School Year: **2023-24**

School Plan for Student Achievement (SPSA)

School Name: Dr. John H. Milor High School
Principal Name: Kyla Griffin, Ed.D.
County-District-School (CDS) Code: 36 67850 3630159
Schoolsite Council (SSC) Approval Date: July 2023
Local Board Approval Date: August 9, 2023

School Information

John H. Milor High School is a continuation school that has continued to increase the graduation rate, and provide a quality educational program for all students. The staff is highly qualified based on Federal No Child Left Behind (NCLB) requirements, and is extremely committed to providing instruction that complies with district, state, and federal Common Core standards. In addition to high-quality instruction, the goal of the staff is to make positive personal connections with all students to provide a sense of belonging and a genuine feeling that "Success Starts Here." Milor is a fully accredited school as recognized by the Western Association of Schools and Colleges (WASC) and was once again designated as a Model Continuation High School in 2022 by the California Department of Education.

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

Comprehensive Support and Improvement

Purpose: The purpose of the school-wide plan (SWP) is to raise student achievement for all students, particularly for students who are not meeting academic standards. The SWP creates engagement that fosters innovative, positive environments within and outside of the classroom to connect students to school and learning. In order to meet our student achievement goals, we have implemented all ten school-wide plan components. These include a comprehensive needs assessment; reform strategies to close achievement gaps and increase proficiency; instruction by highly qualified teachers; ongoing professional development; strategies to increase parent involvement; transition plans for students between preschool, elementary, middle, and high school; teacher involvement in decisions regarding academic assessments; and streamlined coordination between state and federal programs and services. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

This plan also meets the requirements for support and improvement plans (CSI, ATSI, TSI). We explain our process for conducting our needs assessment and analyzing with our stakeholders the metrics that led to eligibility for the school improvement status. The plan includes the goals and annual measurable outcomes that were identified as a result of the analysis. The plan's annual updates and evidence-based interventions, activities, and strategies for each goal align to the ESSA requirements for our program status. Our plan includes a section on how the district has addressed resource inequities through budgeting.

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.

Description: The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The School Site Council (SSC) is required to

develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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). LCFF provides schools and LEA's 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.

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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).

During the fall of 2021, the Milor Family School Reopening Survey and the EL Programs Survey were conducted; however, the number of parents that participated in the surveys were minimal and rendered the survey results as inadequate in terms of gauging parent participation and program evaluation. The data provided by 1 responses available, shows a need to provide more information about what students need to reclassify and exit the EL program.

Historically, Milor has had a difficult time in gathering statistically significant data from parents. Greater efforts will continue to be made for the 2020/2021 school year to increase parent participation in surveys, including using a variety of methods to get information out such as Remind App, posting in Google Classroom, sending mass phone calls, posting on site's website, and adding to the marquee. All surveys are available to parents in English and Spanish. The district will also provide paper surveys for the Title I survey for parents who do not have access to the internet to complete the online surveys.

It is our goal to continue to involve our parent community to ensure they become active participants and contributors in meeting school goals. To facilitate this involvement, we are working to increase parent participation in school committees, such as ELAC and SSC by personally inviting parents.

The results of the data are shared with parents, staff, and students through school site council, FAFSA nights, back to school night and our annual district Parent Summit. Another medium of communication to parents is our Remind automated telephone calling system. Parents have indicated to site administration that they appreciate being informed of different district and school site events. Parents and students shared with the administration that they would like more information about college and career readiness. Students and staff also expressed that they would like more opportunities for study trips during the school day.

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

Classrooms visitation/observations will be conducted by visiting classrooms and walking through them on a weekly basis. Feedback is provided to teachers on instructional non-negotiable as well as the school instructional focus. Written feedback is provided to teachers through formal and informal observations Currently there are   teachers at Dr. John Milor High School that are being evaluated during the 2021-2022 school year. In the previous school year, due to the COVID 19 pandemic, observations are being held virtually through the district's virtual teaching school model titled "Bridge Academy".   In person learning has reconvened, however, the school site will revert back to a virtual format if needed.

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)

The process of identifying, collecting and analyzing data at Milor High School to improve academic achievement and stimulate growth is ongoing. Review and reflection will take place throughout the school year during PLC time and at parent-teacher conferences as well as during pre-scheduled collaboration days. Milor High School utilizes multiple measures to access student achievement. Some of those measures include the results of statewide standardized assessments, CAASPP (California Assessment of Student Performance Progress). Other stakeholders are taken into consideration such as our credit recovery plan, attendance rates, suspension and expulsion rates, graduation rates, course passing rates, and post-secondary education rates.

Due to the school closure in March of 2020, students at Milor did not participate in the summative CAASSP assessments for the 2021-2022 school year.

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

Dr. John Milor High School has incorporated collaboration time into its master schedule. During the 2021-2022 school year, the master schedule will allow teachers to collaborate 34 times (70 minutes each time). Teachers meet in their Professional Learning Communities (PLC's) to analyze and discuss school-wide data. The PLC format has helped the teachers school-wide to focus on student achievement and credit recovery which leads to graduation. Teachers utilize our district's data collection system (Illuminate) to track student growth as well as outcomes. Teachers can also track and monitor students on APEX and ALEKS.

As we move forward, student outcomes will be shared digitally with parents and students, via the web-based grade book and the parent portal, which will allow parents to access their child's academic progress. Additionally, teachers and staff will be able to utilize data from the Smarter Balanced Assessment Consortium (SBAC) which are aligned to the Common Core State Standards (CCSS).

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All staff at John H. Milor High meet the highly qualified requirements.

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

The Rialto Unified School District screens all potential candidates, to assure that all teachers have a certified credential well as training in the area for which they are applying. In partnership with our personnel department, Milor High School is committed to only seeking out the most highly qualified teachers which are available. Currently, there are 21 credentialed staff members. Two credentialed staff members are administrators, one is a counselor and three are credentialed in Special Education. Fifteen teachers the in a variety of content areas.   MHS provides language translation at every parent contact such as parent-teacher conferences, IEP meetings, and general assemblies. Additionally, all school to home correspondence is sent home in both English and Spanish along with the principal and counselor, four of our classified employees are fluent in Spanish as well.

The Rialto Unified School District provides a Professional Development to assist/train teachers to meet the needs of all students. Training includes the Common Core State Standards (CCSS), Next Generation of Science Standards (NGSS), Supporting English Learners in the era of the CCSS, Math adoption, and other workshops for all teachers and instructional assistants. The workshops are presented by the PDC staff, EL instructional Strategist, Language Development Strategist, as well as a partnership with CSUSB and the County Office of Education.

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

Milor administrators and the district educational services department support teachers in staff development of content standards and analyzing student performance. The site and district has an assessment and monitoring system, which includes curriculum-embedded assessments. These assessments inform teachers and principals on student progress and the effectiveness of instruction. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement. In addition, they provide a basis for the monitoring system. District assessments measure for Writing and Mathematics. Teachers also administer the IAB assessment in ELA and Mathematics on the CAASSP website at the beginning and end of each quarter. In order to determine teacher needs for professional development, the principal will be sending out a survey to the teachers to identify site specific needs. Professional Development is strategically aligned and developed to the California Common Core State Standards.

Meeting the academic needs of our students to address learning loss, due to the closure of school during the COVID-19 pandemic, are at the center of staff development discussions. Professional development and training is ongoing in content areas, as well as PBIS, MTSS, and technology. Designated staff meetings devote time to focused support for district and school-wide initiatives. Some of these include but are not limited to: ELA, ELD, math, SEL, and PBIS. PLC and Data Days articulation allows for the adjustment of classroom and grade level instruction, in an effort to align with the Common Core State Standards. Milor provides time for teacher collaboration on student achievement data, curriculum development, and review of content-based performance measures. To ensure proper integration of technology school-wide we are at one to one implementation of Chrome books. This provides students with the opportunity to have daily access to the devices for instructional use across all content areas. Implementation of meaningful use of technology will include ongoing staff development, model lessons based on engagement, enhancement, and extension of learning. As we work to align content and high expectations throughout Milor, our staff development will be spent on developing continuity and equitable instruction.

Throughout the year, we will monitor initiatives and the effectiveness of their implementation in order to make strategic changes as needed. A shared decision process is used to further develop areas of growth for site as a whole and to assess effective school initiatives. The district has committed time and resources to the professional development of all site administrators and teachers. Training is available for all teachers in a variety of areas targeting our strategic plan and our school-wide instructional focus areas. Additionally, collaboration days are held regularly on Tuesdays, Wednesdays, and Thursdays which gives teachers an opportunity to meet in PLC's to discuss best instructional practices, review test data, and discuss how to improve student outcomes. Staff meetings take place at least twice a month.

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

INSTRUCTIONAL ASSISTANCE AND SUPPORT:

1. Ongoing instructional support and assistance are provided by the Professional Development Center (PDC).
2. Ongoing instructional support and assistance are provided by the district's Instructional Strategist.

