

School Year: 2023-24



CLEAR LAKE HIGH SCHOOL

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
Lakeport Unified School District	17640301732304	05/22/2023	

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.

Clear Lake High School has developed several action plans as the result of our 2018-19 WASC self-study, which directly aligned with our district's LCAP goals of improving student achievement and equity for all, improved school climate and safety, and increases family and parent involvement in all school activities and governance. Clear Lake High is implementing CAASP Interim Assessments to assess students' academic performance in their English class, and curriculum benchmark assessments in Math classes. These will provide performance data to drive teacher instruction and interventions over the school year. All students are enrolled in a advisory/homeroom period that meets every Wednesday. Students will remain in the same advisory/homeroom cohort for all four years, including not changing teachers each year to create a cohesive cohort where students will connect with their instructor and peers. In this class, teachers provide lessons in social and emotional learning using supplemental materials to specifically address the needs of the students. Students will feel a sense of belonging and responsibility while in school, thus improving school climate and safety. In the fall of 2023, students will take a grade level seminar class that meets daily. The purpose is to address the varying academic and social needs of the grade level. CLHS has shifted back to holding in-person parent, family, and community events throughout the school year. CLHS staff and administration will communicate these events across many platforms, including Facebook, Newsletters, and our new marquee, to improve our overall attendance. and communication

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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).

Clear Lake High School collects data from the following:

California Healthy Kids Survey

LCAP Student/Staff/Parent Surveys

Informal class/school surveys of students and staff.

As a result of the surveys, we have adjusted some school policy to create a student centered climate and culture. We have created a district wide discipline policy, a more concise student handbook, and and school wide instructional strategies.

Classroom Observations

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

Clear Lake High School administration monitors classrooms on an ongoing basis. This is accomplished by formal and informal classroom observations and walkthroughs. These observations provide opportunities to engage in meaningful conversations about instruction, learning, classroom management, and improvement strategies and goals. The instructional coach fosters additional support for all teachers by providing non-evaluative feedback, teaching strategies, lesson planning review, and coverage so teachers may observe their colleagues.

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)

Clear Lake High School uses CAASPP state testing, interim assessments, curriculum assessments and AP assessments to modify instruction and improve student achievement.

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

Data from CAASPP interim and curriculum benchmarks will drive instruction inside the classroom.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All CLHS teachers, with the exception of the tenth grade English, Math, and Social Science Teacher positions, are meeting the requirements of highly qualified staff.

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

CLHS is currently still missing a Physical Science teacher.

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

CLHS staff development is aligned to our WASC action plans which includes content standards, assessment of student performance, and professional needs.

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

CLHS has a full time instructional coach and benefits from our newly specialized district AVID director.

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

CLHS meets every Wednesday for 45 minutes for staff collaboration and in department PLC.

Teaching and Learning

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

All courses curriculum, instruction, and materials are aligned to content and performance standards.

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

NA

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

NA

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

All student groups have sufficient materials. Spring 2023 new Math and Spanish Textbooks were adopted and ordered.

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

All CLHS students have access to sufficient instructional Materials Spring 2023 new Math and Spanish textbooks were adopted and ordered.

Opportunity and Equal Educational Access

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

Implementation of Upward Bound program starting in fall 2023
After School Tutoring twice a week
Intervention courses
Credit recovery courses for English, Math, and Science.
Online supplemental resources

Evidence-based educational practices to raise student achievement

Upward Bound program
AVID School-Wide
Acellus online credit recovery

Parental Engagement

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

School Site Council
District Safety Committee
District Family Liaison
District Native American Council
District English Learner Advisory Council

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 Night. School Site Council meets as required. Weekly progress report updates to students and their parents/guardians. SSTs and IEPs as needed. During the fall semester we do Back To School Block Party the evening before the first day of the school year, and during the spring semester CLHS held an Open House for all parents to see student achievements for the school year. During Open House 8th grade students and parents also participated in the activities.

Funding

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

Paid tutoring twice a week

Fiscal support (EPC)

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SPSA is reviewed annually and any updates are also shared with staff and School Site Council. In the May 2023 Administration was trained by Lakport COE on how to correctly update the 2023-24 SPSA. CLHS administration completed and submitted to School Site council the new plan for review and approval on May 22,2023

Resource Inequities

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

Clear Lake High School's 2022 California School Dashboard helps to identify possible resource inequities for both socioeconomically disadvantaged, American Indian and Hispanic student subgroups. All Three of these student populations have lower performance scores in one or more of the performance indicators. There is a need to increase student achievement with the socioeconomic disadvantage and American Indian and Hispanic subgroups.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	9.1%	7.46%	5.32%	36	29	19
African American	1.3%	1.80%	1.68%	5	7	6
Asian	2.3%	2.06%	0.84%	9	8	3
Filipino	1.3%	1.03%	2.52%	5	4	9
Hispanic/Latino	36.2%	38.06%	38.66%	143	148	138
Pacific Islander	%	0%	0%	0	0	0
White	46.1%	46.53%	46.5%	182	181	166
Multiple/No Response	3.3%	3.08%	4.2%	13	12	15
Total Enrollment				395	389	357

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	114	88	96
Grade 10	107	106	91
Grade 11	87	90	86
Grade 12	87	86	84
Total Enrollment	395	370	357

Conclusions based on this data:

1. Clear Lake High School experiences a significant decrease in enrollment by class between the tenth and eleventh/twelfth grade school years. This is most likely attributed to students seeking alternative education placement in our long-term independent school program or becoming age-eligible for the district's alternative high school. As a voluntary placement for students seeking an alternative educational setting or for students that are credit deficient and not on track to graduate.
2. Enrollment of incoming 9th graders was significantly lower than prior years perhaps due to COVID.
3. Even though the enrollment of the school is decreasing the 12th grade class has maintained approximately the same amount of students all three years..

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	18	25	22	4.60%	6.9%	7.3%
Fluent English Proficient (FEP)	75	64	65	19.00%	16.5%	18.2%
Reclassified Fluent English Proficient (RFEP)	0	3	3	0.0%	16.7%	16.7%

Conclusions based on this data:

1. Our English Language Learner population has seen slow but steady growth over the last three years, and now stands at 7.3% compared to 4.6% just three years ago.
2. In the 2021-22 school year CLHS had 3 students who were identified as RFEP.. Again in the 2022-23 three more students were identified as RFEP. We are seeing slow but steady progress in students moving through and out of the EL Program.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	81	89		69	64		69	64		85.2	71.9	
All Grades	81	89		69	64		69	64		85.2	71.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2588.	2593.		15.94	23.44		33.33	40.63		36.23	17.19		14.49	18.75	
All Grades	N/A	N/A	N/A	15.94	23.44		33.33	40.63		36.23	17.19		14.49	18.75	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	27.54	26.56		59.42	57.81		13.04	15.63	
All Grades	27.54	26.56		59.42	57.81		13.04	15.63	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	10.14	29.69		66.67	45.31		23.19	25.00	
All Grades	10.14	29.69		66.67	45.31		23.19	25.00	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	21.74	14.06		65.22	75.00		13.04	10.94	
All Grades	21.74	14.06		65.22	75.00		13.04	10.94	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	24.64	18.75		60.87	75.00		14.49	6.25	
All Grades	24.64	18.75		60.87	75.00		14.49	6.25	

Conclusions based on this data:

1. 64%% of all students meet or exceed standards in English Language Arts in 21-22
2. The 2021-22 scores did not significantly increase or decrease from the 2018-19 baseline scores.
3. Due to the COVID-19 Pandemic, students did not take the CAASPP in 2019-20, 2020-2021; number students that participated in CAASP in 21-22 was significantly lower due to COVID 19.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	82	89		71	58		71	58		86.6	65.2	
All Grades	82	89		71	58		71	58		86.6	65.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2534.	2527.		4.23	8.62		12.68	6.90		38.03	27.59		45.07	56.90	
All Grades	N/A	N/A	N/A	4.23	8.62		12.68	6.90		38.03	27.59		45.07	56.90	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	8.45	6.90		46.48	32.76		45.07	60.34	
All Grades	8.45	6.90		46.48	32.76		45.07	60.34	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	8.45	8.62		57.75	53.45		33.80	37.93	
All Grades	8.45	8.62		57.75	53.45		33.80	37.93	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	5.63	8.62		63.38	72.41		30.99	18.97	
All Grades	5.63	8.62		63.38	72.41		30.99	18.97	

Conclusions based on this data:

1. 15.52% of all students meet or exceed standards in Mathematics

2. In 2021-2022 there was a 19% decrease of students who took the test, even though there was an increase of students. This could be due to the state guidelines surrounding testing due to the COVID 19 pandemic.
3. The percent in all levels of the problem solving and data analysis was close to consistent; only varying by a few percentage points.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade 9	1516.0	1516.8	1516.1	*1522	1515.4	1511	11	7
Grade 10	*	1493	*	1481	*	1504		4
Grade 11	*	1582	*	1593	*	1571	*	3
Grade 12								0
All Grades							11	14

