Comprehensive Support and Improvement (CSI)
School Plan for Student Achievement (SPSA)

School Name	Contact Name and Title	Email and Phone
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CDS Code	School Site Council (SSC) Approval Date	Local Governing Board Approval Date
33736763330032	May 23, 2024	June 27, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by La Familia High School for meeting ESSA's planning requirements for Comprehensive Support and Improvement (CSI) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Comprehensive Support and Improvement (CSI) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Coachella Valley Unified School District covers more than 1,200 square miles of mostly rural desert terrain, serving the communities of Coachella, Thermal, Mecca, Oasis, Indio, and the Salton Sea. The district currently operates fourteen elementary schools, three middle schools, three comprehensive high schools, one continuation high school, and one adult school.

La Familia is a continuation high school composed of credit-deficient students at risk of not graduating. We have been identified as a Comprehensive Support Improvement (CSI) school based on our graduation rate. The school operates on a nine-week quarter system with traditional in-person courses and online learning through Acellus. Staff members have been trained in Transformational Learning and Positive Behavioral Interventions and Supports (PBIS), and work towards implementing our Transformational Model to ensure all children feel welcome, valued, and appreciated. We provide daily social-emotional learning for all students and implement community-building circles in our wellness center. The Wellness Center has a mentor and mental health services on site. We have a parent center where our parent liasion facilitates parent information workshops and trainings throughout the school year, which focus on school progress, college and career readiness and school safety. At La Familia High School, we commit to academic and social growth for every community member.

During the 2023-2024 school year, La Familia doubled student enrollment. This year will serve as a baseline for CAASPP because, before the growth, we have not had enough students tested to delineate student groups. Based on our CAASPP data, though, we can see that socioeconomically disadvantaged students and students with disabilities are scoring lower in Math. To address this, we offer a financial literacy course, which uses a hands-on curriculum that addresses the more rigorous math concepts in a real-world manner. Our iReady Math scores show that this course improves student Math achievement. To continue this success, we will implement actions supporting project-based learning. Currently we offer one CTE pathway, in entrepreneurship. To facilitate more hands on learning, we will be implementing another CTE pathway in Education and revamp our current pathway into an arts and media pathway.

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students including our English Learner (EL) students and students with disabilities (SWD) who are currently scoring significantly below grade level; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals, including monitoring systems like iReady and district benchmarks to progress monitor the academic levels of all students.

Educational Partner Involvement

How, when, and with whom did your La Familia High 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

To engage community partners in the SPSA process, La Familia High School surveyed the school site council, parents, and staff members. This process showed that parents are invested in seeing La Familia grow their after-school programs, including athletics, credit recovery, and social-emotional support. Staff members wanted to see the school increase their access to technology, instructional resources, and supplemental curriculum. To accomplish these goals, the school needs after-school transportation, increased extra-service hours, and funds for additional resources included in the SPSA.

Resource Inequities

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

La Familia has a 42.1% non-stability rate. Our CAASPP data is limited because of the low number of students tested, which the non-stability rate contributed to. Some of the inequities that contribute to instability include the recent expansion and lack of transportation. La Familia has a current enrollment of over 250 students, an increase of over 100 from the previous year. This expansion has revealed inequities regarding housing this number of students at the site.

The La Familia campus does not have any building space larger than a classroom, and meetings with groups larger than 30 cannot be housed on the site. This is an inequity compared to all other alternative education sites across the Coachella Valley. These sites have gymnasiums and large meeting spaces, but La Familia does not. This means, we cannot host large events for parents and community partners, which contribute to school and community involvement and decreases our non-stability rate. Additionally, on-site after-school programs are unavailable due to a lack of transportation. La Familia is the only CVUSD high school without an after-school bus or athletic van to transport students, as well as staff schedules or safety supervisors that accommodate staffing. These inequities must be resolved to successfully increase parent engagement, attendance, and positive behaviors and decrease non-stability rates.

97.8% of our students are socioeconomically disadvantaged. The limited CAASPP data did show that socioeconomically disadvantaged students are performing at a lower rate than the all student groups in mathematics. However, given that our rate is a majority of the students, and iReady shows the remaining 3% are also performing below grade level. An analysis revealed that students taking financial literacy are much more successful than students taking integrated math due to the hands-on, real-world applicability of the course. Additionally, La Familia was the only school site not included in Prisms, which would support these students. In order to increase math scores for socioeconomically disadvantaged students, La Familia needs hands-on math for all students.

ELD was implemented during the 23-24 school year. However, only one class was offered, which means students could only take the course for two quarters. This caused an inequity for EL students who are still in need of language supports past the two quarters. In the 24-25 school year, we will be implementing a second course to address this inequity.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators
Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

La Familia High School is in the red for graduation rate and orange for suspension rate. Other dashboard indicators do not have a performance color because the sample sizes are too small. However, in CAASPP, the tested students were 124.7 points below standard in ELA and 214.8 points below standard in math. Additionally, English learner progress has decreased to 7.4%, and college and career readiness is "very low," with .9% of students considered college and career-ready.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Due to a low number of students being tested, the dashboard does not delineate most student groups. However, the limited data does show that students with a low-socioeconomic status score lower than the all student group in math.

Other Needs
In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

The site uses iReady diagnostics to measure reading and math levels. This data shows that the majority of students, 97%, score three or more levels below grade level in reading and math.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Students in grades 9-12 will reach high levels of academic achievement in all classes to be college and career ready.
Our current 2023-24 dashboard data did not place us on a 5X5 grid for CAASPP ELA or Math because we did not have enough students tested (23 students in ELA and 22 in math). Subgroup data is not displayed because less than eleven students were tested. The 2023-24 school year will be a baseline year, as enough students will be tested to provide us with student group data on the CA School Dashboard.