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

The staff at Milor High School believes in creating and sustaining Professional Learning Communities (PLC's), and that they are the best model to support a collaborative community. The staff at MHS believes in a culture of collaboration among all stakeholders and that a collaborative culture is the key to success. In addition, they are working on the development of systems and processes of leadership and student culture. This focus will allow us to build upon our successes and recognize where we need to concentrate instructional development. This will be accomplished by meshing PLC's into the core content areas, and will ensure purposeful collaboration opportunities for all stakeholders through continued data, analysis, targeted training, on-site coaching and peer collaboration.

Subgroups that will be discussed on every agenda are: English Learners, Students in Special Education Program, Socio-Economically Disadvantaged Students, Hispanic/Latino Students, African American

Students Data that will be monitored includes: Reclassification Criteria - Quarter, D/F rates - Quarter, Attendance rates - Quarter, IAB - Quarter

Teaching and Learning

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

Course curriculum is based on the Common Core State Standards as well as National Standards. In order to achieve the core academic standards, college and career-readiness standards and school wide learning outcomes, students are involved in challenging and relevant learning experiences. All students will participate in a rigorous, relevant and coherent standards-based curriculum that supports the achievement of the academic standards and school wide learning results. Through standards-based learning, and direct teaching, students are challenged to use their critical thinking skills to come up with meaningful and relevant products that addresses the Common Core State Standards, and the National Standards. (what is taught and how it is taught).

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

All Milor High School staff and students adhere to the required instructional minutes (180 minutes a day) set for continuation high schools, as indicated by the bell schedule. Students seat time at Milor High School is 240 minutes (48 minutes per class, 5 classes).

Students who receive RSP and or mild/moderate services will receive instruction via
Students can receive additional individualized support by teaching staff Tuesday-Friday form 1:10pm-2:30pm. The teaching schedule of students who receive special education services will vary based on then needs of the student.

Milor will continue to comply and monitor the implementation of the hybrid schedule. Hybrid learning poses a unique opportunity to blend strengths from a traditional model as well as Bridge Academy. Hybrid learning will provide safe, in-person learning during the COVID-19 pandemic by employing safety protocols like social distancing, frequent hand-washing, and wearing of masks. The hybrid model will allow for an easy shift back to full Bridge Academy, if the circumstance deem it necessary, as well as a fully-implemented traditional model when schools resume normal operations.

Site administrators monitor classrooms and lesson plans to ensure that the schedule is followed by comparing classroom activities to the daily schedule during walk-throughs and classroom visitations. In addition, the school must submit to the attendance accounting office at the district a yearly master schedule to verify that the require number of instructional minutes are being met.

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

Milor High School will develop and implement an intervention plan, which will include the following interventions:
1. Review of students transcripts and a credit recovery plan.
2. Meetings with students who have accumulated excessive tardies
3. Meetings with students who have accumulated excessive absences.
4. Intensive targeted intervention for students who need to progress academically and that have not tested in the Standard Met or Standard Exceeded on the CAASPP Exam.
5. Meetings with students with excessive discipline, following the PBIS model.
6. Provide intensive intervention for students struggling in both ELA and Math.

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

1. Every student has the appropriate SBE adopted standards-based textbooks for all the core classes as well as intervention classes.
2. All teacher and student computers and related software will be updated school-wide.
3. Students have access to curriculum online, with textbooks made available if internet is not accessible off campus.

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 Milor teachers utilize the SBE-adopted and standards aligned instructional materials approved by the curriculum council and school board. This includes intervention materials for all students in all core and elective courses. Online APEX program courses are aligned to Common Core State Standards, and core courses are A-G approved.

Opportunity and Equal Educational Access

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

All MHS students are at risk because they are credit deficient. Students are identified by assessing academic progress, attendance, tardy, and discipline reports. In addition, student academic assessment, the credit recovery plan, and the CAHSEE plan are reviewed to assist student to meet the learning outcomes. At-risk PTC's are conducted by the principal, assistant principal, counselor, teachers, security officers, and other support personnel to identify resources and design programs to support and assist the struggling students. Teachers meet in PLC's biweekly to discuss who is at risk of failing classes. Intervention grade blocks of time are identified to meet with students for re-teaching and/or remediation of standards and concepts in all core subjects areas. Student intervention teams are lead by the principal, assistant principal, counselor, teachers, district support staff and PBIS team to address student concerns, parental concerns and academic intervention for students who have been experiencing difficulties with the regular educational program. Strategies are as follows:

1. Small group instruction
2. Intervention groups
3. Collaborative instruction
4. Differentiated Instruction
5. Small group counseling
6. Accountable Talk
7. One-on-One
8. Increased student engagement

Intervention opportunities are available & identified to meet the needs of students who may require remediation of standards or reteaching of concepts in all core subject areas.

Evidence-based educational practices to raise student achievement

The Instructional Leadership Team has and will continue to develop the EDI lesson plan format school wide. The EDI lesson plan format emphasizes posting and communicating standards and objectives to all students. Front loading (Anticipatory sets, Vocabulary, Previews, Accessing Prior Knowledge, and Building Background Knowledge), and strategic instruction based on sound instructional strategies will be used to engage and/or support students in their learning. High level thinking skills will be developed as well. Blooming and Marzano's strategies will be targeted. Interaction/Collaboration Opportunities (pair share, cooperative groups, debate) and checking for understanding strategies will be used as well as reflection and closure. In addition, "close and critical reading" and "accountable talk" have been implemented at MHS. The SIOP model is also a focus of the instructional practices. This has been communicated and introduced to the MHS staff through staff meetings, collaborations and Professional Development.

Parental Engagement

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

In addition to the district approved texts, curriculum and approved purchased supplemental materials that are aligned with the Common Core curriculum, the following resources are utilized to support students who are not at the content mastery level:

1. SPED, Bilingual and Instructional Aides.
2. Differentiated materials designed and develop by the PDC and teachers.
3. Apex online courses
4. ALEKS

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)

Family and community involvement opportunities take place at a multitude of levels. The MHS staff believes that this is a critical area for academic development as well as success for our students. Parent volunteers are encouraged to assist in a number of ways throughout the school, from clerical duties to working from home on specific projects. Parent education and training programs are provided by the districts Professional Development Center to help parents develop skills, strategies, and techniques to support and/or improve their children's academic efforts and success.

Parent involvement at MHS includes the following:

1. Homework tips in the Parent-Student Handbook
2. Back-to-School Night
3. Open House
4. Parent Conferences
5. Intervention Meetings with parents, teachers, and administration.
6. Parent volunteering
7. School Site Council.
8. ELAC
9. Parent Summit
10. Parent Workshops

Funding

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

After thorough assessments of attempted interventions and levels of academic review, a student may be assessed for a learning disability when all other interventions have proven unsuccessful. Students are enrolled in special education programs if they qualify for services under state and federal guidelines. Special Education staff is in constant contact with regular classroom teachers to monitor progress and prevent potential problems. Additional help is provided by instructional aides who assist teachers in classes where there is a high concentration of students with special needs.

Instruction is provided through the following models:
1. RSP - Study Skills Class.
2. Collaborative instruction within the regular classroom setting.
3. Small Group Instruction.
4. The use of Instructional assistants.
5. Differentiated modifications in curriculum, content, and assessments.
6. Multiple modifications in curriculum, content, and assessments.
7. Home to school connections.

Fiscal support (EPC)

1. Use of standards-based/standards-aligned ELA and mathematics instructional materials, including intensive interventions, and ELD materials. These may include CCSS-aligned materials.
2. Implementation of adequate instructional minutes for basic core RLA and mathematics programs, intensive interventions, and strategic support courses as well as additional instructional time for structured ELD at all grade levels, as appropriate.
3. Use of annual district instructional/assessment pacing guides.
4. Instructional materials-based professional development and ongoing targeted professional development and support for instructional leaders to ensure the full implementation of the district-adopted programs and the EPC's.
5. Fully credentialed, highly-qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA) and professional development on standards-aligned instructional materials.
6. Implementation of ongoing instructional assistance and support for RLA/ELD, mathematics, and intensive intervention teachers. Suggested support includes the use of content experts, specialists, and/or instructional coaches.
7. Implementation of a student achievement monitoring system that provides timely data from common formative and summative assessments for teachers and principals to use to monitor ongoing student progress, identify student needs, inform instruction, and determine effectiveness of instructional practices and implementation of the adopted programs.
8. Implementation of monthly structured teacher collaboration for all RLA/ELD and mathematics teachers by grade level (K-8) and common course and department levels (9-12) facilitated by the principal.
9. Implementation of Fiscal Support aligned to full implementation of EPC's.

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

SPSA for the 2021-2022 school year was written in collaboration with Site Leadership Team (SLT). The SPSA will be reviewed and approved by the School Site Council on 08/26/2021. The Board of Education will approve SPSA on

Resource Inequities

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

Per the Williams Act and annual audit there are no textbook inequities. All students have access to district adopted materials and core curriculum.