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	18.18	0	45.45	37	18.18	14.2	18.18	42.8	11	7
10	*	0	*	25	*	25	*	*	*	4
11	*	33.3	*	67	*	0	*	*	*	3
All Grades	11.11	7.1	35.7	40.00	7.1	13.33	33.33	35.7	11	14

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	27.27	.71	36.36	5	18.18	7.1	18.18	28.5	11	14
10	*	0		50	*	0	*	50	*	*
11	*	67		0	*	0	*	0	*	*
All Grades	16.67	26.67	27.78	33.33	33.33	13.33	22.22	26.67	11	14

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	9.09	0	36.36	0	18.18	43.1	36.36	57.1	11	7
10	*	0	*	0	67.3	50	*	50	*	4
11	*	33	*	0	*	67	50.0	0	*	*3
All Grades	5.56	7.1	22.22	0.00	27.78	46.67	44.44	46.67	11	14

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	0.00	0	81.82	66.67	18.18	33.3	11	7
10	*	0	*	66.67	*	33.33	*	4
11	*	0	*	66.67	*	33.33	*	3
All Grades	0.00	0.00	72.22	66.67	27.78	33.33	11	14

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	63.64	*64.29	18.18	14.28	18.18	21.43	11	7
10	*	64.29	14.29	14.28	*	21.43	*	4
11	*	64.29	*	14.28	*	21.43	*	3
All Grades	44.44	64.29	33.33	14.29	22.22	21.43	11	14

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	9.09	6.67	54.55	20	36.36	73.33	11	7
10	*	6.67	*	20	*	*73.33	*	4
11	*	6.67	*	20	*	73.33	*	*3
All Grades	5.56	6.67	44.44	20.00	50.00	73.33	11	14

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	0.00	0	72.73	60	27.27	*	11	7
11	*	*0	*	*60	*	*	*	3
All Grades	0.00	0.00	66.67	60.00	33.33	40.00	11	14

Conclusions based on this data:

- 50% or more of CLHS students at all grade levels are performing at levels three and four in Overall, Oral, and Written Language.
- 50% or more of CLHS students at all grade levels are performing at levels three and four in Speaking, Reading and Writing Domains.
- There is a 22% decrease in the number of students tested from 2020-2021 to 2021-2022

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
389	55.3%	6.9%	1.0%
Total Number of Students enrolled in Lakeport Unified School District.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	27	6.9%
Foster Youth	4	1.0%
Homeless	10	2.6
Socioeconomically Disadvantaged	215	55.3%
Students with Disabilities	57	14.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.8
American Indian	29	7.5
Asian	8	2.1
Filipino	4	1.0
Hispanic	148	38.0
Two or More Races	12	3.1
Pacific Islander		
White	181	46.5

Conclusions based on this data:

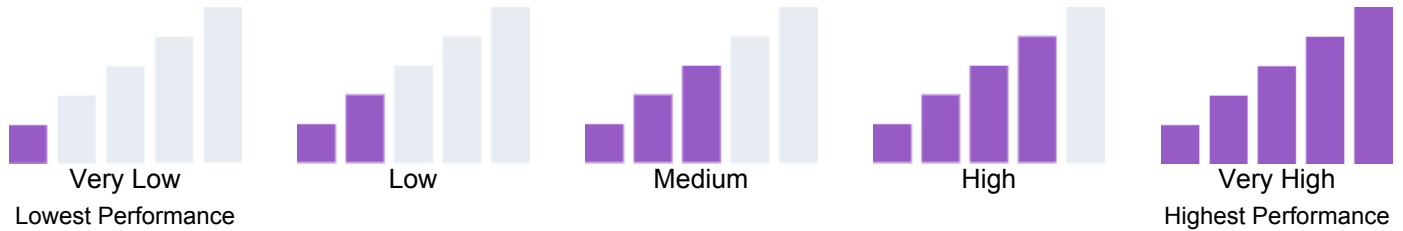
1. CLHS has a significantly high socioeconomically disadvantage population of 55.2%.
2. Hispanic students make up more than 38% of our student population
3. Our students with disabilities is 14.7% of our population, which is barely below the national average.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very Low	Graduation Rate Very High	Suspension Rate Very Low
Mathematics Very Low		
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

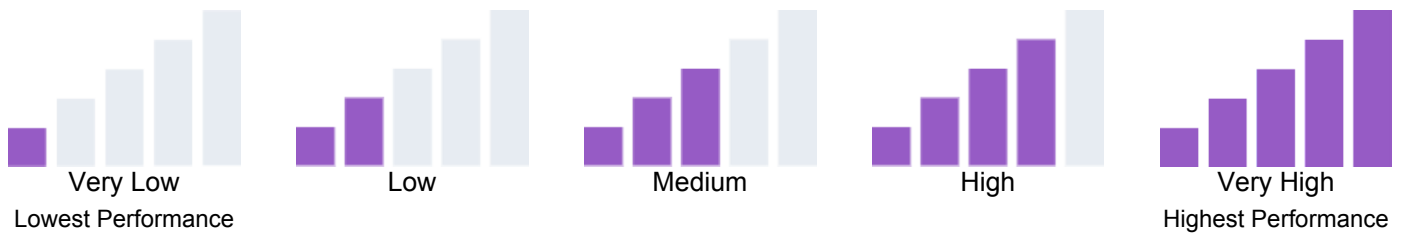
1. CLHS has room for growth in all areas and room for significant growth in English Language Arts, Suspension rate, and College and Career indicators.
2. Growth in these areas will be exceptionally challenging as we exit from COVID 19 and reacclimate students to the educational process.
3. There are a high number of our underrepresented populations that are being suspended. The populations most affected are American Indians, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities.

School and Student Performance Data

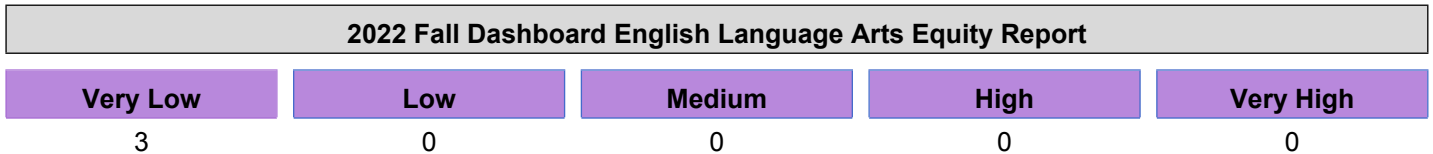
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

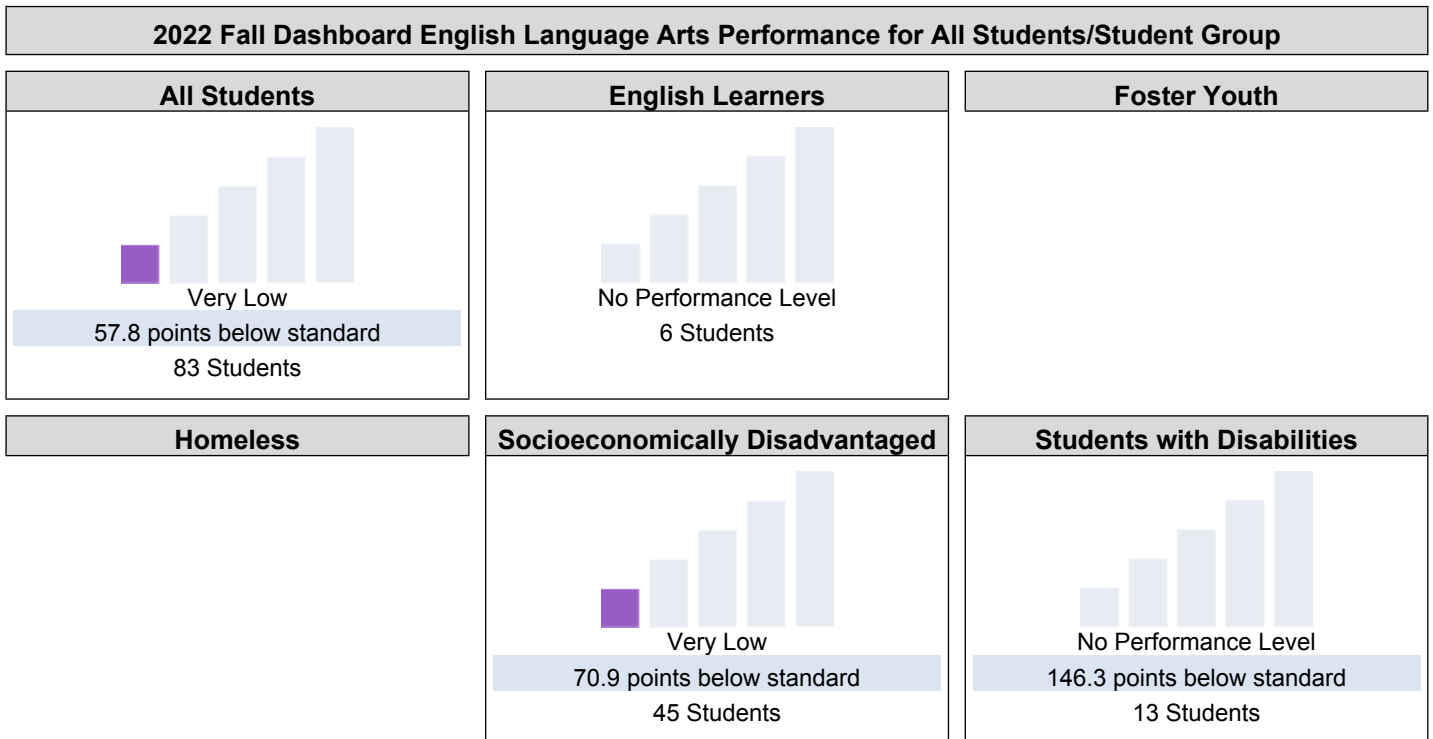
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