2023 CAASPP Student Groups:
All -   23 students
EL -   7 students
FY* -   2 students
HOM* -   1 student
SED -   22 students
SWD* -   2 students

* If a student group has less than 11 students, the data is not displayed for privacy reasons.

CAASPP ELA Average Distance From Standard for All Students will decrease the current level of -124.7 from 2023 by a total of 15.0 or more to grow the equivalent of one level, with a stretch goal of 25.0 or more to grow the equivalent of two levels to end at -109.7 or higher by the end of the 2024-2025 school year.

CAASPP Math Average Distance From Standard for All Students will decrease the baseline of - 214.8 from 2023 by a total of 15.0 or more to grow the equivalent of one level, with a stretch goal of 25.0 or more to grow the equivalent of two levels to end at 199.2 or higher by the end of the 2024-2025 school year.

CAASPP ELA Average Distance From Standard for Socio-economically Disadvantaged Students will decrease the baseline of - 117.5 from 2023 by a total of 15.0 or more to grow the equivalent of one level, with a stretch goal of 25.0 or more to grow the equivalent of two levels to end at -102.5 or higher by the end of the 2024-2025 school year.

CAASPP Math Average Distance From Standard for Socio-economically Disadvantaged Students will decrease the baseline of -217.8 from 2023 by a total of 15.0 or more to grow the equivalent of one level, with a stretch goal of 25.0 or more to grow the equivalent of two levels to end at 202.8 or higher by the end of the 2024-2025 school year.

ELPAC:
Student performance on the ELPAC will increase to:
24% of students scoring at Level 4 - Well Developed
31% of students scoring at Level 3 - Moderately Developed
27% of students scoring at Level 2 - Somewhat Developed
18% of students scoring at Level 1 - Minimally Developed

CAASPP ELA

All Students

2023 Baseline: -124.7	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	15	-109.7	N/A
3 Year Growth	45	-79.7	N/A

English Learner

2023 Baseline: 7 students	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	N/A	N/A	N/A
3 Year Growth	N/A	N/A	N/A

Long Term English Learners

2023 Baseline: N/A	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	N/A	N/A	N/A
3 Year Growth	N/A	N/A	N/A

Homeless Students

2023 Baseline: 1 student	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	N/A	N/A	N/A
3 Year Growth	N/A	N/A	N/A

Foster Students

2023 Baseline: 2 students	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	N/A	N/A	N/A
3 Year Growth	N/A	N/A	N/A

Socioeconomically Disadvantaged Students

2023 Baseline: -117.5	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	15	-102.5	N/A
3 Year Growth	45	-72.5	N/A

Students with Disabilities

2023 Baseline: 2 students	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	N/A	N/A	N/A
3 Year Growth	N/A	N/A	N/A

CAASPP Math

All Students

2023 Baseline: -214.8	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	15	-199.8	N/A
3 Year Growth	45	-169.8	N/A

English Learner

2023 Baseline: 7 students	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	N/A	N/A	N/A
3 Year Growth	N/A	N/A	N/A

Long Term English Learners

2023 Baseline: N/A	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	N/A	N/A	N/A
3 Year Growth	N/A	N/A	N/A

Homeless Students

2023 Baseline: 1 student	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	N/A	N/A	N/A
3 Year Growth	N/A	N/A	N/A

Foster Students

2023 Baseline: 2 students	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	N/A	N/A	N/A
3 Year Growth	N/A	N/A	N/A

Socioeconomically Disadvantaged Students

2023 Baseline: -217.8	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	15	-202.8	N/A
3 Year Growth	45	-172.8	N/A

Students with Disabilities

2023 Baseline: 2 students	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	N/A	N/A	N/A
3 Year Growth	N/A	N/A	N/A

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal: Create equitable access to educational opportunities that will lead to academic success

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

ELA and math both need improvement. In the 2024-25 school year, we will provide iReady diagnostic assessments to more students to better understand each student group's needs. Our limited data shows that socioeconomically disadvantaged students have a slightly lower score in math than the all student group. We are implementing a new financial literacy math course, which provides real-world, hands-on experience of the more difficult math concepts. Local measures, including the iReady and SEL survey, show that we need more of these math classes and hands-on learning in other subject areas to increase students' requests for more variety in courses and activities that connect to the real world.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA (Priority 4) CA Dashboard % of students that met or exceeded the standard	CAASPP ELA – 2023 CA School Dashboard: % of students that met or exceeded the standard All: 0% EL: N/A LTEL: N/A HOM: N/A FY: N/A SED: 0% SWD: N/A	CAASPP ELA – 2026 CA School Dashboard: % of students that met or exceeded the standard All: 6% EL: 6% LTEL: 6% HOM: 6% FY: 6% SED: 6% SWD: 6%
CAASPP Math (Priority 4) CA Dashboard % of students that met or exceeded the standard	CAASPP Math – 2023 CA School Dashboard: % of students that met or exceeded the standard All: 0% EL: N/A LTEL: N/A HOM: N/A FY: N/A SED: 0% SWD: N/A	CAASPP Math – 2026 CA School Dashboard: % of students that met or exceeded the standard All: 6% EL: 6% LTEL: 6% HOM: 6% FY: 6% SED: 6% SWD: 6%
English Learner Progress Indicator (ELPI) (Priority 4) CA Dashboard	ELPI 2023 CA School Dashboard: 7.4 %	ELPI 2026 CA School Dashboard: 16.4%
ELPAC (Priority 4)	2023 ELPAC: Level 4 – Well Developed: 16.5% Level 3: Moderately Developed: 33.77% Level 2: Somewhat Developed: 29.4% Level 1: Beginning to Develop: 20.33%	2026 ELPAC: Level 4 – Well Developed: 33% Level 3: Moderately Developed: 28% Level 2: Somewhat Developed: 24% Level 1: Beginning to Develop: 15%
EL Reclassification Rate – DataQuest – when Available (Priority 4)	2022-23 Percent of Students Reclassified: .42%	2025-26 Percent of Students Reclassified: 9.42%
Graduation Rate (Priority 5) CA Dashboard	2023 Graduation Rate: All: 55.7% EL: 54.8% LTEL: N/A	Graduation Rate (Priority 5) 2026 CA Dashboard All: 64.7% EL: 63.8%