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	0.4%	0.56%	0.83%	1	1	2
African American	12.3%	9.44%	6.67%	29	17	16
Asian	1.3%	0.56%	0%	3	1	0
Filipino	%	%	0.42%			1
Hispanic/Latino	81.3%	85.00%	87.5%	191	153	210
Pacific Islander	%	0.56%	0%		1	0
White	3.8%	3.89%	3.33%	9	7	8
Multiple/No Response	0.9%	%	1.25%	2		3
			Total Enrollment	235	180	240

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 10	1	1	2
Grade 11	29	30	30
Grade 12	205	149	208
Total Enrollment	235	180	240

Conclusions based on this data:

1. The majority of Milor's school population identifies as Hispanic.

2. Almost 40% of the school's population has been identified as being an English Learner.

3. The second largest student group represented at MHS are African American students.

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	75	64	87	31.90%	35.6%	36.3%
Fluent English Proficient (FEP)	40	36	53	17.00%	20.0%	22.1%
Reclassified Fluent English Proficient (RFEP)	1			1.3%		

Conclusions based on this data:

1. Roughly a third of MHS' population are classified as English Learners, this number has remained relatively consistent over the last three years.

2. The students who are identified as EL continue to remain non RFEP'd (7.9%).

3. EL student enrollment has increased over the last three academic years.

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	47	151		12	147		8	147		25.5	97.4	
All Grades	47	151		12	147		8	147		25.5	97.4	

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	*	2437.		*	0.00		*	5.44		*	19.73		*	74.83	
All Grades	N/A	N/A	N/A	*	0.00		*	5.44		*	19.73		*	74.83	

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	*	1.36		*	46.94		*	51.70	
All Grades	*	1.36		*	46.94		*	51.70	

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	*	0.00		*	26.71		*	73.29	
All Grades	*	0.00		*	26.71		*	73.29	

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	*	2.04		*	63.95		*	34.01	
All Grades	*	2.04		*	63.95		*	34.01	

	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	*	2.72		*	55.10		*	42.18	
All Grades	*	2.72		*	55.10		*	42.18	

Conclusions based on this data:

1. Based on the data the majority of our students fall in the standard not met range on the English Language Arts CAASPP.

2. Based on the CAASPP date, their needs to be an instructional focus on writing and research/inquiry.

3. Based on the data the following percentage of students are below standard in Reading 54.9%, Writing 80%, Listening 50.4%, and Research and Inquiry 71%.
These percentages decreased more than five percent from last year.

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	47	150		5	145		4	145		10.6	96.7	
All Grades	47	150		5	145		4	145		10.6	96.7	

* 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	*	2405.		*	0.00		*	0.00		*	2.76		*	97.24	
All Grades	N/A	N/A	N/A	*	0.00		*	0.00		*	2.76		*	97.24	

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	*	0.00		*	5.52		*	94.48	
All Grades	*	0.00		*	5.52		*	94.48	

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	*	0.00		*	37.93		*	62.07	
All Grades	*	0.00		*	37.93		*	62.07	

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	*	0.00		*	50.34		*	49.66	
All Grades	*	0.00		*	50.34		*	49.66	

Conclusions based on this data:

1. Based on the data the majority of our students fall in the standard not met range on the Math CAASPP.

2. Based on the data in Mathematics the number of students tested that fall in the standard not met range on the CAASPP is nearly 100%

3. Fundamental Math skill building may need to be incorporated in the master schedule to increase the amount of students who perform at or near standard.

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	1543.0		*	1535.1		*	1550.3		8	46	
12	1530.9	1551.3		1522.5	1539.6		1538.8	1562.3		34	11	
All Grades										42	65	

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	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
11	*	2.17		*	39.13		*	52.17		*	6.52		*	46	
12	14.29	18.18		9.52	27.27		52.38	36.36		23.81	18.18		21	11	
All Grades	11.54	7.69		11.54	33.85		53.85	49.23		23.08	9.23		26	65	

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	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
11	*	23.91		*	34.78		*	34.78		*	6.52		*	46	
12	14.29	27.27		47.62	18.18		19.05	45.45		19.05	9.09		21	11	
All Grades	11.54	24.62		50.00	33.85		19.23	33.85		19.23	7.69		26	65	

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	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
11	*	0.00		*	17.39		*	54.35		*	28.26		*	46	
12	19.05	9.09		4.76	27.27		28.57	36.36		47.62	27.27		21	11	
All Grades	15.38	3.08		3.85	20.00		30.77	49.23		50.00	27.69		26	65	

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	4.35		*	58.70		*	36.96		*	46	
12	5.00	0.00		60.00	54.55		35.00	45.45		20	11	
All Grades	4.00	3.08		64.00	60.00		32.00	36.92		25	65	

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	62.22		*	28.89		*	8.89		*	45	
12	50.00	70.00		37.50	30.00		12.50	0.00		8	10	
All Grades	40.00	63.49		50.00	30.16		10.00	6.35		10	63	

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	2.17		*	50.00		*	47.83		*	46	
12	19.05	27.27		4.76	27.27		76.19	45.45		21	11	
All Grades	15.38	9.23		11.54	44.62		73.08	46.15		26	65	

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	8.70		*	84.78		*	6.52		*	46	
12	15.00	0.00		55.00	81.82		30.00	18.18		20	11	
All Grades	12.00	6.15		60.00	84.62		28.00	9.23		25	65	

Conclusions based on this data:

1. Based on the data above, Milor High School needs to incorporate more EL learner strategies in oral content delivery. The majority of Milor students (41%) scored at a moderate proficiency level on ELPAC testing.

2. Additional instructional strategies to support formal, academic writing should be incorporated in content delivery. The majority of Milor students (66%) scored at a moderate proficiency level on ELPAC testing.

3. Intensive interventions to support reading needs to be infused within our curriculum. Nearly half (46%) of our students scored at a beginning level on ELPAC testing.

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**
180	**85.6**	**35.6**	**2.2**
Total Number of Students enrolled in Dr. John H. Milor High School.	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	64	35.6
Foster Youth	4	2.2
Homeless	14	7.8
Socioeconomically Disadvantaged	154	85.6
Students with Disabilities	62	34.4

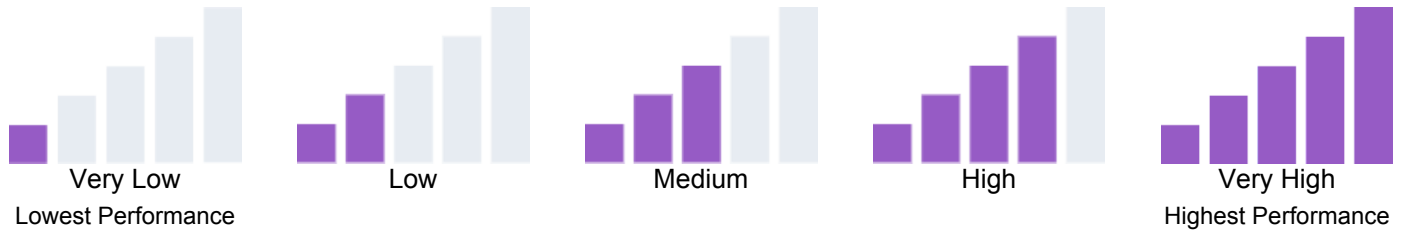| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	17	9.4
American Indian	1	0.6
Asian	1	0.6
Filipino		
Hispanic	153	85.0
Two or More Races		
Pacific Islander	1	0.6
White	7	3.9

Conclusions based on this data:

1. The majority of Milor High School students (86.3%) come from a Socio-economically Disadvantaged Background

2. Nearly 1/5 (17%) of Milor High School students have an identified disability that impacts learning.

3. The majority of students enrolled at Milor High School identify as Hispanic (89%). The second largest population is African American (9%).

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).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

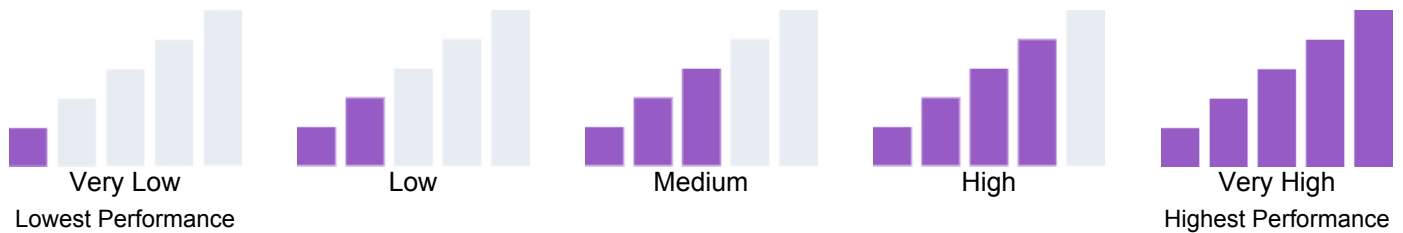| Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts	**Graduation Rate**	**Suspension Rate**
No Performance Level	Medium	Very High
Mathematics		
No Performance Level		
English Learner Progress		
No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Milor High School needs to decrease its Suspension rate. The 2018-2019 suspension rate was roughtly 8%.