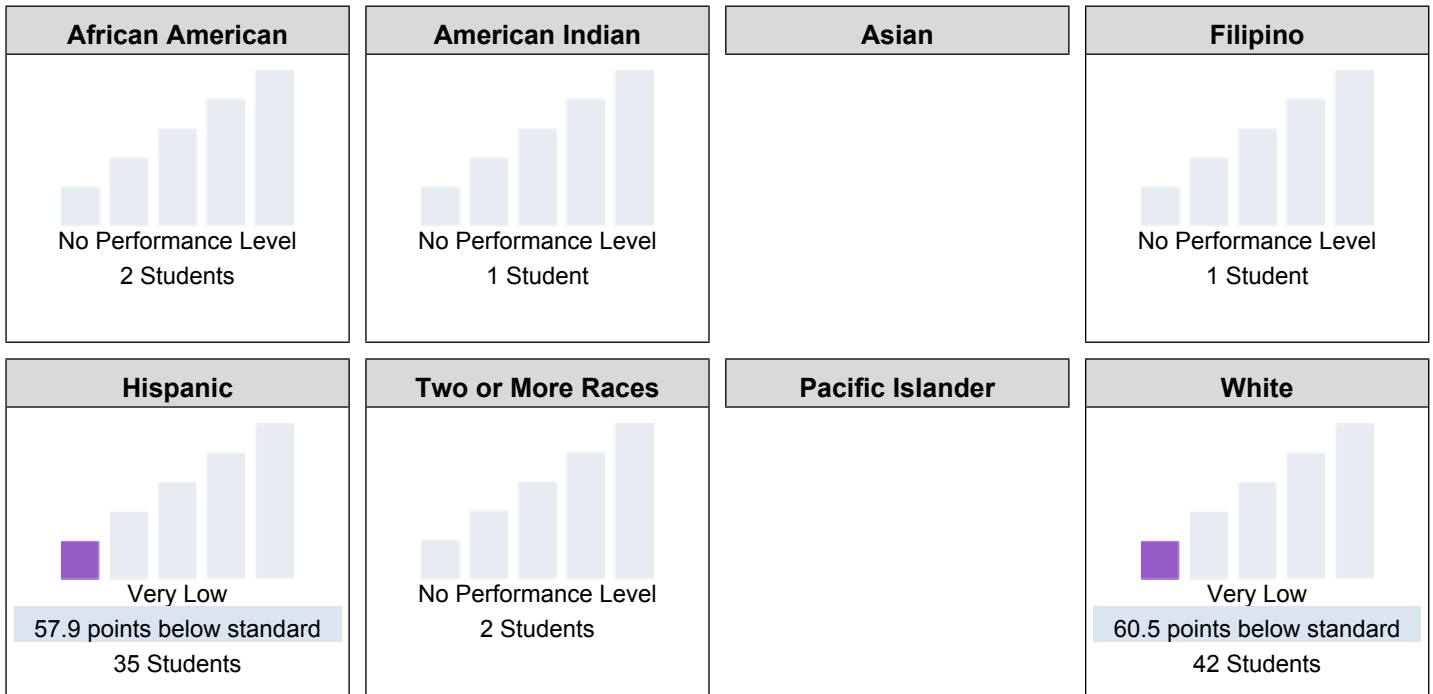
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
5 Students	1 Student	74.2 points below standard 63 Students

Conclusions based on this data:

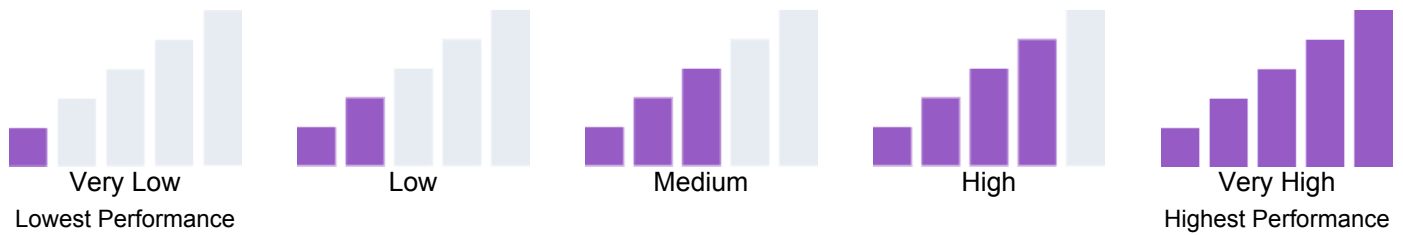
1. CLHS is seeing significant decline in scores for all student groups, but especially in our socioeconomically disadvantaged student population..

School and Student Performance Data

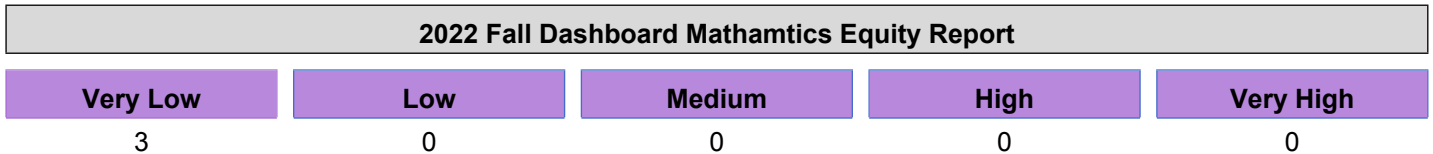
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

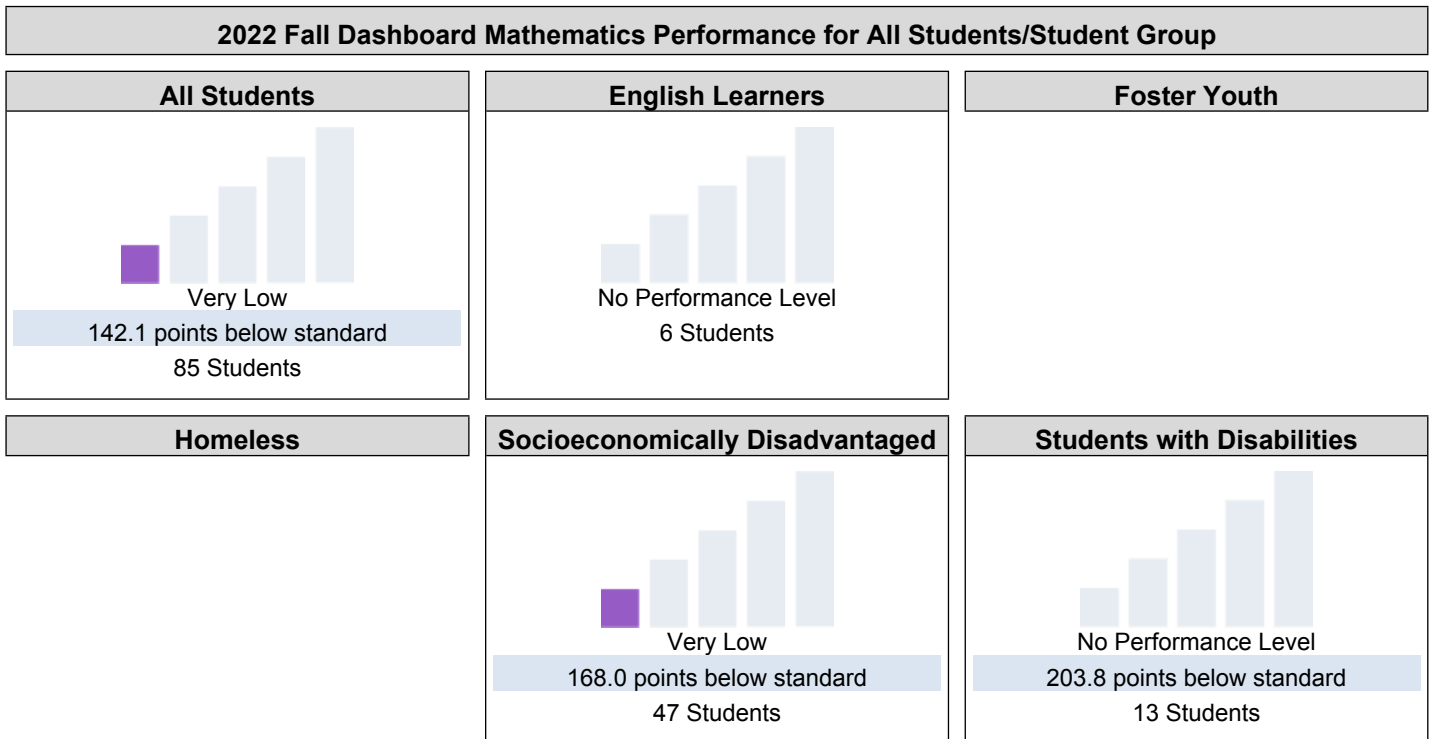
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