	HOM: N/A FY: N/A SED: 55.2% SWD: N/A	LTEL: N/A HOM: N/A FY: N/A SED: 64.2% SWD: N/A
Percentage of students who met UC/CSU	2023 – A-G Completion CA Dashboard – Additional Reports: All: 0% EL: 0% LTEL: 0% HOM: 0% FY: 0% SED: 0% SWD: 0%	Percentage of students who met UC/CSU requirements (A-G) (Priority 4) All: 6% EL: 6% LTEL: 6% HOM: 6% FY: 6% SED: 6% SWD: 6%
College Career Indicator (CCI) (Priority 4) CA Dashboard	2023 – CCI CA Dashboard: All: .9% EL: 0% LTEL: N/A HOM: N/A FY: N/A SED: 1% SWD: N/A	College Career Indicator (CCI) (Priority 4) 2026 CA Dashboard All: 10% EL: 10% LTEL: N/A HOM: N/A FY: N/A SED: 10% SWD: N/A
Percentage of students completing CTE programs (Priority 8)	2023 CTE Completion 2023 CA Dashboard – Additional Reports: All: 8.5% EL: 2.4% LTEL: N/A HOM: N/A FY: N/A SED: 8.6% SWD: N/A	Percentage of students completing CTE programs (Priority 8) All: 17.5% EL: 11.4% LTEL: N/A HOM: N/A FY: N/A SED: 17.6% SWD: N/A
Percentage of students completing (A-G) Requirements AND CTE program(s) (Priority 4) CA Dashboard – Additional Reports	2023 A-G and CTE Completion 2023 CA Dashboard – Additional Reports: All: 0% EL: 0% LTEL: 0% HOM: 0% FY: 0% SED: 0% SWD: 0%	Percentage of students completing (A-G) Requirements AND CTE program(s). (Priority 4) 2026 CA All: 3% EL: 3% LTEL: 3% HOM: 3% FY: 3% SED: 3% SWD: 3%
Percentage of students completing AP Exams with a score of 3 or higher (Priority 4) CA Dashboard – Additional Reports	AP Exams – with a score of 3 or higher 2023 CA Dashboard – Additional Reports: All: N/A EL: N/A	Percentage of students completing AP Exams with a score of 3 or higher. (Priority 4) All: N/A EL: N/A

	LTEL: N/A HOM: N/A FY: N/A SED: N/A SWD: N/A	LTEL: N/A HOM:N/A FY:N/A SED:N/A SWD: N/A
Percentage of Students receiving the State Seal of Biliteracy (Priority 8) Local SIS CA Dashboard – Additional Reports	2023 Students Receiving State Seal of Biliteracy 2023 CA Dashboard – Additional Reports: All: 0% EL: 0% LTEL: 0% HOM: 0% FY: 0% SED: 0% SWD: 0%	Percentage of Students receiving the State Seal of Biliteracy (Priority 8) Local SIS All: 0% EL: 0% LTEL: 0% HOM: 0% FY: 0% SED: 0% SWD: 0%
Percent of students receiving College Credit for Dual Enrollment (Priority 8) Local SIS CA Dashboard – Additional Reports	Students receiving College Credit for Dual Enrollment 2023 CA Dashboard – Additional Reports: All: 0% EL: 0% LTEL: 0% HOM: 0% FY: 0% SED: 0% SWD: 0%	Percent of students receiving College Credit for Dual Enrollment (Priority 8) Local SIS All: 10% EL: 10% LTEL: 10% HOM: 10% FY: 10% SED: 10% SWD: 10%
SEL - School Climate Survey My school sets high expectations for my academic achievement. % of students that Strongly Agree/Agree	SEL - School Climate Survey (Spring 2024) My school sets high expectations for my academic achievement. Strongly Agree/Agree: 90%	SEL - School Climate Survey (Spring 2027) My school sets high expectations for my academic achievement. Strongly Agree/Agree: 99%
SEL - School Climate Survey My teachers understand my learning needs and work to address them. % of students that Strongly Agree/Agree	SEL - School Climate Survey (Spring 2024) My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 96%	SEL - School Climate Survey (Spring 2027) My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 99%
SEL - School Climate Survey (Spring 2024) I regularly participate in hands-on learning activities or lessons that connect to the real-world. % of students that Strongly Agree/Agree	SEL - School Climate Survey (Spring 2024) I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 79%	SEL - School Climate Survey (Spring 2027) I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 88%
SEL - School Climate Survey (Spring 2024)	SEL - School Climate Survey (Spring 2024)	SEL - School Climate Survey (Spring 2027)

