Red | **Graduation Rate**<br>Green | **Suspension Rate**<br>Green |
| **Mathematics**<br>Orange | | |
| **English Learner Progress**<br>No Performance Color | | |
| **College/Career**<br>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

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

| Lowest Performance | | | | | | Highest Performance |
|---|---|---|---|---|---|---|
| | Red | Orange | Yellow | Green | Blue | |

This section provides number of student groups in each color.

| 2018 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 4 | 1 | 0 | 0 | 0 |

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.

| 2018 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Red | Red | No Performance Color |
| 46.9 points below standard | 119.5 points below standard | Less than 11 Students - Data Not Displayed for Privacy |
| Declined -35.2 points | Declined -34.6 points | |
| 486 students | 114 students | 5 students |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Red | Red |
| 14.6 points below standard | 47 points below standard | 175.6 points below standard |
| Increased 39.2 points | Declined -33.4 points | Declined -30.5 points |
| 16 students | 431 students | 56 students |

| 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Red | No Performance Color | No Performance Color | No Performance Color |
| 78.2 points below standard | 0 Students | Less than 11 Students - Data Not Displayed for Privacy | 0 Students |
| Declined -56.2 points | | 3 students | |
| 52 students | | | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Orange | No Performance Color | No Performance Color | No Performance Color |
| 45 points below standard | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy |
| Declined -34.2 points | 1 students | 3 students | 7 students |
| 420 students | | | |

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.

| 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 153.2 points below standard | 64 points below standard | 54.4 points below standard |
| Declined -41.8 points | Declined -30.8 points | Declined -44.7 points |
| 71 students | 43 students | 182 students |

**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.
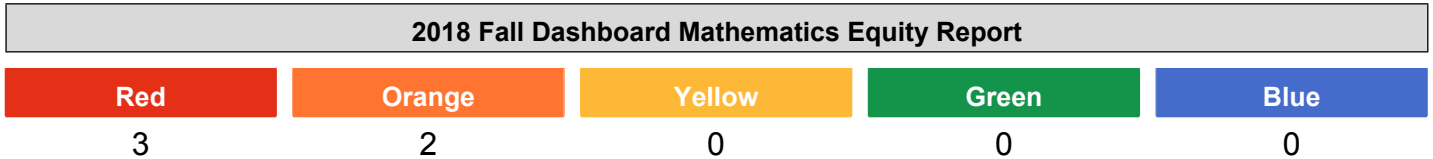
# School and Student Performance Data

## Academic Performance
## Mathematics

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

### 2018 Fall Dashboard Mathematics Equity Report

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 3 | 2 | 0 | 0 | 0 |

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.

### 2018 Fall Dashboard Mathematics Performance for All Students/Student Group

| All Students | English Learners | Foster Youth |
|---|---|---|
| Orange | Red | No Performance Color |
| 106.9 points below standard | 181.7 points below standard | Less than 11 Students - Data Not Displayed for Privacy |
| Maintained -1.5 points | Declined -7.4 points | 5 students |
| 487 students | 114 students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Orange | Red |
| 119.3 points below standard | 107.5 points below standard | 224.9 points below standard |
| Increased 54 points | Maintained -0.9 points | Maintained 0 points |
| 15 students | 432 students | 56 students |

## 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| Red | No Performance Color | No Performance Color | No Performance Color |
| 136.4 points below standard | 0 Students | Less than 11 Students - Data Not Displayed for Privacy | 0 Students |
| Declined -15.2 points | | 3 students | |
| 52 students | | | |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Orange | No Performance Color | No Performance Color | No Performance Color |
| 106.2 points below standard | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy |
| Maintained -2.1 points | 1 students | 3 students | 9 students |
| 419 students | | | |

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.