2. Milor High School needs to increase its graduation rate.

3. Milor High School needs to increase its College and Career Readiness rate.
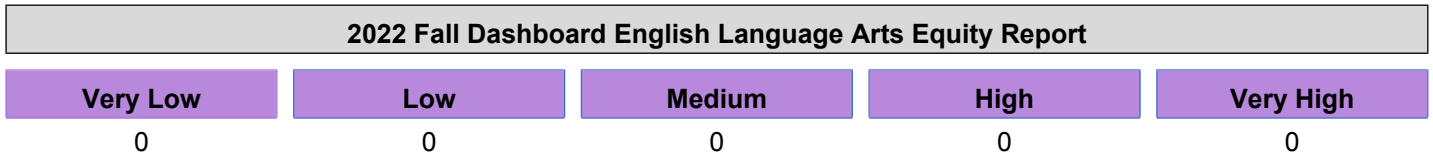
School and Student Performance Data

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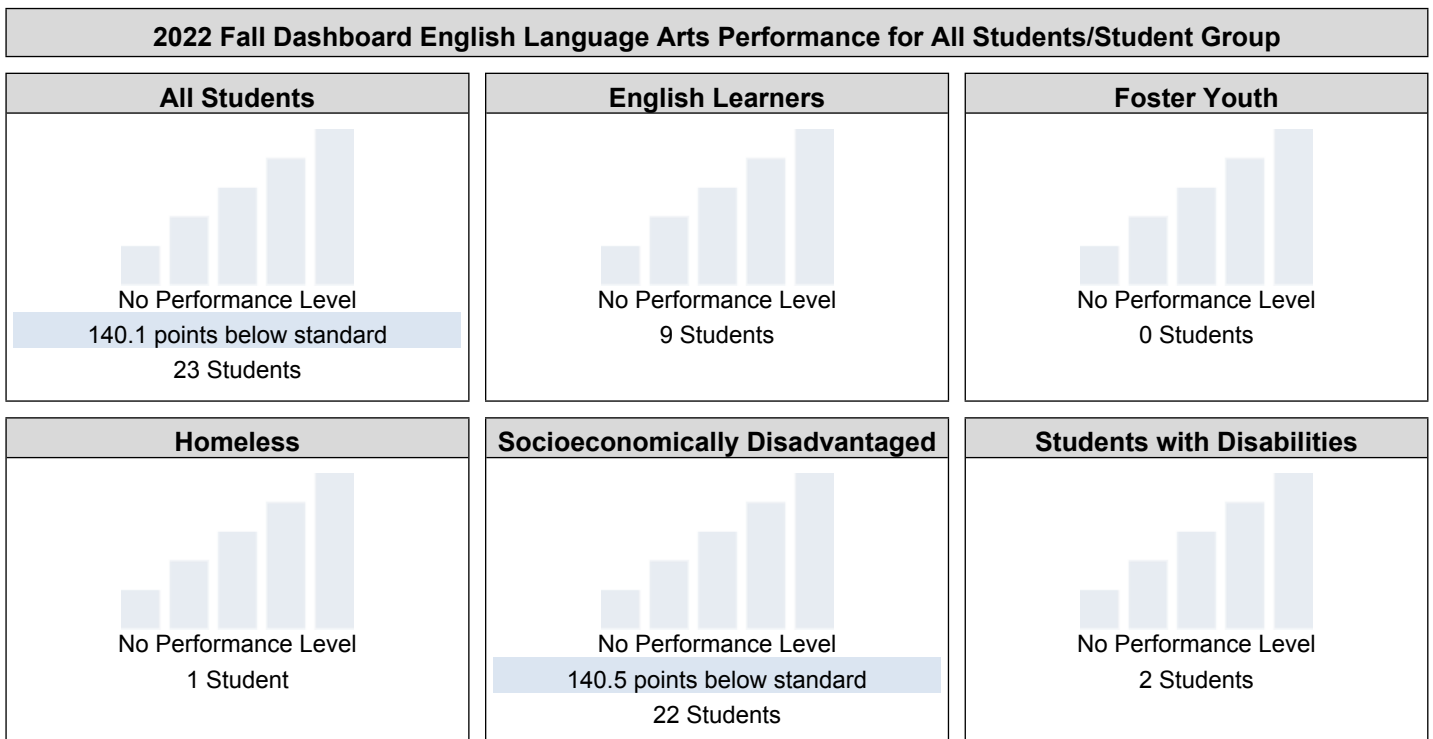
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
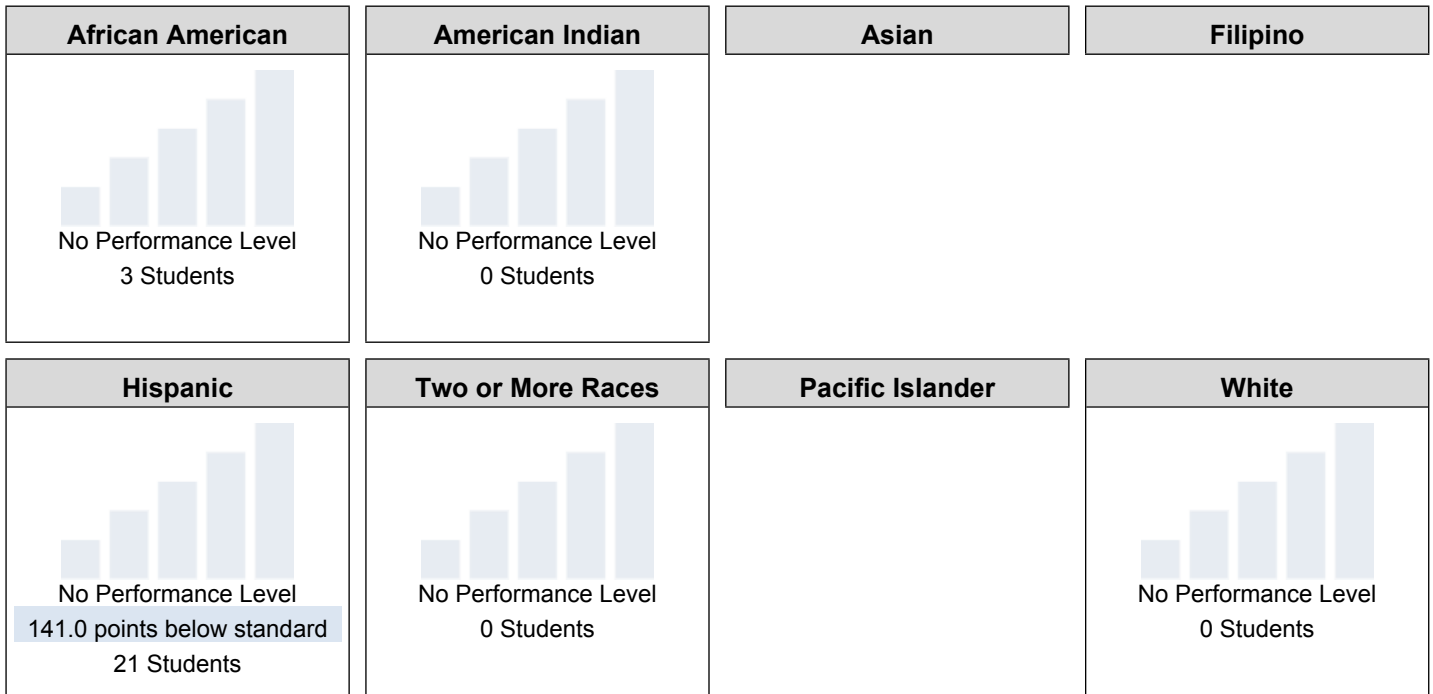

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	0	0

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 for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Level	No Performance Level	No Performance Level
140.1 points below standard	9 Students	0 Students
23 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	No Performance Level	No Performance Level
1 Student	140.5 points below standard	2 Students
	22 Students	

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students	No Performance Level 0 Students		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Level 141.0 points below standard 21 Students	No Performance Level 0 Students		No Performance Level 0 Students

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.

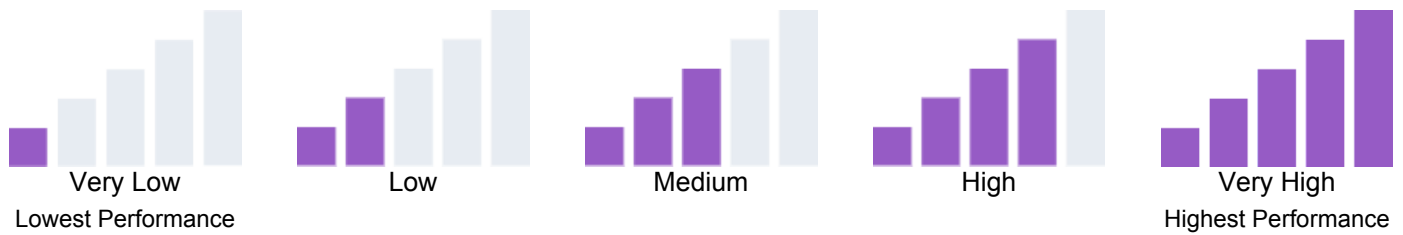| 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
9 Students	1 Student	8 Students

Conclusions based on this data:

1. Overall, the total student population of Milor High School saw an increase in performance on the ELA CAASPP.

2. According to the statistics provided by the California Department of Education, California Dashboard, our Hispanic students, which are the majority of our student population, saw an increase of 30 points on the ELA CAASPP
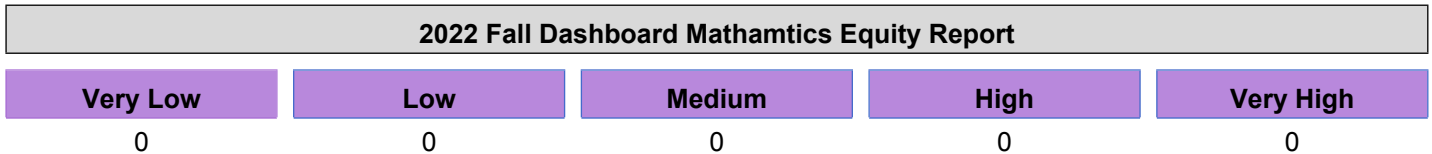
School and Student Performance Data

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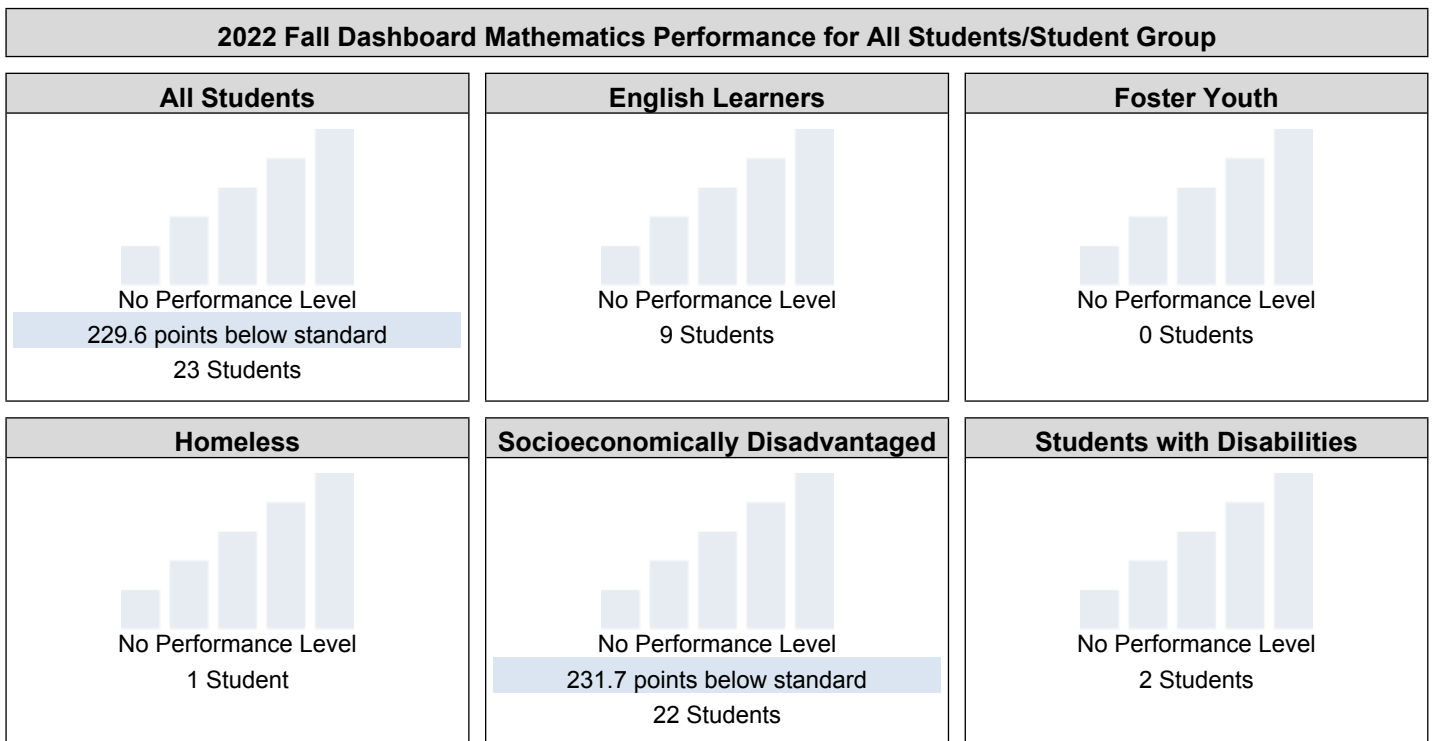
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
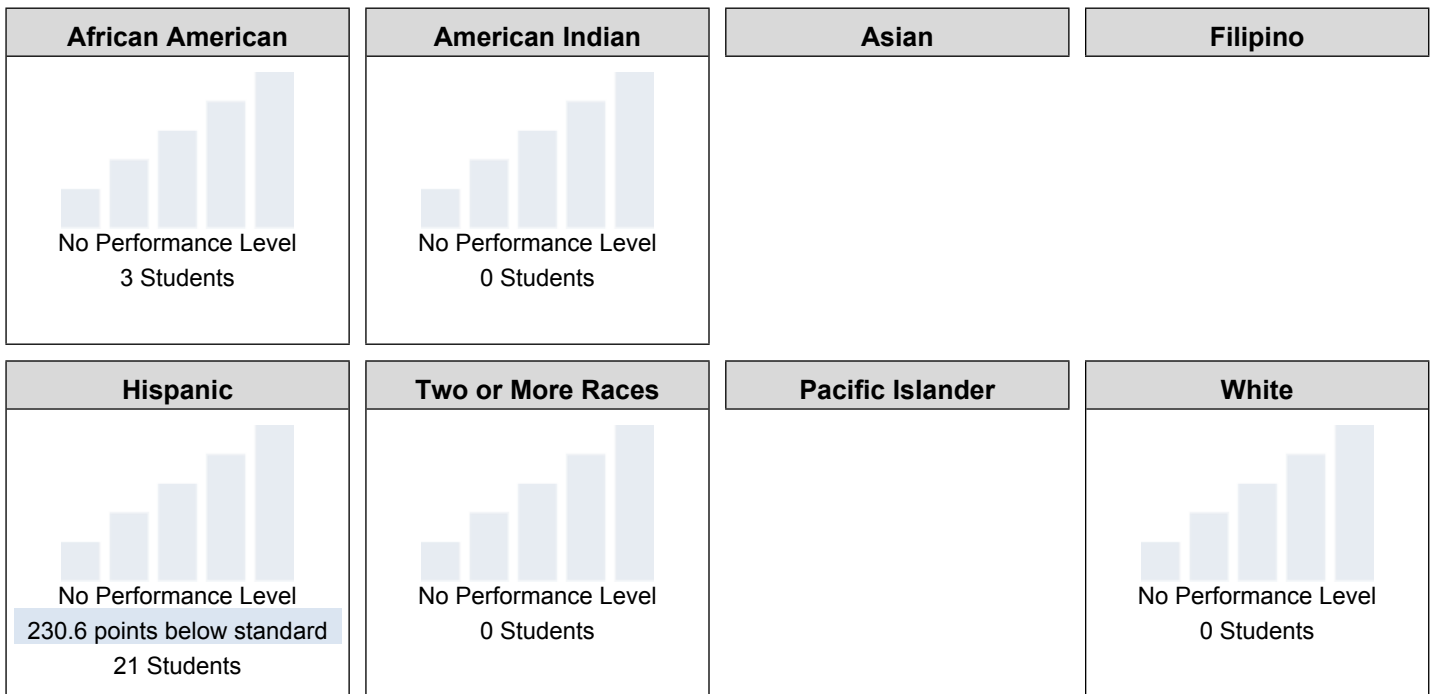
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	0	0	0	0

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 for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
No Performance Level	No Performance Level	No Performance Level
229.6 points below standard	9 Students	0 Students
23 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	No Performance Level	No Performance Level
1 Student	231.7 points below standard	2 Students
	22 Students	

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level 3 Students	No Performance Level 0 Students		

Hispanic	Two or More Races	Pacific Islander	White
No Performance Level 230.6 points below standard 21 Students	No Performance Level 0 Students		No Performance Level 0 Students

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
9 Students	1 Student	8 Students

Conclusions based on this data:

1. In Mathematics, Milor High School saw a decrease of 30 points, creating a further distance from standard.

2. The majority of Milor High School's enrolled population, Hispanic, saw a decline of 25.3 points further from standard.

3. Milor High School students level of deficiency in Mathematical performance on the CAASPP cannot be measured due to low performance levels.

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
English Learner Progress
No Performance Level
33.3 making progress towards English language proficiency
Number of EL Students: 24 Students
Performance Level: No Performance Level
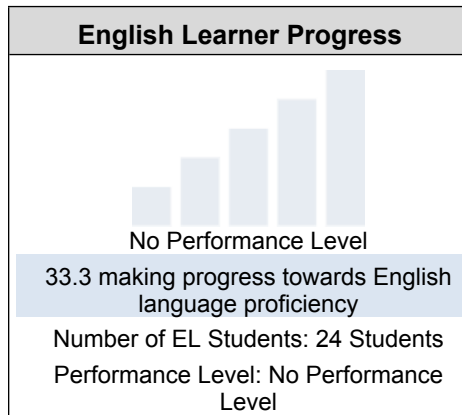
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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**
29.2%	37.5%	0.0%	33.3%

Conclusions based on this data:

1. The majority of Milor High School students 69%, are rated at a level 3 or 4 with regard to English Language Proficiency.