My teachers talk to me about my academic progress. % of students that Strongly Agree/Agree	My teachers talk to me about my academic progress. Strongly Agree/Agree: 85%	My teachers talk to me about my academic progress. Strongly Agree/Agree: 94%
SEL - School Climate Survey (Spring 2024) I have access to choose from a variety of high school courses. % of students that Strongly Agree/Agree	SEL - School Climate Survey (Spring 2024) I have access to choose from a variety of high school courses. Strongly Agree/Agree: 74%	SEL - School Climate Survey (Spring 2027) I have access to choose from a variety of high school courses. Strongly Agree/Agree: 83%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
1	Teacher collaboration	Planning and Collaboration Time - Teacher/Counselors release time to plan, coach, and collaborate within department and grade level, Math, ELA, Science, Social Studies. Time to plan and write the WASC document. Time to plan and facilitate testing. Funds to pay for subs, prep pay, extra services, and stipends to provide release time. *WASC Critical Area of Need 1A $5,000 CSI or EM	English Learners, Students with Disabilities, Students Economically Disadvantage.	CAASPP ELA and Math Scores will increase 3% per year. ELPI percentage to increase 3% per year.	2,300 Title I 3010 1000-1999: Certificated Personnel Salaries 1.1a 0 Comprehensive Support & Improvement 3182 1000-1999: Certificated Personnel Salaries 1.1c
2	Work Ability/ Work Based Learning	Provide work-based learning and workability opportunities such as internships and job shadows. Funds to supply materials, technology, and transportation costs. $10,000	English Learners, Students with Disabilities, Students Economically Disadvantage.	College and Career readiness will increase by 3% per year. CTE completion rate will increase by 3% each year. Graduation Rate will increase by 3% yearly.	0 Comprehensive Support & Improvement 3182 4000-4999: Books And Supplies 1.2c

					Student SEL Survey will increase by 3% yearly.	
3	Field Trips	Funds to pay transportation costs for field trips that enhance learning in core classes, electives, PE/ sports, CTE, work-ability, and college and career readiness.	English Learners, Students with Disabilities, Students Economically Disadvantage.	College and Career readiness will increase by 3% per year. CTE completion rate will increase by 3% each year. Graduation Rate will increase by 3% yearly. Student SEL Survey will increase by 3% yearly.	6,000 LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures 1.3b
4	Instructional Materials	Supplemental learning resources for core classes, including applications, books, industry-related materials, technology, hands-on learning activities and manipulatives. $10,000	English Learners, Students with Disabilities, Students Economically Disadvantage.	CAASPP ELA and Math Scores will increase 3% per year. ELPI percentage to increase 3% per year.	0 Comprehensive Support & Improvement 3182 4000-4999: Books And Supplies 1.4c
5	Dual and Concurrent Enrollment	Funds to implement college courses to offer students dual and concurrent enrollment opportunities. $5,000	English Learners, Students with Disabilities, Students Economically Disadvantage.	College and Career readiness will increase by 3% per year. Graduation Rate will increase by 3% yearly.	0 Comprehensive Support & Improvement 3182 5800: Professional/Consulting Services And Operating Expenditures 1.5c
6	CTE pathways	Materials for CTE pathways in education and arts, media, and entertainment. $10,000	English Learners, Students with Disabilities, Students Economically Disadvantage.	College and Career readiness will increase by 3% per year. CTE completion rate will increase by 3% each year.	0 Comprehensive Support & Improvement 3182 4000-4999: Books And Supplies 1.6c

				Graduation Rate will increase by 3% yearly.	
7	Electives	Funds to facilitate art, physical education, and other electives. Including materials, supplies, and technology.	English Learners, Students with Disabilities, Students Economically Disadvantage.	College and Career readiness will increase by 3% per year.	2,000 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 1.7b

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

2.2 Training for the Instructional Assistant: Our instructional assistant was sent to a conference and received in-house training. This has equipped him to tutor students one-on-one, which has shown an increase in students' grades and learning.

2.3 CTE Pathways and Work-Based Learning: A CTE entrepreneurship pathway was implemented. This pathway allowed students to engage in work-based learning and meet the college-career readiness requirements.

2.5 Professional Learning Communities: With the development of the ILT team this year, the PLC process was overhauled. This increased teacher collaboration, which led to uniform literacy strategies across the curriculum, including marking the text, close reading, and claim evidence and reasoning.

2.6 Dual/concurrent Enrollment: One period of college 001 class was created. This allowed students to learn about college while earning college credits.

2.8 Expland Math Courses/ Curriculum: This year, financial literacy was added as a math course. These courses allowed students to learn math in a real-world context, which increased engagement and passing rates.

2.10 Schoolwide Literacy Strategies: Professional development on literacy strategies facilitated the conversations in teacher PLCs so that school-wide strategies that were appropriate for our students were implemented. This has created an increase in student engagement and passing grades.

2.12 Testing Coordinator Stipend: A teacher was provided a stipend for scheduling and executing standardized tests, such as ELPAC and CAASPP. This increased test completion rates and student success.

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

2.1 Spanish/ELD teacher materials: The Spanish/ELD position remained vacant, so no materials were purchased, resulting in an excess of funds.

2.2 Training for the Instructional Assistant: The CSEA paid for our instructional assistant's training, so we did not need materials or PD, which resulted in an excess of funds.

2.3 CTE Pathways and Work-Based Learning: A secondary CTE pathway was not created due to limited space. Money was spent to bolster the original entrepreneurship pathway, but there were still excess funds.

2.4 In-Person After-School Credit Recovery: This action was not implemented because La Familia was denied transportation after school, which resulted in excess funds.

2.5 Professional Learning Communities: Due to the new implementation of the ILT and training that came along with it, teachers were not provided professional development on PLC, resulting in an excess of funds.