## 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| 206.2 points below standard | 141.3 points below standard | 111.2 points below standard |
| Declined -16.6 points | Increased 3.2 points | Maintained -1.6 points |
| 71 students | 43 students | 183 students |

**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

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment.  With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

| 2018 Fall Dashboard English Language Proficiency Assessments for California Results | | | | |
|---|---|---|---|---|
| Number of Students | Level 4 Well Developed | Level 3 Moderately Developed | Level 2 Somewhat Developed | Level 1 Beginning Stage |
| 405 | 34.3% | 34.3% | 16.8% | 14.6% |

**Conclusions based on this data:**

**1.** 68% of EL students are Level 4 or 3

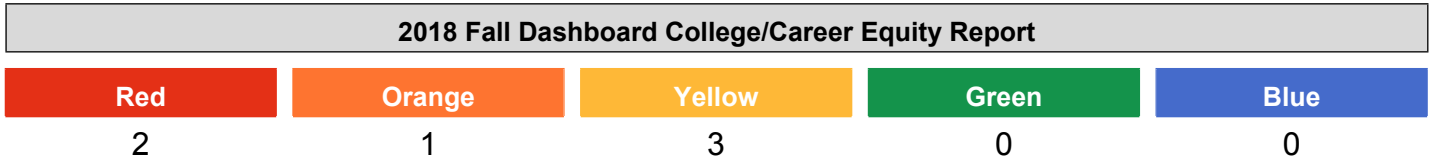**2.** Need to support Level 4 EL students so they are able to reclassify

# School and Student Performance Data

## Academic Performance
## College/Career

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

Lowest Performance          Red          Orange          Yellow          Green          Blue          Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard College/Career Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 2 | 1 | 3 | 0 | 0 |

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2018 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Yellow | Red | No Performance Color |
| 34.3% prepared | 8.3% prepared | Less than 11 Students - Data Not Displayed for Privacy |
| Increased 5.5% | Maintained 0.6% | |
| | | 8 students |
| 545 students | 132 students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| Orange | Yellow | Red |
| 10.8% prepared | 34% prepared | 1.6% prepared |
| Declined -6.8% | Increased 5.8% | Maintained -0.5% |
| 37 students | 526 students | 63 students |

## 2018 Fall Dashboard College/Career by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| Yellow | No Performance Color | No Performance Color | No Performance Color |
| 32% prepared | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy |
| Increased 13.8% | 1 students | 5 students | 1 students |
| 50 students | | | |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Yellow | No Performance Color | No Performance Color | No Performance Color |
| 34.5% prepared | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | 36.4% prepared |
| Increased 5% | 4 students | 6 students | Increased 9.7% |
| 467 students | | | 11 students |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

## 2018 Fall Dashboard College/Career 3-Year Performance

| Class of 2016 | Class of 2017 | Class of 2018 |
|---|---|---|
| 29.9% **Prepared** | 28.9 **Prepared** | 34.3 **Prepared** |
| 27.1% **Approaching Prepared** | 27.3 **Approaching Prepared** | 23.3 **Approaching Prepared** |
| 42.9% **Not Prepared** | 43.9 **Not Prepared** | 42.4 **Not Prepared** |

**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
## Chronic Absenteeism

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

| 2018 Fall Dashboard Chronic Absenteeism Equity Report |
| --- |

| Red | Orange | Yellow | Green | Blue |
| --- | --- | --- | --- | --- |
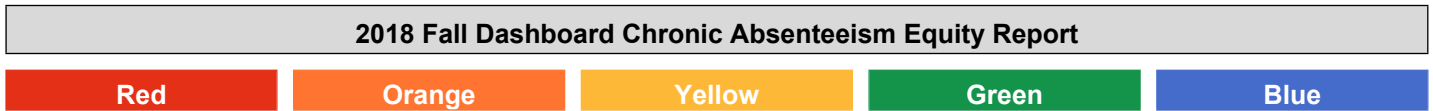
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group |
| --- |

| All Students | English Learners | Foster Youth |
| --- | --- | --- |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity |
| --- |