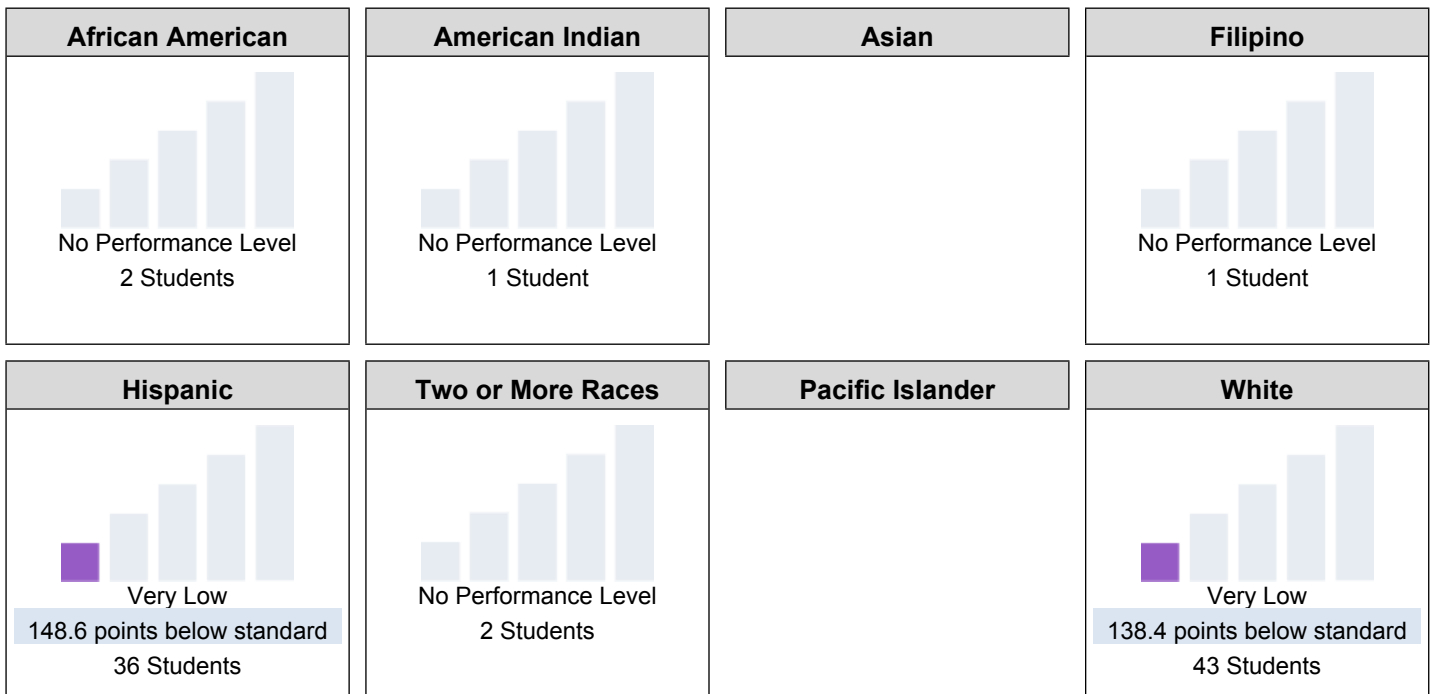
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
5 Students	1 Student	142.4 points below standard 64 Students

Conclusions based on this data:

1. CLHS is seeing significant decline in scores for all student groups, but the most significant decline was in our socioeconomically disadvantaged student population.

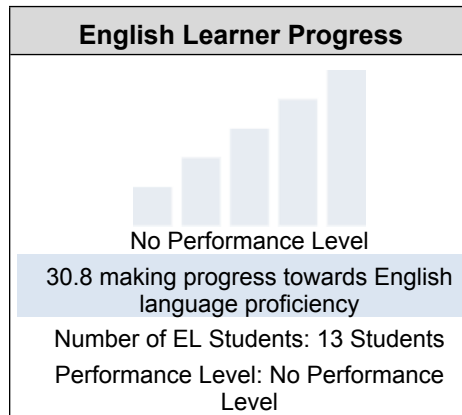
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.4%	53.8%	0.0%	30.8%

Conclusions based on this data:

- Over half of our English Language Learners maintained their level of language acquisition.
- Just under a third of our English Language Learners have progressed at least one level.
- Due to 15.4% of the English Language Learners decreasing, we need to look into stronger language acquisition strategies.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

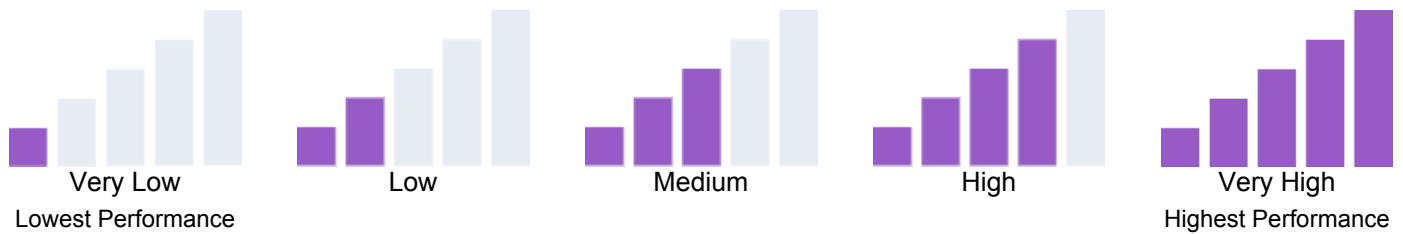
Conclusions based on this data:

1. CLHS has shown nominal growth in the areas of College and Career prepared and approaching prepared.

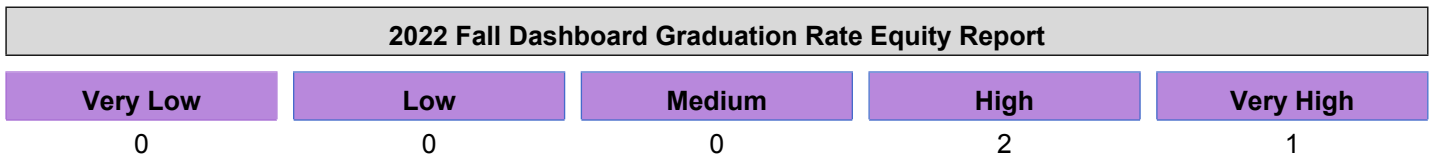
School and Student Performance Data

Academic Engagement Graduation Rate

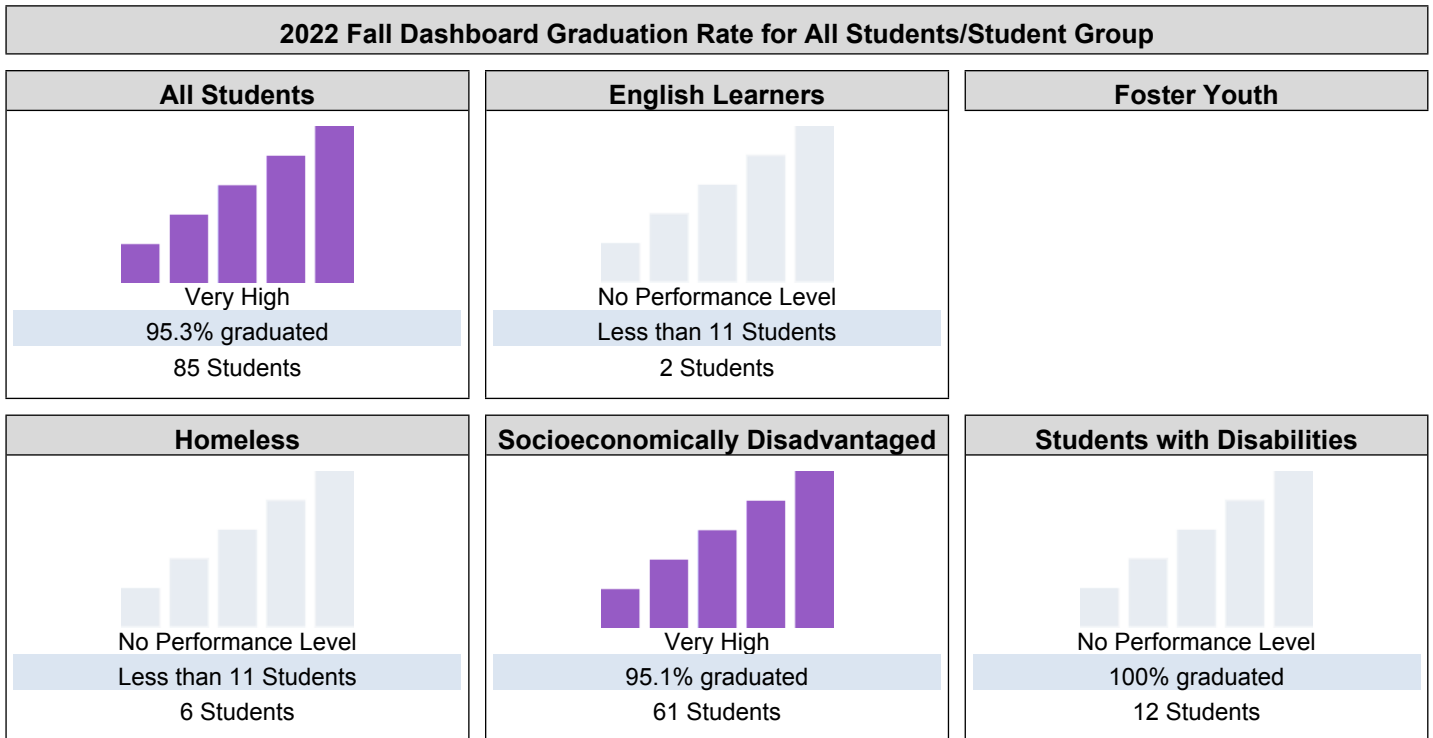
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



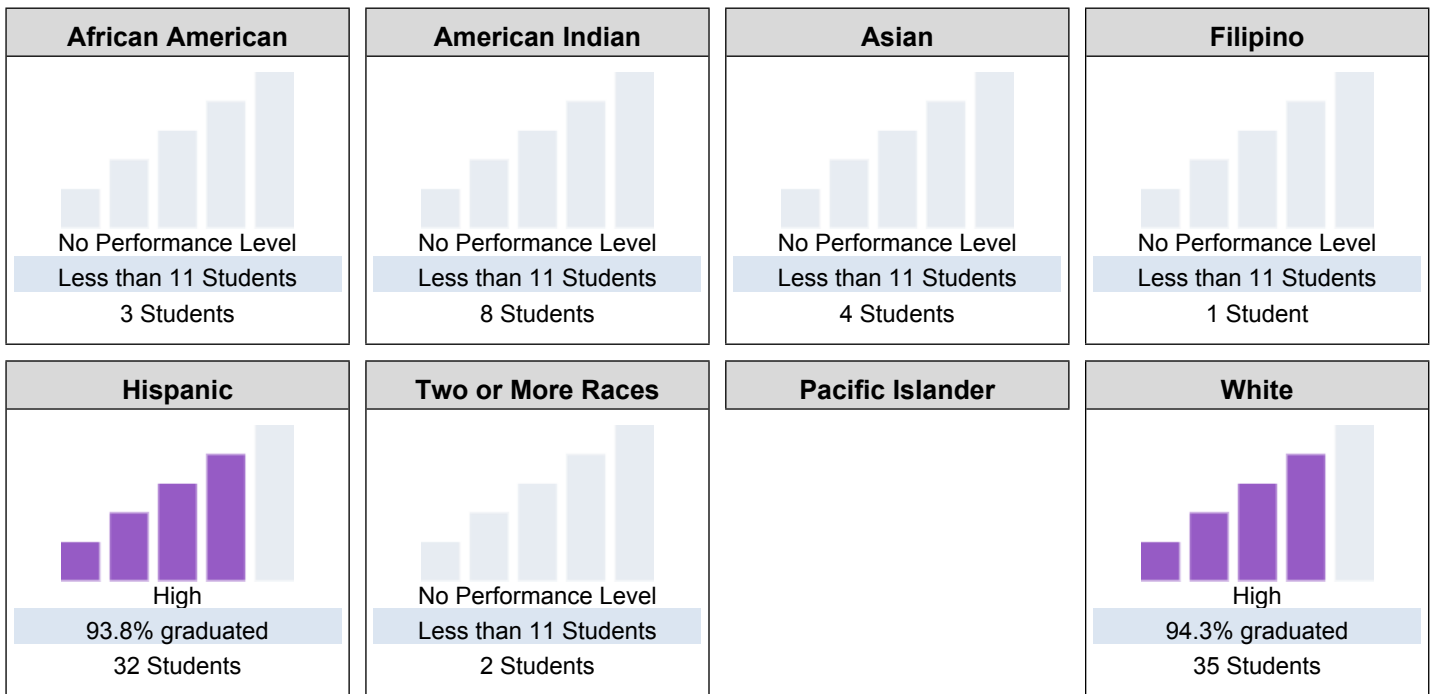
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

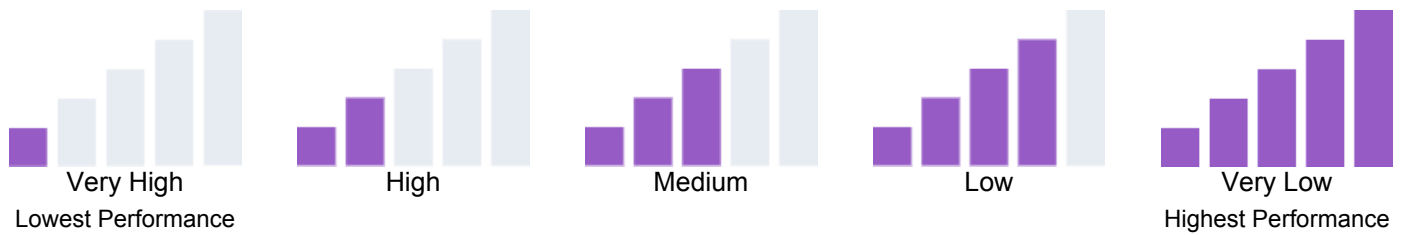
1. 71% of the graduating class is classified as Socioeconomically Disadvantaged.
2. 100% of the Students with Disabilities graduated.
3. Of the English learners, which is less than 11, 2 students graduated.

School and Student Performance Data

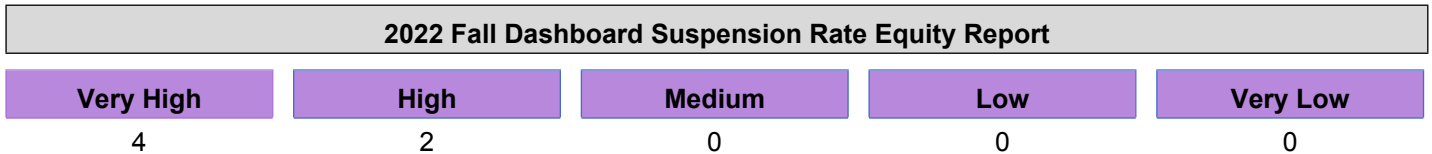
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