2.6 Dual/concurrent Enrollment: Since the college course we chose was free and did not require additional materials, we have excess funds.

2.7 Establish a College and Career Center: Not implemented, which resulted in an excess of funds.

2.8 Expland Math Courses/ Curriculum: No money was spent on supplies or extra services, resulting in excess funds.
2.9 RCOE Support: Not implemented, which results in excess funds.
2.10 Schoolwide Literacy Strategies: No money was spent on supplies or extra services, resulting in excess funds.
2.11 Science Materials: Not implemented, resulting in an excess of funds
2.12 Testing Coordinator Stipend: The testing coordinator was paid the planned stipend.

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.

Based on the analysis, actions will be revised to address the changing needs of the school. With the limited space we have, we will be removing some of the action steps we do not have space for and adding new actions to reinvent the spaces we have.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **La Familia High School will provide a safe, clean and academically enriching environment for all students including SWD, SED, EL and non-stable students.**

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> Provide equitable access to health and wellness to ensure social emotional and academic success.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> According to the data, students social emotional well-being is increasing. However, there is still a need to increase school involvement to decrease dropout rates, suspensions and increase attendance. Community partners have indicated the following as top priorities:
>
> - Increasing clarity in school rules/expectations
> - Increasing safety
> - Providing safe spaces
>
> The following action steps (along with the professional training in goal 4 and Academic Intervention and Enrichment Program in goal 5) are necessary for achieving these goals:

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
High School Dropout Rate (Priority 5)	2023 High School Dropout Rate 2023 CA School Dashboard Additional reports All: 55.7% EL: 54.8% LTEL: N/A HOM: N/A FY: N/A SED: 55.2% SWD: N/A	2026 High School Dropout Rate 2026 CA School Dashboard Additional reports All: 46.7% EL: 45.8% LTEL: N/A HOM: N/A FY: N/A SED: 46.2% SWD: N/A
Suspension Rate (Priority 6)	2023 Suspension Rate CA School Dashboard All: 2.6% EL: 3%	2026 Suspension Rate CA School Dashboard All: < 1.0% EL: < 1.0%

	LTEL: N/A HOM: N/A FY: N/A SED: 2.7% SWD: 11.8%	LTEL: N/A HOM: N/A FY: N/A SED: < 1.0% SWD: < 1.0%
Expulsion Rate (Priority 6)	2023 Expulsion Rate: DataQuest All: 0% EL: 0% LTEL: 0% HOM: 0% FY: 0% SED: 0% SWD: 0%	2026 Expulsion Rate: DataQuest All: < 1.0% EL: < 1.0% LTEL: < 1.0% HOM: < 1.0% FY: < 1.0% SED: < 1.0% SWD: < 1.0%
Attendance Rate (local measure) (Priority 5)	2023-24 Attendance Rate August 24, 2023 – March 1, 2024 A. Regular Program School Attendance rate: 88.72% B. Special Education Program School Attendance rate: 92.43% C. Overall Average Attendance Rate: 90.57%	2026-27 Attendance Rate August, 2026 – March 1, 2027 A. Regular Program School Attendance rate: 94.72% B. Special Education Program School Attendance rate: 98.43% C. Overall Average Attendance Rate: 96.57%
Chronic Absenteeism (local measure)	2023-24 Chronic Absenteeism (local measure) August 24, 2023 – March 1, 2024: 67.80%	2026-27 Chronic Absenteeism (local measure) August, 2026 – March 1, 2027: 61.80%
SEL Survey (local measure) (Priority 6)	SEL - School Climate Survey (Spring 2024) I feel respected, accepted, and welcomed at school. Strongly Agree/Agree: 93%	SEL - School Climate Survey (Spring 2027) I feel respected, accepted and welcomed at school. Strongly Agree/Agree: 99%
SEL Survey (local measure) (Priority 6)	SEL - School Climate Survey (Spring 2024) I feel I am valued at school. Strongly Agree/Agree: 89%	SEL - School Climate Survey (Spring 2027) I feel I am valued at school. Strongly Agree/Agree: 98%
SEL Survey (local measure) (Priority 6)	SEL - School Climate Survey (Spring 2024) I feel safe at school. Strongly Agree/Agree: 87%	SEL - School Climate Survey (Spring 2027) I feel safe at school. Strongly Agree/Agree: 96%

SEL Survey (local measure) (Priority 6)	SEL - School Climate Survey (Spring 2024) I have access to a safe place at school. Strongly Agree/Agree: 87%	SEL - School Climate Survey (Spring 2027) I have access to a safe place at school. Strongly Agree/Agree: 96%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
1	PBIS	PBIS Activities and Supplies - Fund school-wide activities to promote a positive school climate, rewards for promoting engagement, participation, and social-emotional learning to include the purchase of PBIS store items, funding for promotional speakers, and purchase orders for items needed. The results will increase Average Daily Attendance.	English Learners, Students with Disabilities, Students Economically Disadvantage.	Increase Attendance rate 3% per year. Decrease Chronic Absenteeism 3% per year. Decrease Suspension Rate 1% per year. Increase SEL Survey 3% per year.	4,825 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 2.1b
2	Wellness Center	Funds to improve the wellness center, including furniture, lighting. The results will increase overall school climate and wellness. $40,000	English Learners, Students with Disabilities, Students Economically Disadvantage.	Increase Attendance rate 3% per year. Decrease Chronic Absenteeism 3% per year. Decrease Suspension Rate 1% per year. Increase SEL Survey 3% per year.	0 Comprehensive Support & Improvement 3182 4000-4999: Books And Supplies 2.2c

Annual Review

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

1.1 Provide students social emotional support- The wellness center was expanded and a mentor and triage specialist were added to the staff, which allowed the team to more effectively provide services to students.
1.2 Improve physical education- The materials have not been received, so we cannot measure their impact.
1.3 Workability/ Work-based learning- Not implemented
1.4 Celebrate student success- Students were celebrated through multiple award ceremonies such as quarterly awards, on track congrats and sports recognitions. PBIS rewards were not effectively implemented due to a lack of space to set up a school store.
1.5 Provide staff with ongoing professional development- Staff were provided opportunities to learn about the transformational justice model, including SEL, the wellness center, and latino commission counseling. This positively impacted teacher's ability to provide social-emotional lessons.