| African American | American Indian | Asian | Filipino |
| --- | --- | --- | --- |
| Hispanic | Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement
## Graduation Rate
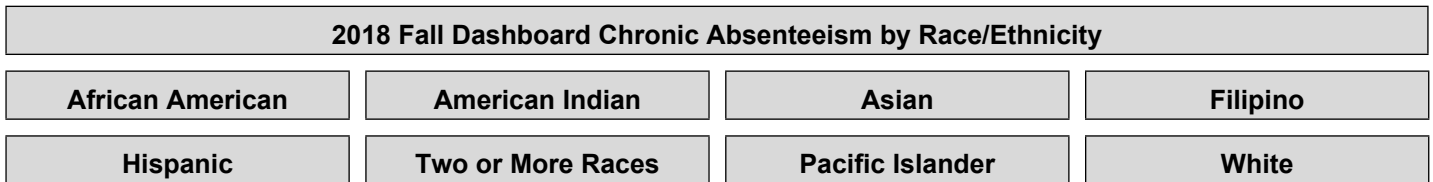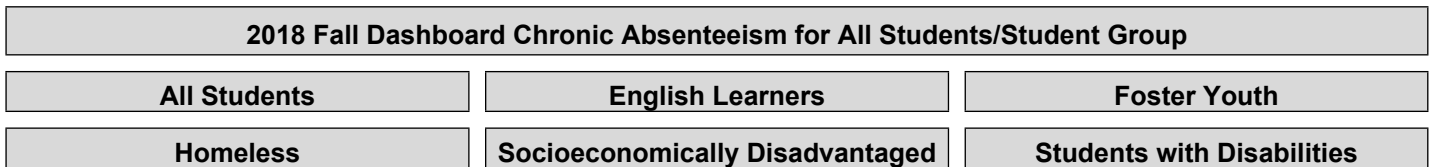
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | | | | | | Highest Performance |
|---|---|---|---|---|---|---|
| | Red | Orange | Yellow | Green | Blue | |

This section provides number of student groups in each color.

| 2018 Fall Dashboard Graduation Rate Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 1 | 0 | 5 | 0 |
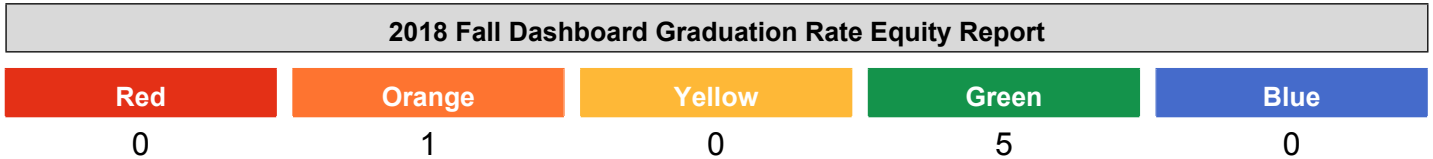
This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

| 2018 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Green | Green | No Performance Color |
| 92.1% graduated | 88.6% graduated | Less than 11 Students - Data Not Displayed for Privacy |
| Increased +1.6% | Increased +2.1% | |
| 545 students | 132 students | 8 students |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| Orange | Green | Green |
| 73% graduated | 92.2% graduated | 82.5% graduated |
| Declined -9.4% | Increased +1.9% | Increased +1.3% |
| 37 students | 526 students | 63 students |

| 2018 Fall Dashboard Graduation Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Green | No Performance Color | No Performance Color | No Performance Color |
| 90% graduated | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy |
| Increased +4.5% | 1 students | 5 students | 1 students |
| 50 students | | | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Green | No Performance Color | No Performance Color | No Performance Color |
| 92.7% graduated | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | 72.7% graduated |
| Increased +1.7% | 4 students | 6 students | Declined -20.6% |
| 467 students | | | 11 students |

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

| 2018 Fall Dashboard Graduation Rate by Year | |
|---|---|
| **2017** | **2018** |
| 90.5% graduated | 92.1% graduated |

**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

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

Lowest Performance    Red    Orange    Yellow    Green    Blue    Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 0 | 3 | 5 | 0 |
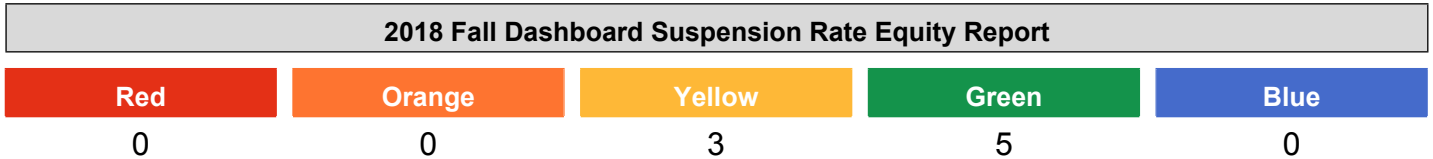
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2018 Fall Dashboard Suspension Rate for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| Green | Green | Yellow |
| 3.4% suspended at least once | 4.3% suspended at least once | 6.1% suspended at least once |
| Declined -4.9% | Declined -3.2% | Declined -13.3% |
| 2664 students | 579 students | 49 students |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| Green | Green | Yellow |
| 4.1% suspended at least once | 3.5% suspended at least once | 6.5% suspended at least once |
| Declined -6.5% | Declined -5% | Declined -4.9% |
| 121 students | 2466 students | 355 students |