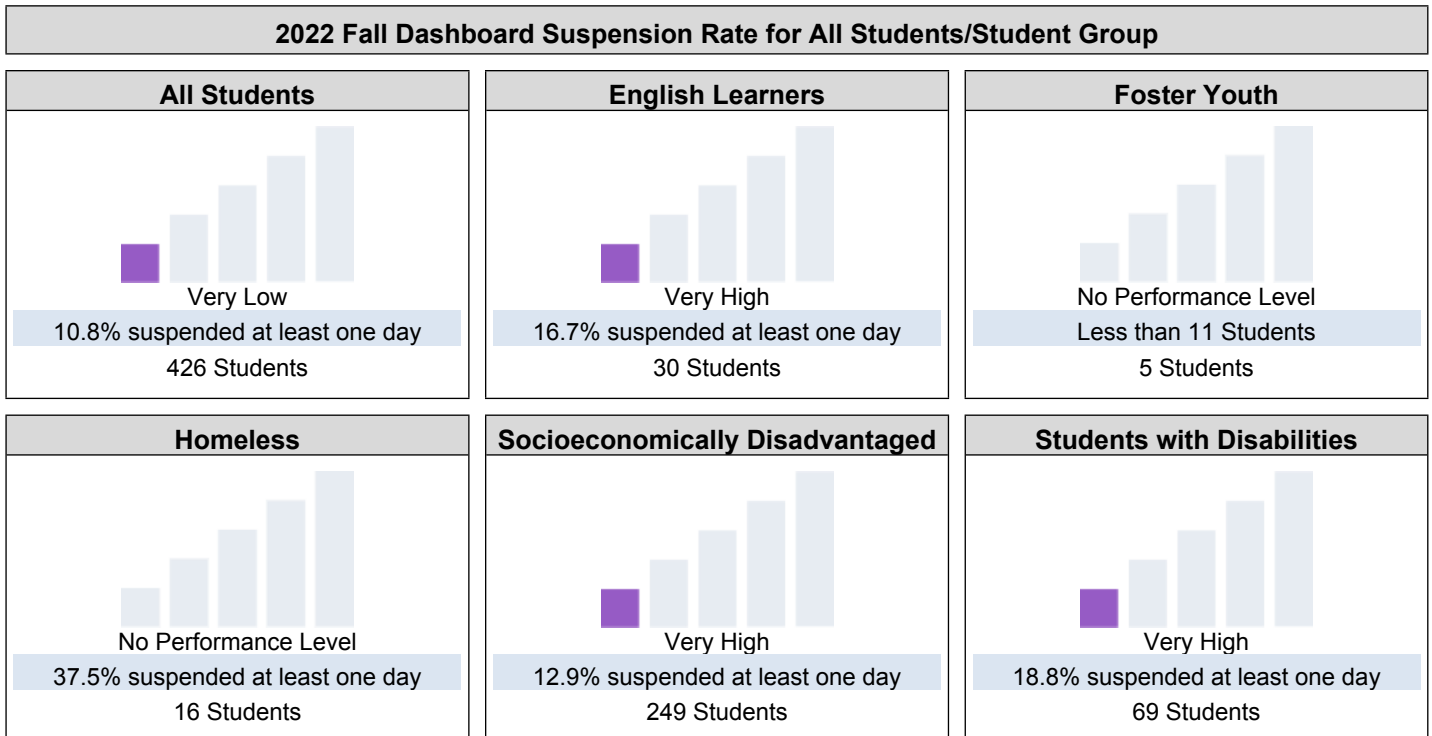
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



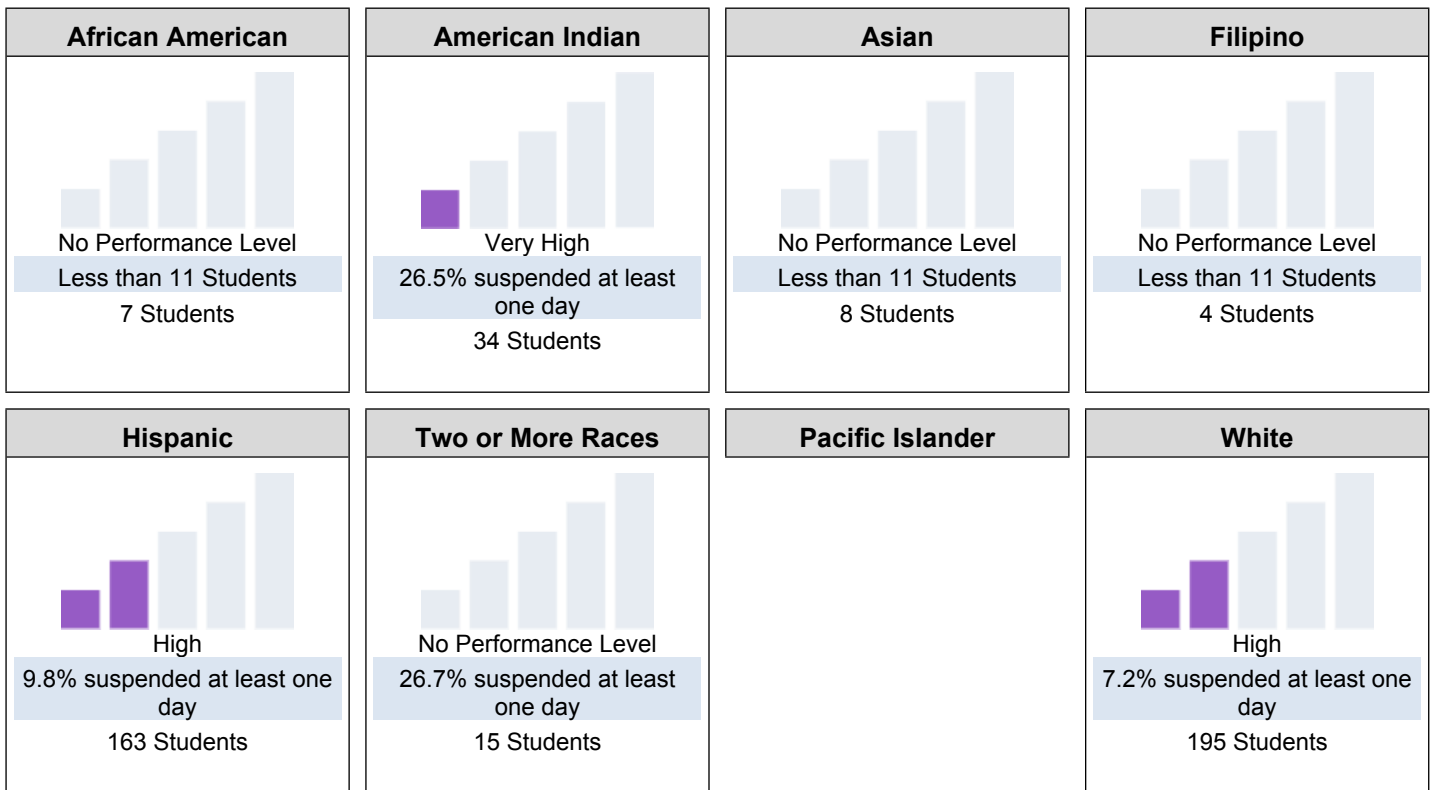
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. 74% of the suspended students are non white students.
2. 58% of the students suspended are classified as Socioeconomically Disadvantaged.
3. 38% of students suspended are classified as Hispanic.

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

Growth

LEA/LCAP Goal

Lakeport Unified School District prioritizes growth as an organization. We strive to maximize student and staff growth on a daily basis. Growth will be measured through a holistic approach grounded in an equitable, diverse and inclusive environment that includes, but is not limited to, emotional and physical wellness, intellectual wellness, and social wellness.

Goal 1

CLHS prioritizes growth as an organization. We strive to maximize student and staff growth on a daily basis. Growth will be measured through a holistic approach grounded in an equitable, diverse and inclusive environment that includes, but is not limited to, emotional and physical wellness, intellectual wellness, and social wellness.

Identified Need

2022 CAASPP scores indicated 35.94% of our students did not meeting the standards in ELA and nearly 56.90% did not meeting the standards in Math. 2023 CAASPP assessments are still being completed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> California School Dashboard CAASPP scores from 2017-18 will serve as baseline data for students in grade 11. The percentage of students enrolled in Advanced Placement (AP) classes who earn a "3" or better will exceed 60%. 	CAASPP ELA/Math, AP Scores, Attendance and Graduation Rate	<ul style="list-style-type: none"> All students will have access to standards aligned instructional materials.
<ul style="list-style-type: none"> Attendance rates will increase by 1 percentage points at each school as 	Attendance: <ul style="list-style-type: none"> 18-19 92.81 17-18 93.96 16-17 95.47% 15-16 96.15% Chronic Absenteeism	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>measured by P2 reports:</p> <ul style="list-style-type: none"> CLHS: 92.81% to 93.81% Chronic absenteeism rates will decrease by 2 percentage points at the school sites: CLHS: 9% to 7% Pupil suspension rates will decrease by 3% percentage points at CLHS data: CLHS: 11.4% to 8.4% District pupil expulsion rates will be less than 1%. The district cohort graduation rate will be above 95%. 	<ul style="list-style-type: none"> 18-19 9% 17-18 11.9% 16-17 0% * data submitted incorrectly to state 15-16 7.5% <p>Pupil Suspension:</p> <ul style="list-style-type: none"> 18-19 11.4% 17-18 6.4% 16-17 5.4% 15-16 4.15% <p>Pupil Expulsion</p> <ul style="list-style-type: none"> 18-19 .01% 17-18 0% 16-17 .71% 15-16 .47% <p>**2019-20 Data Not available due to Covid-19**</p>	