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

1.1 Provide students with social-emotional support—Due to the increase in full-time staff provided by the Latino Commission, there was no need to pay extra service hours, which resulted in an excess of funds.
1.2 Improve physical education- The equipment purchased was more expensive than the budgeted amount, so funds were moved to cover the excess expenditure.
1.3 Workability/ Work-based learning- Not Implemented
1.4 Celebrate student success- Due to a lack of space, the school was unable to establish a PBIS store, which resulted in an excess of funds.
1.5 Provide staff with ongoing professional development—Staff provided all professional development, so no money was spent, resulting in an excess of funds.

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.

To continue increasing attendance and decrease dropout rates and suspensions we will continue to improve the wellness center, athletics, and celebrating student success. In addition, we will work toward achieving an after-school culture that promotes social-emotional well-being and prosocial behavior. We will also be implementing Girasol curriculum, restorative practices in the classroom, guest speakers, and community building climate and culture.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

La Familia High School will increase parent and community engagement.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goal 3: Strengthen parent and community partnerships through effective communication for student success.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Parent engagement is improving, and event attendance and frequency have doubled. However, there is still room to increase survey participation, parent feedback and parent attendance. The LCAP family survey found parents are interested in seeing the following:

- Improved safety
- More communication between school and home, particularly geared toward communicating academic progress
- an increase in opportunities for students to engage in school activities
- Improved facilities, particularly bathrooms.

This goal addresses parents requests for communication and engagement. Improved safety is addressed in goal 4 and facilities are addressed in goal 5.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at Parent Liaison Workshops	2023-24 Attendance at Parent Liaison Workshops: 10	2026-27 Attendance at Parent Liaison Workshops: 25
Attendance at Coffee with the Principal	2023-24 Attendance at Coffee with the Principal : 11	2026-27 Attendance at Parent Liaison Workshops: 25
LCAP Family Survey My student's teachers communicate their academic progress to their students and their families regularly.	Spring 2024 LCAP Family Survey My student's teachers communicate their academic progress to their students and their families regularly. Strongly Agree/Agree: 89%	Spring 2024 LCAP Family Survey My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 98%

LCAP Family Survey My culture, opinions, and input are valued at my student's school.	Spring 2024 LCAP Family Survey My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 97%	Spring 2024 LCAP Family Survey My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 99%
LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making.	Spring 2024 LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: 94%	Spring 2027 LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: 99%
LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school.	Spring 2024 LCAP Family Survey As a parent/guardian, I feel welcome visiting my student's school. Strongly Agree/Agree: 96%	Spring 2027 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: 99%
LCAP Family Survey I understand my legal rights and can advocate for my student and all students.	Spring 2024 LCAP Family Survey I understand my legal rights and can advocate for my student and all students. Strongly Agree/Agree: 91%	Spring 2027 LCAP Family Survey I understand my legal rights and can advocate for my student and all students. Strongly Agree/Agree: 99%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
1	Classified Support	Classified personnel extra service hours and overtime to provide more parent events and workshops, support, and translation services at events as well as improve communication with parents through phone calls and meetings.	English Learners, Students with Disabilities, Students Economically Disadvantage.	Attendance at Parent Engagement events and workshops increase 3% per year. Family Survey Results increase 1% per year.	1,000 LCFF Supplemental/Concentration 0701 2000-2999: Classified Personnel Salaries 3.1b
2	Parent Engagement	Materials to establish and furnish a parent center. Including technology and supplies. Funds to execute parent events and workshops.	English Learners, Students with Disabilities, Students	Attendance at Parent Engagement	6,345 Title I 3010 4000-4999: Books And Supplies

		*WASC Critical Area #3		Economically Disadvantage.	events and workshops increase 3% per year. Family Survey Results increase 1% per year.	3.2a

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

3.1 Increase parent engagement—Events such as quarter awards, on-track congrats, and coffee with the principal have been adapted to meet parents' needs, which has resulted in an increase in parent attendance.
3.2 Schoolwide engagement- not implemented
3.3 Parent liaison extra service hours- The parent liaison began working full-time, which allowed her more time to plan events and contact parents, resulting in increased parent attendance at events.
3.4 Parent/career center launch- Was not implemented due to a lack of space

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

3.1 Increase parent engagement- Not implemented, but there was no money budgeted
3.2 Schoolwide engagement- not implemented, resulting in an excess of funds
3.3 Parent liaison extra service hours- The parent liaison was made a full-time employee this year. Because events were held after school, the liasion was working her regular hours, so there was no need to pay for extra service hours, resulting in an excess of funds.
3.4 Parent/career center launch- This was not implemented due to a lack of space, but there was no money budgeted

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.