2. Roughly 1/3 of our EL population are rated at a level 2 or 1 with regard to English Language Proficiency.

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.
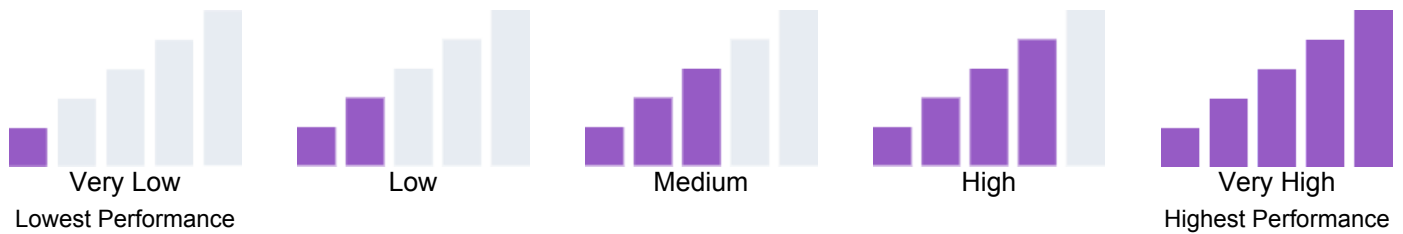
Conclusions based on this data:

1. Milor High School's student population maintained (saw a difference of less than 1.9% in either direction) for college and career readiness as measured by the indicators on the CA dashboard.
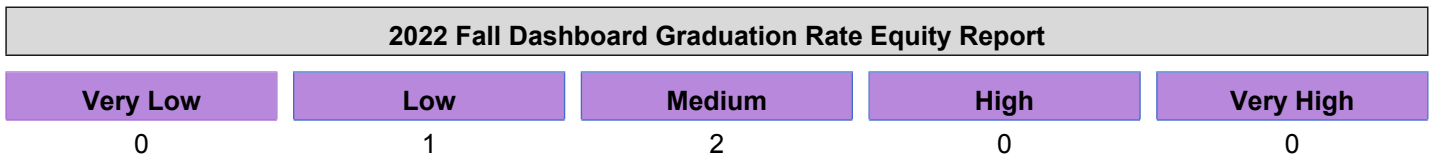
School and Student Performance Data

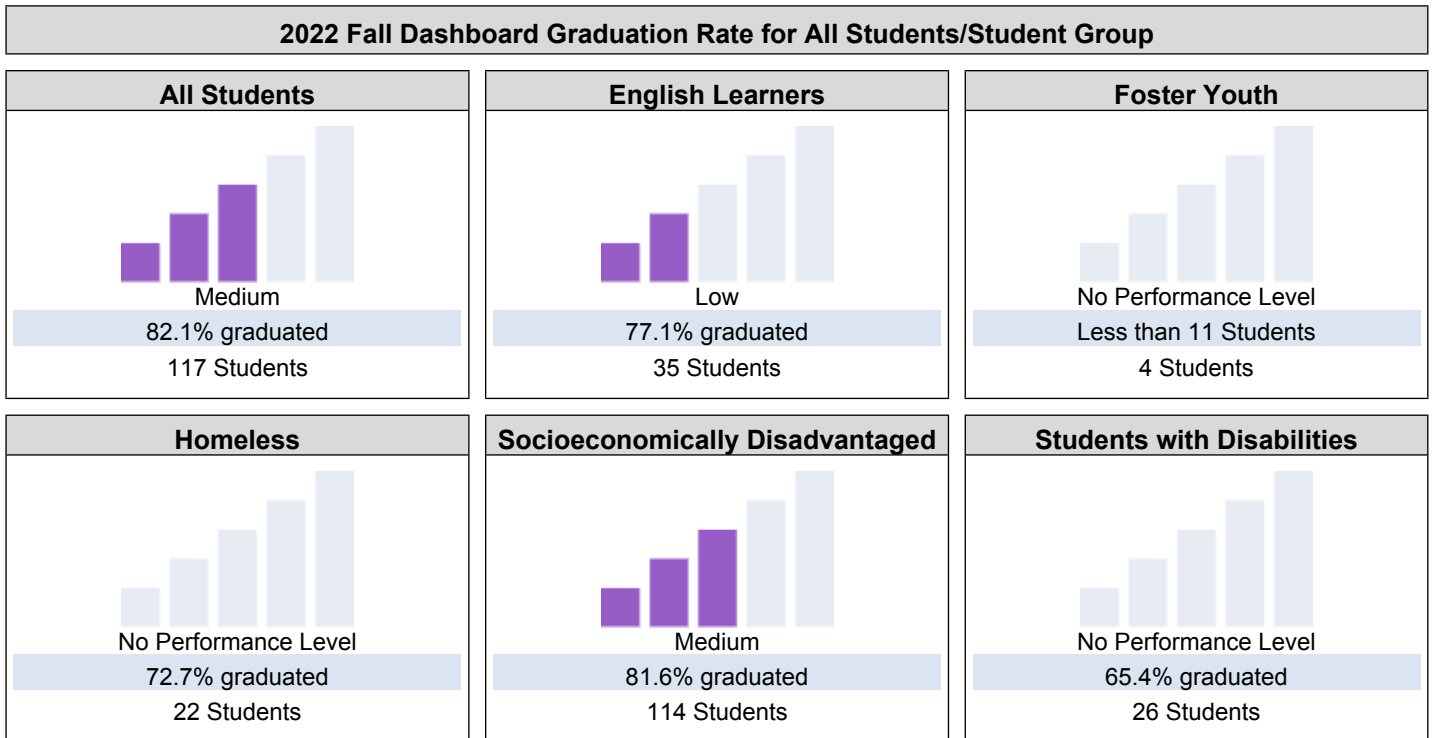## Academic Engagement
Graduation Rate

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](#).
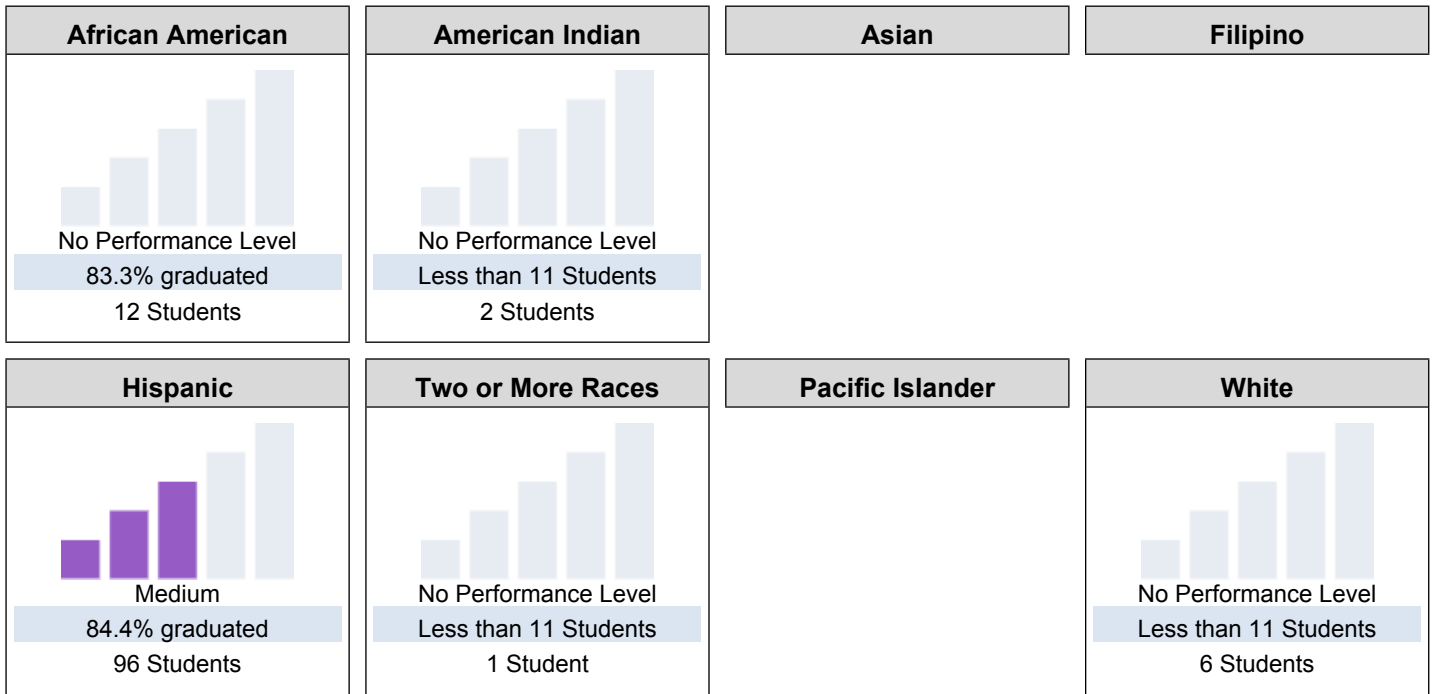