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

Strategy/Activity

1.1 Implement newly adopted curriculum in Spanish and Math

Actions/Date: 10/01/2022

Utilize new curriculum provided by the publishers

Person(s) Responsible

Administration and department members

Task/Date

Fall 2023

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)
\$12,9560.00	Lottery: Instructional Materials
\$3\$721.00	
\$1,500.00	LCAP S & C Attendance incentives for students

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.2 Create lesson plans using new textbooks and curriculum

Actions/Date: Have teacher collaborate to with each other to create engaging lesson plans using the new textbooks. 08/08/2023

Person(s) Responsible
Administration and Department members

Task/Date
Fall 2023

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)
129,560.00	Lottery: Instructional Materials 4000-4999: Books And Supplies
	None Specified
	None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.3 Utilize CAASPP Interim benchmark assessments and curriculum benchmarks to develop intervention strategies to meet the needs of all students

Actions/Date:

Utilize PLC department meetings to assign CAASPP Interim assessment and curriculum benchmarks to students. From the results of the assessments, PLC's can create instructional strategies to help meet the needs of all students

Person(s) Responsible
department staff

Task/Date
Fall 2023

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)

\$7,950.00

Source(s)

Other
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.4 Use benchmark assessments to drive instruction

Actions/Date:

Review results of benchmark assessments and discuss the implications for classroom instruction and create interventions for all students. 10/01/2022

Person(s) Responsible
Instructional Coach and Individual teachers and administration

Task/Date
Fall and Spring 2023-24

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)
\$1,700.00	Lottery: Instructional Materials 4000-4999: Books And Supplies
	None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.5 Provide afterschool tutoring in all content areas to all students at least twice a week using CLHS staff

Actions/Date:

Hire teachers/paraeducators for tutoring students in all content areas for all students at least twice a week. September 2023

Person(s) Responsible

Administration

Task/Date

Fall 2023

Actions/Date:

Track the attendance and effect of the tutoring sessions

Person(s) Responsible

Teachers, Paraeducators, and Admin

Task/Date

All year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

#1,300.00

Source(s)

LCAP S & C

1000-1999: Certificated Personnel Salaries

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.6 Continue to implement CAASPP interim assessments and curriculum benchmarks as growth check.

Action/Dates:

Teachers will analyze data from their benchmark assessments to support student learning.

Person(s) Responsible:

Department teachers

Task Date:

Beginning in September 2023

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)

\$8,333.00

Source(s)

LCAP S & C

5000-5999: Services And Other Operating Expenditures

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.7 Implement adopted Math and Spanish curriculum

Action/Date

All teachers in Math and Spanish implement new curriculum for grades 9-12.

Person(s) Responsible
Department Teachers

Task/Date
August 2023

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)
\$5,000.00	Lottery: Instructional Materials 4000-4999: Books And Supplies
\$24,624.00	Unrestricted 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2022-23

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.

Clear Lake High School staff will collaborate weekly to review student achievement. Staff will use data derived from CAASPP and curriculum assessments, progress and report cards, attendance, as well as teacher input to develop a plan for academic strategies, interventions and supports. Students that are performing at or below grade level will be provided the opportunity to attend after school tutoring in all content areas. Our new grade level seminar period will provide on the bell schedule opportunity for additional support.

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

None

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improved Communication

LEA/LCAP Goal

Lakeport Unified School District recognizes the importance of students, staff, families and community members. The District shall foster multimode communication to engage and inform all educational partners, and develop critical learning pathways that actively engage students in their learning experiences.

Goal 2

Clear Lake High School recognizes the importance of students, staff, families and community members. The school shall foster multimode communication to engage and inform all educational partners, and develop critical learning pathways that actively engage students in their learning experiences.

Identified Need

Increase parent and community involvement at CLHS by implementing multimodal forms of communication and opportunities for involvement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CLHS will have at least one survey each semester to determine if parents are receiving regular communication about upcoming events and to ensure that parents receive student information regularly from their students teachers	The fall survey results will serve as baseline results which will improve as the school year progresses	We will see a 50% increase from the fall baseline results and the spring semester survey results

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)

CLHS will publish a bi-weekly newsletter containing all the upcoming events happening at CLHS. This will include sporting, art, and academic events.

Strategy/Activity

2.1 The first news letter will go out to all families the week before school starts and then every other week through out the school year.

Actions/Date:

Parents will receive the school newsletter electronically and it will be posted on the school website every other Friday all school year.

Person(s) Responsible
Administration

Task/Date
August 2023 through May 2024

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)

47000

Source(s)

LCAP S & C
1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

2.2 Implement monthly podcasts to deliver important information in a new format for parents to obtain important information

Actions/Date

Posting to Aeries communication at least once a month to inform families about school activities and events.

Person(s) Responsible
Principal & Assistant Principal

Task/Date
Fall 2023

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)

750

Source(s)

LCAP S & C
1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

2.3 Purchase new Marquee for additional method of communication with students, parents and community of upcoming school events.

Actions/Date

Make use of new school marquee to provide regularly updated information about CLHS. The marquee can be see on the roof above the front door to the school by any passing person or vehicle. This will be updated weekly.

Person(s) Responsible

School office staff/Tech department
Student body publicity officer

Task/Date

Fall 2023

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)

\$6,0000.00

Source(s)

LCAP S & C
1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

2.3 Parent communication regarding student achievement, classroom behavior, and any thing else as needed.

Actions/Date:

Implement new routine of having teacher contact guardians through regular email and phone communication regarding academic progress and behavioral issues using Aeries to maintain a log of all these contacts.

Person(s) Responsible
Teachers

Task/Date
Starting Fall 2023

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

Strategy/Activity

2.5 Implementing parent teacher conferences

Actions/Date:

Schedule Parent teacher conferences for all students in need in with classroom teachers. The schedule will be in September and the conferences will be October 2023

Person(s) Responsible
All CLHS teachers

Task/Date
October 2023

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)

\$2,000.00

LCAP S & C
1000-1999: Certificated Personnel Salaries

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)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Special

Strategy/Activity

2.6 Continue to fund instructional aides through various programs for student support of unduplicated pupils.

Actions/Date:
All special education classes will have the appropriate number of paraprofessionals for the class size.

Person(s) Responsible:
Principal/Assistant Principal

Task/Date
August 2023

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)

\$7,000.00

LCAP S & C

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

2.7 Make Library accessible to all students during all breaks.

Actions/Dates:

Have the librarian keep the library open to students in the morning, during the morning break, lunch break, and after school. This will start at the beginning of the 2023-2024 school year.

Person(s) Responsible:

Librarian

Task/Date:

Start of 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)

\$8,000.00

Source(s)

LCAP S & C
2000-2999: Classified Personnel Salaries

Strategy/Activity 10

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.

LCAP S & C
2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2022-23

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.

Increased multimodal communication will result in CLHS parents and students feeling more connected to the school.

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

None

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.

NA

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

Improve Student Achievement

LEA/LCAP Goal

Lakeport Unified School District identifies the need to improve student achievement in English / Language Arts and Mathematics for the following student groups: American Indian, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities. LUSD will improve all student group achievement levels in English / Language Arts and Mathematics.

Goal 3

Clear Lake High School identifies the need to improve student achievement in English / Language Arts and Mathematics for the following student groups: American Indian, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities. LUSD will improve all student group achievement levels in English / Language Arts and Mathematics.

Identified Need

Latest CASSP test scores show CLHS student's achieving well below other schools in the state

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• 2022-2023- will serve as the baseline data for the implementation	Increased levels of staff and student participation in school events	School will become a safe, positive and inclusive campus that students and staff will not want to leave.

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

Strategy/Activity

3.1 Continue to utilize the teacher input to create a share curriculum for seminar period.

Actions/Date
Teacher meet in grade level groups to adjust lesson and instruction to meet the grade level needs. Program development and strategies for implementation Spring 2023. Implementation Fall 2023

Person(s) Responsible

Administration/Teacher Coach/Teachers

Task/Date

Ongoing through the school year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

\$14,500.00

Source(s)

LCAP
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.2 Provide seminar teachers online support for Lessons

Actions/Date:

Teachers will have access to any online materials, and internet access for the for any activities that they are doing. during collaboration, teachers will have a common online folder of all resources

Person(s) Responsible

Admin and Instructional Coaches

Task /Date

On going throughout the school year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Other

\$1,250.00

LCAP S & C

Training for Alternative Education staff

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.3 Implement Upward bound program in conjunction with Sonoma State University for students in grades 9 through 12.