La familia will continue to promote events that invite community partners and we will remove actions that are no longer feasible due to the lack of space. However, we will add items to create a smaller parent center and address parent needs.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **La Familia will provide professional learning opportunities to build the capacity of all staff to enhance student learning.**

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> LCAP Goal 4: Provide professional learning to build the capacity of all staff to enhance learning.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

> The California Dashboard and iReady data indicate that staff are in need of professional development that increases effectiveness of core class instruction, including English Language Arts and Math. Additionally, Certificated and Classified staff were surveyed to understand professional learning opportunities they feel are a need. The results are as follows:
>
> Classified:
>
> - -Conflict Management - sample size too small to show a percentage.
> 50% (6) Deescalation tactics
> - -Employee emotional needs - Hidden to protect anonymity.
> 42% (5) Safety
> 42% (5) Other
>
> SEL - School Climate Survey (Spring 2024)
>
> I feel all professional development is relevant to my profession.
>
> Strongly Agree/Agree: Classified 75%
>
> Certificated:
>
> - -Academic standards and instructional materials - Hidden to protect anonymity.
> - -Technology - Hidden to protect anonymity.
> 47% (7) Supporting the learning needs and challenges of students
> 47% (7) Managing student behaviors
> 33% (5) Teaching strategies
>
> SEL - School Climate Survey (Spring 2024)
>
> The professional learning offered by our SCHOOL is effective in enhancing my skills and knowledge for better performance in my job.
>
> Strongly Agree/Agree: Certificated 80%

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development sessions will focus on MTSS, literacy, and math skill development as well as the Transformational Model.	23-24 Currently 90% of staff attend professional development.	26-27 The goal is to have 95% of staff attend professional development.
All day PD days are planned and supported by the site admin, district admin and MTSS coach.	23-24 Oct. 3= 56% March 5=94%	26-27 Oct= 94% March=94%
Walkthroughs	23-24 No current data on Transformational Model Look For Averages	26-27 Transformational Model Look For Averages=80%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
4.1	Professional Learning Communities	Funds to pay for training for professional learning communities. Including extra service hours for teachers receiving training outside of contract hours and travel expenses. Extra services also for teachers to plan and implement professional learning communities. $20,000	English Learners, Students with Disabilities, Students Economically Disadvantage.	Goal setting and progress monitoring. Action Plans Classroom Walkthroughs	0 Comprehensive Support & Improvement 3182 5800: Professional/Consulting Services And Operating Expenditures 4.1c
4.2	Professional Development	Funds to pay for professional development on site-specific instructional needs and requests include icons of depth and complexity, project-based learning, the transformational model, behavior etc., extra service hours, and travel expenses. Teachers also receive extra service hours to prepare and provide professional development to their colleagues. $20,000	English Learners, Students with Disabilities, Students Economically Disadvantage.	Attendance at professional developments. Suspension and expulsions. Classroom Walkthroughs	0 Comprehensive Support & Improvement 3182 5800: Professional/Consulting Services And Operating Expenditures 4.2c
4.3	Leadership Team	Extra services for teachers on the ILT. To be used for time spent preparing for professional development, PLC and meeting with the team.	English Learners, Students with Disabilities, Students Economically	Attendance and participation in ILT meetings.	5,000 LCFF Supplemental/Concentration 0701 1000-1999: Certificated

			Disadvantage.	Goal setting and progress monitoring. Classroom Walkthroughs	Personnel Salaries 4.3b

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

N/A This is a new goal for 2024-25

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

N/A This is a new goal for 2024-25

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.

N/A This is a new goal for 2024-25

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

La Familia High School will support students with high level needs, including non-stability rates and socioeconomically disadvantaged students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 5

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The state budget created an "equity multiplier" to support students with high-level needs, providing funding to districts with school sites that have a "non-stability rate" of greater than 25% and have at least 70% socio-economically disadvantaged students.

The LCFF Equity Multiplier funds are available for the 2024-25 school year.
Schools are eligible for Equity Multiplier funding based on their non-stability rate and percentage of socioeconomically disadvantaged students, as shown in the California Department of Education's (CDE's) Stability Rate Data Report. LFHS will receive $204,206 in LCFF Equity Multiplier Funds.

2022-23
La Familia HS non-stability rate = 42.1%
La Familia HS socioeconomically disadvantaged rate = 97.8%

Students, parents, and staff were surveyed to determine how these funds should be spent. The surveyed community partners identified the following needs:

Academic Programs:
More academic programs, including hands-on learning, career-focused programs, and after-school credit recovery programs.
More real-world career workshops like auto shop and business management.

Facilities:
More space for learning
A multipurpose space for events and assemblies.
A Library

School Culture:
More school culture activities and clearer rules and expectations.

Student Support:
The school's small class sizes and one-to-one attention are positives.
Families would like more support for students, including transportation, more help in mathematics, and more motivation for students to attend classes.
_____

These goals will be accomplished by implementing an Academic Intervention and Enrichment Program (AIEP) in the 24-25 school year, which will include the following components:

Online credit recovery- Additional time to complete online credits with an in-person teacher to assist with credit recovery needs. Monitoring of student transcripts to ensure grad requirements are being met.

Tutoring- Assistance with understanding content, managing time, and completing class work.

Concurrent Enrollment- Opportunity to earn college credits with concurrent enrollment COD classes. Increase credits and likelihood of attending college post-high school.

Work-Based Learning- Field trips, job shadows, and internships to further college and career preparedness. Using career readiness to boost literacy skills and Lexile levels through high-interest topics and research.

Clubs- Participation in clubs to make connections between academic content and areas of interest. Intended to increase school attendance and participation while boosting academics.

Sports- Participation on sports teams to increase school attendance and participation while boosting academics and earning additional credits.

Wellness- Engaging in activities and events promoting individual and school community wellness while improving written and oral communication skills.