| 2018 Fall Dashboard Suspension Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Yellow | No Performance Color | No Performance Color | No Performance Color |
| 7% suspended at least once | Less than 11 Students - Data 3 students | 0% suspended at least once | Less than 11 Students - Data 3 students |
| Declined -6.9% | | Maintained 0% | |
| 244 students | | 18 students | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Green | No Performance Color | No Performance Color | Green |
| 3.1% suspended at least once | 9.1% suspended at least once | 5.9% suspended at least once | 1.9% suspended at least once |
| Declined -4.5% | Declined -7.6% | Declined -9.9% | Declined -6.8% |
| 2315 students | 11 students | 17 students | 53 students |

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

| 2018 Fall Dashboard Suspension Rate by Year | | |
|---|---|---|
| **2016** | **2017** | **2018** |
| 5.7% suspended at least once | 8.3% suspended at least once | 3.4% suspended at least once |

**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. 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 strategic plan.

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 19-20 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 level three for the 19-20 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 19-20 school year

The percentage of students receiving D/F will decrease 10 percentage points for the 19-20 school year.

The percentage of students taking and passing AP/Honors classes will increase 3 percentage points for the 19-20 school year.

Students being reclassified as RFEP will increase 3 percentage points for the 19-20 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, 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 sub groups

Diverse avenues of support for students being College and Career ready

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Suspension rate for 2017 was 8.3% | 2018 suspension rate 3.4% a decrease of 5% | 2019-20 decrease by 1% for all sub groups |
| Attendance rate | 2018 95% attendance rate | 2019-20 increase by 1% |
| College/Career Ready Rate 28.8% | 2018 College/Career Ready rate 34.3% | 2019-20 increase in all sub groups by 10% |
| Graduation Rate   90.5% | 2018 graduation rate 92.1% increase  of 1.6% | 2019-20 increase by 1% for all sub groups |
| A-G Rates for 2017 42.2% meeting A-G requirements | A-G Rates for 2018-19 44% | 2019-20 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, 7 & 8 period Credit recovery classes, and summer school intervention classes will be offered to support identified sub groups of students to increase student achievement. Enrollment and invitations to intervention courses and after school offerings will be based on data used in identified need.

1a) English Learner Academy for students Emerging, Expanding, and Bridging levels of proficiency.

1b) Students at risk of failing ELA and math intervention classes during the day 7th/8th period and/or Saturday .

1c) Programs will be purchased to utilize during intervention ( APEX, PSAT/SAT, BARR, Language Live, AVID Bridge, Rosetta Stone )

1d) Teacher Planning team will be established for intervention programs to create and design necessary curriculum for ELA, Math, Science 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..

**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) |
|---|---|
| 53,600 | Title I<br>1000-1999: Certificated Personnel Salaries<br>1a, 1b, 1d, 1e, 1f, Teacher salary, extra duty, 7th &8th period |
| 10,000 | Title I<br>5000-5999: Services And Other Operating Expenditures<br>1c) Intervention programs |
| 1,000 | Title I<br>4000-4999: Books And Supplies<br>1g) supplies and materials |
| 2,000 | EL Supplemental<br>4000-4999: Books And Supplies<br>1a), 1g) Instructional supplies ( headphones, pencils, calculators) |
| 5,220 | EL Supplemental<br>1000-1999: Certificated Personnel Salaries<br>1a) 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. 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) |
|---|---|
| 88,000 | Title I<br>2000-2999: Classified Personnel Salaries<br>2i) AVID Tutors |
| 1,500 | Title I<br>1000-1999: Certificated Personnel Salaries<br>2e) Certificated extra duty |
| 20,000 | Title I<br>5000-5999: Services And Other Operating Expenditures<br>2g) educational study trips |
| 9,000 | Title I<br>4000-4999: Books And Supplies<br>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 decease 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.