Actions/Date

Provide classroom space for Upward bound teachers to meet with and provide academic support for students that have been selected to participate in the program. Program started in Spring 2023 and will be a class starting Fall 2023

Person(s) Responsible

Administration and Upward Bound teacher

Task/Date

Ongoing during the school year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.4 College Field Trips (Fall, Spring, Summer; 9-12 campuses per year)

Actions/Date

Throughout the school year different classes, including Upward Bound and 11th graders, will go on various college campus tours. This will begin Fall 2023.

Person(s) Responsible

Administrator, Counselor, and Clear Lake Upward Bound Program Manager

Task/Date

Ongoing during the school year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.5 Upward bound tutoring

Actions/Date
Upward Bound tutors or staff will be available for subject-specific instruction and support. This will be done both in class and after school. All school year starting fall 2023

Person(s) Responsible
Administration, counselors, and Upward Bound staff

Task/Date
Ongoing during the school year starting in Fall of 2023

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.6 Various STEM Workshops (Coding/Programming, Drones, Biology, etc.)

Actions/Date
Workshops held regularly throughout the school year in the Upward Bound class, or as a result of being in the Upward Bound class.

Person(s) Responsible

Upward Bound Staff

Task/Date

Ongoing during the school year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

3.7College application, FAFSA, scholarship assistance

Actions/Date

Upward Bound class will provide students with college application assistance, FAFSA completion, and scholarship assistance. This is on going throughout the school year.

Person(s) Responsible
Upward Bound teacher

Task/Date
Throughout the year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

\$2,500.00

Source(s)

LCAP S & C
2000-2999: Classified Personnel Salaries

Strategy/Activity 10

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: 2022-23

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.

Implementation of the Homeroom Period each week has been successful. CLHS strives to strengthen instruction and build relationships within CAP. MTSS is still in the developmental stages and will continue to be an area of focus the 2023-24 school year. Utilizing the teacher coach to provide support for Seminar class has made a tremendous improvement of staff support for this program.

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

CLHS is now using a curriculum that is put together each week by our teacher coach so that the teacher can deliver social and emotional lesson that are designed with our students in mind. These lessons are delivered in the students advisory period once a week.

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.

Utilize Upward Bound program to provide additional instructional support for students and offer opportunities to explore post high school opportunities

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

Student Attendance

LEA/LCAP Goal

Lakeport Unified School District identifies the need to improve the chronic absenteeism and suspension rate for the following student groups: American Indian, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White. LUSD will implement strategies to improve our Chronic Absenteeism and Suspension rate for all students.

Goal 4

Clear Lake High School identifies the need to improve the chronic absenteeism and suspension rate for the following student groups: American Indian, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and White. CLHS will implement strategies to improve our Chronic Absenteeism and Suspension rate for all students.

Identified Need

Improve student attendance

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> The number of students, staff, and parents who feel positive about the school environment will increase by 10% as measured in the annual surveys. All schools will receive an overall rating of "exemplary" on the Facility Inspection Tool (FIT). 	FIT (Facilities Inspection Tool) <ul style="list-style-type: none"> 20-21 Exemplary Rating 19-20 Exemplary Rating 18-19 Exemplary Rating 	
<ul style="list-style-type: none"> Second-semester parent participation in events and organizations that support the academic program will increase 	Parent Participation Back to School Night Attendance Rate <ul style="list-style-type: none"> 20-21 <10% **Virtual Event** 19-20 20% 18-19 32% 	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>by 25 percentage points as measured by attendance logs:</p> <ul style="list-style-type: none"> • Back to School Night: CLHS 5% to 35% at Open House • Freshman Parent Night: CLHS • Senior Parent Night: CLHS 	<p>Freshman Parent Night (held in the spring before high school) **19-20 Not Held due to COVID-19**</p> <ul style="list-style-type: none"> • 18-19 45% • 17-18 59% • 16-17 62% <p>Senior Parent Night</p> <ul style="list-style-type: none"> • 19-20 56% • 18-19 73% • 17-18 52% <p>Communication</p> <ul style="list-style-type: none"> • 20-21 Cardinal Chronicle Newsletter, Facebook, Instagram, Snapchat, Website, Aeries Communications, Principal Newsletter, and Report It App/Hotline • 19-20 Cardinal Chronicle Newsletter, Facebook, Website, Remind App, School Messenger, and Bullying Hotline • 18-19 Cardinal Chronicle Newsletter, Facebook, Website and Remind App and School Messenger • 17-18 Cardinal Chronicle Newsletter, Facebook, Website and Remind App and School Messenger 	

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

Strategy/Activity

4.1 Increase parent attendance at Back to School Night, Open House, and other parent events.

Actions/Date:

Increase advertisement and communication about each school event, offer snacks, and refreshments to those parents that attend. We will also be offering free admission to all home athletic events to increase student participation and attendance at these events. Fall 2023

Person(s) Responsible
Administration

Task/Date
Offered Year round

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)

42,000.00

Source(s)

LCAP S & C
4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

4.2 Increase teacher parent communication concerning student attendance during school event such as back to School Night and documented parent teacher conferences

Actions/Date:

Continue to offer BBQ prior to Back to School Night and Dinner prior to Open House to increase participation, and opportunities for teacher parent communication concerning attendance. August 2023

Person(s) Responsible
Administration

Task/Date
August 2023

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

4.3 Continue parent communication through Aeries, Facebook, Weekly Newsletters, monthly podcasts, and the new school marquee. Increased emphasis on student attendance

Actions/Date

Provide attendance information to all parents on Aeries Communications, Robo Call and Facebook. Attendance challenges will increase, focusing on acknowledging students who have good attendance or who are increasing their attendance.

Person(s) Responsible

Admin, office, and instructional staff

Task/Date

August 2023 and ongoing during the school year

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

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

4.4 Aeries training for communication

Actions/Date

Provide additional training to staff on Aeries Communications to keep track of parent communications, as well as student discipline. This will be done at the beginning of the year and will have continued support throughout the school year.

Person(s) Responsible

Administrator

Task/Date

Before school August 2023 and ongoing throughout the school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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.

Clear Lake High School successfully implemented the 2023 strategies and will continue to do so in the 2023-24 school year. There was an exceptional turn-out to the fall Back to School night 2022-2023. and on the Open house dinner and Spring Concert

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

none

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.

NA

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$493,227.00

Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
LCAP	\$14,500.00
LCAP S & C	\$180,333.00
Lottery: Instructional Materials	\$265,820.00
Other	\$7,950.00
Unrestricted	\$24,624.00

Subtotal of state or local funds included for this school: \$493,227.00

Total of federal, state, and/or local funds for this school: \$493,227.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCAP	14,500.00
LCAP S & C	180,333.00
Lottery: Instructional Materials	265,820.00
Other	7,950.00
Unrestricted	24,624.00

Expenditures by Budget Reference

Budget Reference	Amount
	129,560.00
1000-1999: Certificated Personnel Salaries	116,750.00
2000-2999: Classified Personnel Salaries	10,500.00
4000-4999: Books And Supplies	202,884.00
5000-5999: Services And Other Operating Expenditures	30,783.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	LCAP	14,500.00
	LCAP S & C	2,750.00
1000-1999: Certificated Personnel Salaries	LCAP S & C	116,750.00
2000-2999: Classified Personnel Salaries	LCAP S & C	10,500.00

4000-4999: Books And Supplies	LCAP S & C	42,000.00
5000-5999: Services And Other Operating Expenditures	LCAP S & C	8,333.00
	Lottery: Instructional Materials	129,560.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	136,260.00
	Other	0.00
5000-5999: Services And Other Operating Expenditures	Other	7,950.00
4000-4999: Books And Supplies	Unrestricted	24,624.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	308,227.00
Goal 2	124,750.00
Goal 3	18,250.00
Goal 4	42,000.00

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
- 4 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Michael Arredondo	Principal
Theresa Lynn Harter	Parent or Community Member
Anahy Olmedo	Other School Staff
Sandi Morton	Classroom Teacher
David Brown	Parent or Community Member
Jen Richardson	Parent or Community Member
Rachel Paarsch	Parent or Community Member
Mike Keys	Other School Staff
Mary Clayborn	Parent or Community Member
Schad Schwitzer	Parent or Community Member
Jamie Henry	Parent or Community Member
Olan Showolter	Parent or Community Member
Grace Gomez	Secondary Student
Oliver Viray	Secondary Student
Sierra Bruch-Yates	Parent or Community Member
Tina Ransberg	Parent or Community Member
Axel Alvarez-Garcia	Secondary Student
Dyaana Torres	Secondary Student
Lilliana Somersall	Secondary Student
Nancy Ruzicka	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 22, 2023.

Attested:

Michael Arredondo
Theresa Harter
HS Edited

Principal, Michael Arredondo on 05/22/2023

SSC Chairperson, Theresa Lynn Harter on 05/22/2023

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.

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner 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 (Educational Partner Involvement).

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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