The following actions are steps necessary for establishing and growing the program:

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
1	Academic Intervention and Enrichment Program (AIEP) Classified Staffing	Extra service/Overtime hours for classified staff to run all components of the program. 4 people x 8 hours a week for 32 weeks $30,000 LCFF EM	English Learners, Students with Disabilities, Students Economically Disadvantage.	Increase CAASPP ELA and Math scores by 3% yearly. Increase Attendance rate 3% per year. Decrease Chronic Absenteeism 3% per year. Decrease Suspension Rate 1% per year. Increase SEL Survey 3% per year	0 2000-2999: Classified Personnel Salaries 5.1d
2	Academic Intervention and Enrichment Program (AIEP) Certificated Staffing	Extra service hours for certificated staff to run all components of the program. 4 people x 8 hours a week for 32 weeks $35,000 LCFF EM	English Learners, Students with Disabilities, Students Economically Disadvantage.	Increase CAASPP ELA and Math scores by 3% yearly. Increase Attendance rate 3% per year. Decrease Chronic Absenteeism 3% per year. Decrease Suspension Rate 1% per year.	0 1000-1999: Certificated Personnel Salaries 5.2d

				Increase SEL Survey 3% per year	
3	Academic Intervention and Enrichment Program (AIEP) Transportation	Site vehicles (two 7-9 passenger vans) for field trips, sports games, and work-based learning experiences. After-school bussing for students wanting to participate in the program. $70,000	English Learners, Students with Disabilities, Students Economically Disadvantage.	Increase CAASPP ELA and Math scores by 3% yearly. Increase Attendance rate 3% per year. Decrease Chronic Absenteeism 3% per year. Decrease Suspension Rate 1% per year. Increase SEL Survey 3% per year	0 5000-5999: Services And Other Operating Expenditures 5.3d
4	Academic Intervention and Enrichment Program (AIEP) Materials and Supplies	Curricular materials, sports/club equipment, and Wellness center program needs. $25,000 LCFF EM	English Learners, Students with Disabilities, Students Economically Disadvantage.	Increase CAASPP ELA and Math scores by 3% yearly. Increase Attendance rate 3% per year. Decrease Chronic Absenteeism 3% per year. Decrease Suspension Rate 1% per year. Increase SEL Survey 3% per year	0 4000-4999: Books And Supplies 5.4d
5	Academic Intervention and Enrichment Program (AIEP) Supplemental Costs	Program administrative, clerical, and printing costs. Positive rewards for academic growth achievements. $5,000 LCFF EM	English Learners, Students with Disabilities, Students Economically Disadvantage.	Increase CAASPP ELA and Math scores by 3% yearly. Increase Attendance rate 3% per year.	0 5000-5999: Services And Other Operating Expenditures 5.5d

				Decrease Chronic Absenteeism 3% per year.	
				Decrease Suspension Rate 1% per year.	
				Increase SEL Survey 3% per year	
6	Academic Intervention and Enrichment Program (AIEP) Facilities	Funds to increase learning space including extra portables to regain access of the library and an MPR space. $39,206 LCFF EM	English Learners, Students with Disabilities, Students Economically Disadvantage.	Increase CAASPP ELA and Math scores by 3% yearly. Increase Attendance rate 3% per year. Decrease Chronic Absenteeism 3% per year. Decrease Suspension Rate 1% per year. Increase SEL Survey 3% per year	0 4000-4999: Books And Supplies 5.6d

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

N/A - This is a new goal in 2024-25

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

N/A - This is a new goal in 2024-25

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.

N/A - This is a new goal in 2024-25

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$27,470.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$27,470.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$0.00
Comprehensive Support & Improvement 3182	$0.00
LCFF Supplemental/Concentration 0701	$18,825.00
Title I 3010	$8,645.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $27,470.00

Total of federal, state, and/or local funds for this school: $27,470.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
Comprehensive Support & Improvement 3182	0.00
LCFF Supplemental/Concentration 0701	18,825.00
Title I 3010	8,645.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	7,300.00
2000-2999: Classified Personnel Salaries	1,000.00
4000-4999: Books And Supplies	13,170.00
5000-5999: Services And Other Operating Expenditures	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries		0.00
2000-2999: Classified Personnel Salaries		0.00
4000-4999: Books And Supplies		0.00
5000-5999: Services And Other Operating Expenditures		0.00

1000-1999: Certificated Personnel Salaries	Comprehensive Support & Improvement 3182	0.00
4000-4999: Books And Supplies	Comprehensive Support & Improvement 3182	0.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support & Improvement 3182	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental/Concentration 0701	5,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental/Concentration 0701	1,000.00
4000-4999: Books And Supplies	LCFF Supplemental/Concentration 0701	6,825.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental/Concentration 0701	6,000.00
1000-1999: Certificated Personnel Salaries	Title I 3010	2,300.00
4000-4999: Books And Supplies	Title I 3010	6,345.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	10,300.00
Goal 2	4,825.00
Goal 3	7,345.00
Goal 4	5,000.00
Goal 5	0.00

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

1 Classroom Teachers

1 Other School Staff

1 Parent or Community Members

2 Secondary Students

Name of Members	Role
Erik Mickelson	Principal
Andrew Kline	Classroom Teacher
Delma Ortiz	Other School Staff
Tina Aguilar	Parent or Community Member
Cervando Lucero	Secondary Student
Nicholas Elias	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

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 May 23, 2024.

Attested:

Principal, Erik Mickelson on May 23, 2024

SSC Chairperson, Andrew Kline on May 23, 2024