3a) Create 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 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

3F) SAT workshop/Consultant (Sylvan Learning)

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

| Amount(s) | Source(s) |
|---|---|
| 13,500 | Title I<br>1000-1999: Certificated Personnel Salaries<br>3a), 3b), 3d), 3e) 3f) Consultant, extra duty salaries |
| 5,000 | Title I<br>4000-4999: Books And Supplies<br>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 teacher 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 orientation for parents

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

Amount(s)                                        Source(s)

# 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

IVY League Program provides assistance to under representative  students who are taking multiple academically rigorous  classes.

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

5b) Educational Study trips related to applicable content standards and extension of the curriculum for Ivy ( 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 Saturday).

**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<br>4000-4999: Books And Supplies<br>5a) materials, resources |
| 20,000 | Title I<br>5000-5999: Services And Other Operating Expenditures<br>5b) educational study trips |
| 9,000 | Title I<br>1000-1999: Certificated Personnel Salaries<br>5c) extra duty hours |
| 900 | Title I<br>2000-2999: Classified Personnel Salaries<br>5c) extra duty hours |

## 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 LD Coach will provide targeted intervention for identified students in need of support in ELA and math. Strategists and Coach 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 under performing 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 level 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/Newslea

## 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<br>5000-5999: Services And Other Operating Expenditures<br>6g) Educational Study Trips |
| 2,600 | EL Supplemental<br>1000-1999: Certificated Personnel Salaries<br>6b), 6c), 6e),  Teacher Extra Duty |
| 30,000 | EL Supplemental<br>2000-2999: Classified Personnel Salaries<br>6f) Bilingual Instructional Assistants |
| 700 | EL Supplemental<br>4000-4999: Books And Supplies<br>6h) Supplemental reading materials |
| 99,475 | Unrestricted<br>1000-1999: Certificated Personnel Salaries<br>6a) LD Coach (A. Haubruge) 0012 |
| 95,000 | Title I<br>1000-1999: Certificated Personnel Salaries<br>6a) ELA and Math Strategist (C. Almazan & C. Rickard) |
| 152,119 | LCFF - Supplemental<br>1000-1999: Certificated Personnel Salaries<br>6a) ELA and Math Strategist (C. Almazan & C. Rickard) |

# 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. Thus reducing the achievement gap (EL students, African American students, SPED Students, SED Students) in A-G courses.

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

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) | Source(s) |
|---|---|
| 3,000 | Title I<br>5700-5799: Transfers Of Direct Costs<br>7e) Study trips bus costs |
| 3,000 | Title I<br>4000-4999: Books And Supplies<br>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 is used to implement various strategies to give students access
8a) Purchase ViewSonic display monitors for classrooms
8b) License renewal
8c) Auxiliary items for equipment and technology (keyboards, headphones, microphones)

**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) |
|---|---|
| 41,720 | Title I<br>4000-4999: Books And Supplies<br>8a) ViewSonic display monitors |

## 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 gradebook, iReady, D/F report. The ELA and Math Strategist will work with teachers to provide after-school assistance.<br><br>9b) SMAART program will provide community building, mentorship, academic monitoring, college readiness, and academic support after school, during school, and Saturday School. |
|---|

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

| Amount(s) | Source(s) |
|---|---|
| 7,250 | Unrestricted<br>1000-1999: Certificated Personnel Salaries<br>PSR for After-school tutoring for African American students |
| 5,000 | Unrestricted<br>5800: Professional/Consulting Services And Operating Expenditures<br>9b) SMAART program, Clay Counseling |
| 8,000 | Title I<br>1000-1999: Certificated Personnel Salaries<br>9a), 9b) extra duty for tutoring and mentor program |

# Annual Review

**SPSA Year Reviewed: 2018-19**

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 2018-19 were not full implemented and/or provided the desired effect.

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

Most strategies from this goal last year were implemented but were not as successful as hoped based on data.