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	1	2	0	0

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

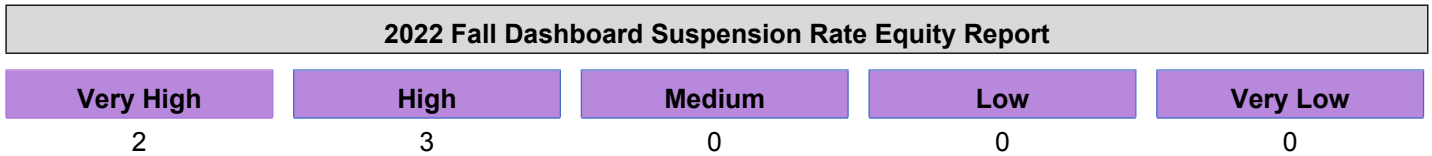| 2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium	Low	No Performance Level
82.1% graduated	77.1% graduated	Less than 11 Students
117 Students	35 Students	4 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Medium	No Performance Level
72.7% graduated	81.6% graduated	65.4% graduated
22 Students	114 Students	26 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level		
83.3% graduated	Less than 11 Students		
12 Students	2 Students		

Hispanic	Two or More Races	Pacific Islander	White
Medium	No Performance Level		No Performance Level
84.4% graduated	Less than 11 Students		Less than 11 Students
96 Students	1 Student		6 Students

Conclusions based on this data:

1. Milor High School saw an increase of 9% between the 2017-2018 and the 2018-2019 academic years.

2. Students enrolled at Milor High School who identify as Hispanic, saw an increase of 9.2% in their graduation rate.

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).
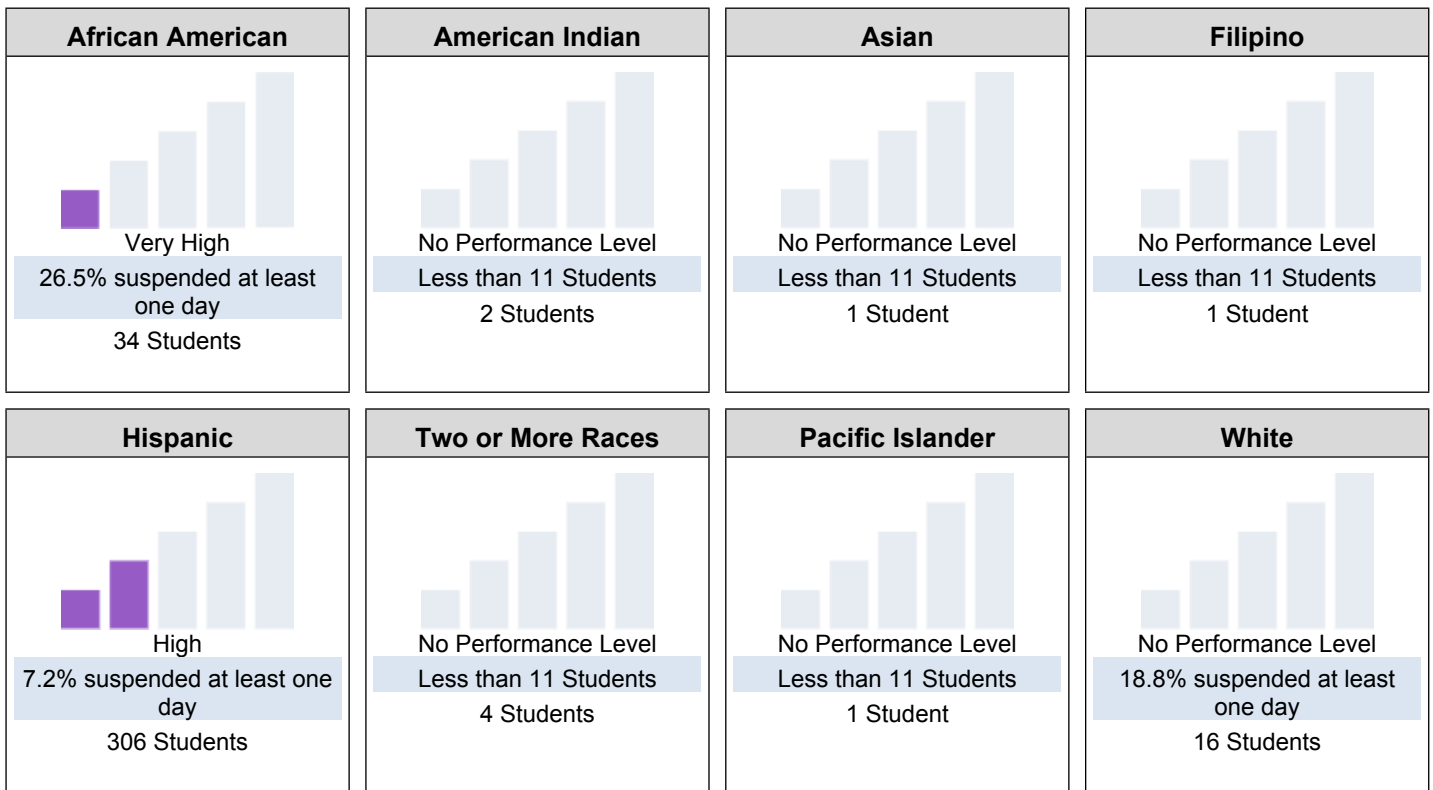
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
2	3	0	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Very High	High	No Performance Level
10.1% suspended at least one day	8% suspended at least one day	Less than 11 Students
365 Students	125 Students	8 Students

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	High
11.5% suspended at least one day	10.8% suspended at least one day	6.1% suspended at least one day
26 Students	325 Students	98 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very High	No Performance Level	No Performance Level	No Performance Level
26.5% suspended at least one day	Less than 11 Students	Less than 11 Students	Less than 11 Students
34 Students	2 Students	1 Student	1 Student

Hispanic	Two or More Races	Pacific Islander	White
High	No Performance Level	No Performance Level	No Performance Level
7.2% suspended at least one day	Less than 11 Students	Less than 11 Students	18.8% suspended at least one day
306 Students	4 Students	1 Student	16 Students

Conclusions based on this data:

1. While the overall suspension rate decreased for Milor High School, the suspension rate remains at 7.7%

2. The majority of students who were suspended over the last two academic years were African American. This presents a disproportionality when compared to their Hispanic counterparts. 15.8% suspended (AA) compared to 6.9% suspended (H).

3. There is also a disproportionality in the number of Homeless (12.5%) , Socio-economically disadvantaged (8.2%) , and special education students (9.6%) who were suspended.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

PUPIL OUTCOMES

LEA/LCAP Goal

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

Goal 1

Zupanic Virtual Academy will:
Provide a rigorous instruction and intervention opportunities for all students
Create a culture of resilience by providing additional academic interventions and supports
Equip students with the skills needed to ensure a productive future

Identified Need

Design and integrate an individualized instructional plan that focuses on providing specific and individualized intervention plans for underserved students in the areas of Math, English, English Learner strategies, and College/Career Readiness.

Decrease the D and F rate by offering additional opportunities for Mastery of the Standards and credit remediation.

Create data chats within all staff and PLC's with specific goal metrics for African American, Special Education, English Learner, foster, and homeless students, GATE students

Provide targeted intervention for the EL students by progress monitoring, ELPAC coordination and assistance, participating in ELAC meetings, communicating with families, and collaborating with staff and the bilingual aide.

Provide targeted intervention for Special Education (SPED) students by progress monitoring, CAASPP coordination and assistance, participating in SPED PLC, communicating with families, and collaborating with staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All students will be impacted		

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide substitute coverage for certificated and classified staff to collaborate during the school day to meet district and site instructional imperatives. Collaboration meetings include, but are not limited to: Content area PLC, Site Strategic Planning, IEP meetings, assessment coordination and planning, PBIS intervention planning, WASC planning, green ribbon schools planning, and model continuation school planning. Additionally, supplemental materials: consumable workbooks, curriculum and supplies that assist with planning will be provided to teachers for the benefit of all students at Milor.

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)
20,000	Title I 1000-1999: Certificated Personnel Salaries
10,000	Title I 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 students at Zupanic Virtual Academy

Strategy/Activity

Offer additional APEX sections beyond the regular bell schedule in various formats: Bridge Academy , Hybrid Learning Model or Traditional bell schedule. The additional intervention will be facilitated by teachers currently at Milor HS. The number of teachers and the respective content areas offered to students for remediation will be determined by student credit deficiency. An average of five teachers per semester will be paid up to 100 hours of extra duty pay to facilitate after school, extra duty pay APEX learning sections. Additionally, teachers will be offered extra duty pay for tutoring students beyond the traditional, Bridge Academy or Hybrid bell schedule.

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

Amount(s)	Source(s)
10,500	Title I Part A: Professional Development (PI Schools) 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)

African American, Homeless, and Foster students.

Strategy/Activity

Specific emphasis will be on African American, English learners, Socio-economically disadvantaged, special education, GATE and homeless students performing below grade level in Math and ELA during each PLC. This will executed by doing the following (but not limited to) ways: all day data analysis pull-out PLC days, professional learning opportunities that focus on specific targeted populations. Sample student data from each group will be shared on a regular basis in all staff meetings. Pull-out days will occur when an immediate data analysis is needed but regularly at least once per quarter per PLC. The data will be reviewed by SSC, ELAC, and all staff members with the purpose of creating a data understanding on baseline data achievement levels and where metrics need to rise to in order to show growth.