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 was a complete change from the 2018-19 school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

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 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 19-20 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 2018-2019 | 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 includes:
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 2 release days for subject level PLC teams in Math and ELA

### 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<br>1000-1999: Certificated Personnel Salaries<br>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 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)

## 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) |
|---|---|
| 40,000 | Title I<br>1000-1999: Certificated Personnel Salaries<br>2a), 2b), 2c), 2d), 2e), 2f), 2g), 2h),Travel and Conference cost |

# 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 instructional weaknesses ( 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) | Source(s) |
|---|---|
| 1,000 | Title I<br>4000-4999: Books And Supplies<br>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) | Source(s) |
|---|---|
| 500 | EL Supplemental<br>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) | Source(s) |
|---|---|
| 1,000 | Title I<br>4000-4999: Books And Supplies<br>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<br>1000-1999: Certificated Personnel Salaries<br>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: 2018-19

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 2018-19 were not full implemented and/or provided the desired effect.

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

Most strategies from this goal last year were implemented but were not as successful as hoped based on data.

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 was a complete change from the 2018-19 school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

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

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 from 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 2017 was 8.3% | 2018 data for students suspensions is 3.4%  a decrease of 4.9% | 2019-20 prediction to be 1% decline for all sub groups. |
| Attendance rate for 2017 was 96% | 2018 data for attendance rate is 96% | 2019-20 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 Billiteracy 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) | Source(s) |
|---|---|
| 3,000 | Title I<br>1000-1999: Certificated Personnel Salaries<br>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<br>5000-5999: Services And Other Operating Expenditures<br>2e) Panorama and PBIS Rewards |
| 8,000 | Title I<br>5000-5999: Services And Other Operating Expenditures<br>2g) Positive rewards for PBIS |
| 500 | Title I<br>5000-5999: Services And Other Operating Expenditures<br>2f) Material and resources to support PBIS |

# 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 students 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
Coffee with the Principal
IVY 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
CABE


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. |
| 12,000 | 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 |
| 5,000 | Title I 1000-1999: Certificated Personnel Salaries |

| | 3a) Certificated Extra duty |
|---|---|

# Annual Review

**SPSA Year Reviewed: 2018-19**

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 2018-19 were not full implemented and/or provided the desired effect.

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

Most strategies from this goal last year were implemented but were not as successful as hoped based on data.

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 was a complete change from the 2018-19 school year.

# 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

| SUBJECT: Centralized Services for Planned Improvements in Student Performance in English and Math in regards to Pupil Outcomes |
|---|
| SCHOOL GOAL #1: |
| |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| Illuminate Education, Inc., K-12-Program is used to house student assessment data for teacher and administrator use in disaggregating data to form instruction. | July 2019- June 2020 | 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 |
| Avid<br><br>The Advancement Via Individual Determination (AVID) program will be fully implemented. Components of the program include:<br><br>2a) Instructional practices-Writing to learn, inquiry, collaboration, organization and reading to learn (WICOR)<br><br>2b) Culture- promoting college readiness<br><br>2c) Leadership- Supporting and guiding the implementation of AVID.<br><br>2d) Systems-ensuring fidelity of AVID implementation. | July 2019- June 2020 | 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

| SUBJECT: Centralized Services for Planned Improvements in Student Performance in Reading Language Arts and Mathematics |
|---|
| SCHOOL GOAL #2: |
| |

| 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 2019 - June 2020 | Education Services-Induction/Teacher Support services | My Learning Plan-Professional Development software. | 5000-5999: Services And Other Operating Expenditures | Title I | 3,687 |
| Professiona Development for teachers, administrators and support staff to implement evidence based instructional strategies.<br><br>PBIS Coordinator<br>Lead Math Strategist<br>Lead Technology Strategist<br>Lead ELA Strategist<br>Lead LD Strategist<br>GATE/AVID Tosa | July 2019- June 2020 | Student services<br><br>Math/Science and College and Career Pathways<br><br>Assessment, Research, Data Analysis and Educational Technology<br><br>Liberal Arts and Literacy/Intervention-EL Programs Department | Benefits<br><br>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

| SUBJECT: Centralized Services for Planned Improvements in Student Performance in Parent and Student engagement |
|---|
| **SCHOOL GOAL #3:** |
| |

| 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 2019-June 2020 | Communication Services | Contract Parent/Home Communication | 5800: Professional/Consulting Services And Operating Expenditures | Title I Part A: Parent Involvement | 6,448 |
| 2. School Loop, Inc. K-12 -Web based communication tool used to inform parents about school and district events and increase parental involvement and engagement. Program is used to house teacher instructional collaboration information and as a communication tool for teachers and administrators. | July 2018-June 2019 | 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 |

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

| Description | Amount |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $ |
| Total Federal Funds Provided to the School from the LEA for CSI | $ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $804,584.00 |

## 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 | $485,720.00 |
| Title I Part A: Parent Involvement | $14,000.00 |

Subtotal of additional federal funds included for this school: $499,720.00

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 ($) |
|---|---|
| EL Supplemental | $41,020.00 |
| LCFF - Supplemental | $152,119.00 |
| Unrestricted | $111,725.00 |

Subtotal of state or local funds included for this school: $304,864.00

Total of federal, state, and/or local funds for this school: $804,584.00

# 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 | 657,265 | 171,545.00 |
| EL Supplemental | 53,876. | 12,856.00 |

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| EL Supplemental | 41,020.00 |
| LCFF - Supplemental | 152,119.00 |
| Title I | 485,720.00 |
| Title I Part A: Parent Involvement | 14,000.00 |
| Unrestricted | 111,725.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 508,264.00 |
| 2000-2999: Classified Personnel Salaries | 119,900.00 |
| 4000-4999: Books And Supplies | 66,420.00 |
| 5000-5999: Services And Other Operating Expenditures | 89,000.00 |
| 5700-5799: Transfers Of Direct Costs | 3,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 18,000.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 1000-1999: Certificated Personnel Salaries | EL Supplemental | 7,820.00 |

| | | |
|---|---|---|
| 2000-2999: Classified Personnel Salaries | EL Supplemental | 30,500.00 |
| 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 | 241,600.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 88,900.00 |
| 4000-4999: Books And Supplies | Title I | 63,720.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 88,500.00 |
| 5700-5799: Transfers Of Direct Costs | Title I | 3,000.00 |
| 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 | 13,000.00 |
| 1000-1999: Certificated Personnel Salaries | Unrestricted | 106,725.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Unrestricted | 5,000.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 690,584.00 |
| Goal 2 | 55,500.00 |
| Goal 3 | 58,500.00 |

# 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

6 Classroom Teachers

2 Other School Staff

6 Parent or Community Members

5 Secondary Students

| Name of Members | Role |
|---|---|
| Frank Camacho | Principal |
| Margaret Simmons-Rivera | Other School Staff |
| Griselda Montoya | Other School Staff |
| Suzanna Hidalgo | Classroom Teacher |
| Kelly Matheny | Classroom Teacher |
| Redus Reed | Classroom Teacher |
| Lorraine Robles | Classroom Teacher |
| Clem Hudson | Classroom Teacher |
| Shon Hampton | Classroom Teacher |
| Shaheda Tenney | Parent or Community Member |
| Guadalupe Broderick | Parent or Community Member |
| Maria Luisa Hernandez | Parent or Community Member |
| Iliana Ramirez | Parent or Community Member |
| Maria M. Portillo | Parent or Community Member |
| Clorie Williams | Parent or Community Member |
| Josue Santana | Secondary Student |
| Ashley Tapia | Secondary Student |
| Alexa Verdugo | Secondary Student |
| Irma Verde | Secondary Student |
| Brittany Castrejon | Secondary Student |

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

# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
|---|---|
| | Departmental Advisory Committee |

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

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

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

Attested:

| |
|---|
| Principal, Frank Camacho on 09/24/2019 |

| |
|---|
| SSC Chairperson, Clorie Williams on 09/24/2019 |

# 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.**

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

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

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

# Purpose and Description

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

## Purpose

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

## Description

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

# Stakeholder Involvement

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

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

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

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

# Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

# Students to be Served by this Strategy/Activity

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

*[This section meets the requirements for CSI.]*

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

# Proposed Expenditures for this Strategy/Activity

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

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

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

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

# Annual Review

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

# Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

# Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

I.   The development of the SPSA shall include both of the following actions:

A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1.   The comprehensive needs assessment of the entire school shall:

a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i.   Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii.  Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv.  Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

II.  The SPSA shall include the following:

A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

# Appendix B:

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.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/guidanceuseseinvestment.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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