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

Amount(s)	Source(s)
10,000	Title I 1000-1999: Certificated Personnel Salaries

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learner students at ZVA

Strategy/Activity

Offer extra duty pay to certificated staff members for coordination of ELPAC examination, reclassification, and progress monitoring. Additionally, food and beverages provided for students and parents at ELAC meetings, extra-duty pay for bilingual aides, and coordination/communication with our EL families.

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)
5500	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students at Milor

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

	Title I 1000-1999: Certificated Personnel Salaries
	1000-1999: Certificated Personnel Salaries
	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures
	5000-5999: Services And Other Operating Expenditures
	LCFF - Supplemental 4000-4999: Books And Supplies
	4000-4999: Books And Supplies
	EL Supplemental 5000-5999: Services And Other Operating Expenditures

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.

	Title I 5000-5999: Services And Other Operating Expenditures Extra Duty Pay for Certificated or Classified Staff
	1000-1999: Certificated Personnel Salaries Substitute coverage
	5900: Communications Professional Development
	5000-5999: Services And Other Operating Expenditures Registration Fees
	4000-4999: Books And Supplies Program Materials
	5000-5999: Services And Other Operating Expenditures Technology
	4000-4999: Books And Supplies

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.

	Title I 1000-1999: Certificated Personnel Salaries
	Title I 1000-1999: Certificated Personnel Salaries Substitute coverage
	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY) Registration Fees

	Title I 5000-5999: Services And Other Operating Expenditures Professional Development
	Title I 5000-5999: Services And Other Operating Expenditures Study Trips
	4000-4999: Books And Supplies Program Materials
	Title I 5000-5999: Services And Other Operating Expenditures Transportation Costs

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.

	Title I 5000-5999: Services And Other Operating Expenditures Xerox maintenance

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

	Title I 1000-1999: Certificated Personnel Salaries
	Title I 1000-1999: Certificated Personnel Salaries

	Title I 5800: Professional/Consulting Services And Operating Expenditures
	Title I 5000-5999: Services And Other Operating Expenditures
	Title I 4000-4999: Books And Supplies
	Title I 4000-4999: Books And Supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Strategy/Activity

13. Provide intervention opportunities unique to the individual needs of students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title I 1000-1999: Certificated Personnel Salaries
	Title I 1000-1999: Certificated Personnel Salaries
	Title I 5800: Professional/Consulting Services And Operating Expenditures
	Title I 1000-1999: Certificated Personnel Salaries
	Title I 4000-4999: Books And Supplies
	Title I 4000-4999: Books And Supplies

	Title I 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

	Title I 1000-1999: Certificated Personnel Salaries
	Title I 1000-1999: Certificated Personnel Salaries
	Title I 5800: Professional/Consulting Services And Operating Expenditures
	Title I 1000-1999: Certificated Personnel Salaries
	Title I 5000-5999: Services And Other Operating Expenditures
	Title I 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

	Title I 1000-1999: Certificated Personnel Salaries
	Title I 1000-1999: Certificated Personnel Salaries
	Title I 4000-4999: Books And Supplies
	Title I 5800: Professional/Consulting Services And Operating Expenditures
	Title I 4000-4999: Books And Supplies
	Title I 1000-1999: Certificated Personnel Salaries

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

	Title I 1000-1999: Certificated Personnel Salaries
	Title I 1000-1999: Certificated Personnel Salaries
	Title I 4000-4999: Books And Supplies
	Title I 4000-4999: Books And Supplies

	Title I 5800: Professional/Consulting Services And Operating Expenditures
	Title I 1000-1999: Certificated Personnel Salaries

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

	Title I 1000-1999: Certificated Personnel Salaries
	Title I 1000-1999: Certificated Personnel Salaries
	Title I 5800: Professional/Consulting Services And Operating Expenditures
	Title I 5000-5999: Services And Other Operating Expenditures
	Title I 4000-4999: Books And Supplies
	Title I 4000-4999: Books And Supplies
	Title I 1000-1999: Certificated Personnel Salaries

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

18. Monitor and provide ongoing instructional guidance to students identified as Foster Youth, Homeless, African American, and English Learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title I 1000-1999: Certificated Personnel Salaries
	Title I 1000-1999: Certificated Personnel Salaries
	Title I 5000-5999: Services And Other Operating Expenditures
	Title I 5000-5999: Services And Other Operating Expenditures
	Title I 5000-5999: Services And Other Operating Expenditures
	Title I 4000-4999: Books And Supplies

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

CONDITIONS FOR LEARNING

LEA/LCAP Goal

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

Goal 2

Increase opportunities for virtual/in-person school/class study trips to expose students to a variety of career pathways.

Increase opportunities for virtual/in-person school/class study trips to expose students to vicarious experiences that relate directly to curriculum, college and career preparedness, or contribute to the enhancement of climate and culture.

Offer school staff the opportunity for professional growth in the form of pull-out days, study trips, conferences, speakers and consultants.

Identified Need

Zupanic Virtual Academy will provide a diverse set of innovative professional growth opportunities for all staff and students in the form of study trips, conferences, workshops, and guest speakers to meet the social emotional, academic, and extra-curricular needs of our students.

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)

All Students

Strategy/Activity

1. Create opportunities for physical and virtual study trips to local and non-local colleges; vocational programs, and career exposure trips. These places include, but may not be limited to the following: local community colleges, HBCUs, UC schools, Cal State schools, vocational schools, trade schools, and private colleges or workshops hosted by these institutions. This may also include off campus learning opportunities that expose students to career pathways they are unfamiliar with in the arts, sports, entertainment, sciences, and service industries.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	Title I 1000-1999: Certificated Personnel Salaries Study trips
10,000	Title I 1000-1999: Certificated Personnel Salaries sub coverage
5000	College Readiness 5000-5999: Services And Other Operating Expenditures
5000	Title I 5800: Professional/Consulting Services And 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 students at Zupanic Virtual Academy

Strategy/Activity

2. Offer students the opportunity to participate in physical or virtual, off campus study trips that may include, but not be limited to the following: Art Museums, History Museums, festivals, community based instruction events, sporting events, assemblies and vicarious experiences in the form of guest speakers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	Title I 1000-1999: Certificated Personnel Salaries Extra Duty Pay for Certificated and Classified Staff
10,000	Title I 5000-5999: Services And Other Operating Expenditures
	Title I

	Title I
	Title I
	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students at Milor High School

Strategy/Activity

3. Offer in person or virtual professional learning opportunities for teachers by participating in the following, off campus or virtual learning events: CABE conference, CAASA conference, NABSE conference, CADA conference, Model Continuation Schools Conference, Conference for California Independent Studies, GATE conference, Wellness Conference, Excellence in Equity conference, STEAM conferences, ACSA conferences, CALSA conferences/summer institutes, and conferences that address educating and supporting at-risk or "at-promise" learners, WASC learning opportunities, Green schools conference, and any other conference created to address the needs of African American, Hispanic, Special Education, English Learner, GATE and socio-economically disadvantaged students. These professional developments will also be extended to classified staff, parents, and students to meet the needs of the students at the school site. Additionally, administrative professional development opportunities that enhance or support the infrastructure and day to day operations of the school site will be implemented.

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)
30000	Title I Part A: Professional Development (PI Schools) 1000-1999: Certificated Personnel Salaries Conference fees and other associated costs
5000	Title I 1000-1999: Certificated Personnel Salaries sub coverage

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students enrolled at Zupanic Virtual Academy.

Strategy/Activity

Offer vicarious experiences(the opportunity to learn from a speaker or observation rather than having the full experience itself) to students and teachers for on campus learning opportunities

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

Amount(s)	Source(s)
10,000	Title I 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

	Title I 1000-1999: Certificated Personnel Salaries Extra Duty Pay for certificated and or classified staff
	Title I 5000-5999: Services And Other Operating Expenditures Conference and or workshop fees and other related costs

	Title I 4000-4999: Books And Supplies Program materials
	Title I 4000-4999: Books And Supplies Instructional materials

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.

	Title I 1000-1999: Certificated Personnel Salaries Extra Duty Pay for certificated and or classified staff
	Title I 5000-5999: Services And Other Operating Expenditures Conference and or workshops
	Title I 1000-1999: Certificated Personnel Salaries Substitute teacher
	Title I 4000-4999: Books And Supplies Program materials

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.

	Title I 1000-1999: Certificated Personnel Salaries Extra Duty Pay for certificated and or classified staff

	Title I
	5000-5999: Services And Other Operating Expenditures
	Registration and other related entrance fees
	Title I
	5000-5999: Services And Other Operating Expenditures
	transportation
	Title I
	5000-5999: Services And Other Operating Expenditures
	Study trip
	Title I
	1000-1999: Certificated Personnel Salaries
	Substitute teacher

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

	Title I
	1000-1999: Certificated Personnel Salaries
	Extra Duty Pay for certificated and or classified staff
	Title I
	1000-1999: Certificated Personnel Salaries
	Substitute teacher
	Title I
	5000-5999: Services And Other Operating Expenditures
	Study trip
	Title I
	4000-4999: Books And Supplies
	Program materials
	Title I
	5000-5999: Services And Other Operating Expenditures
	Transportation

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.

	Title I 1000-1999: Certificated Personnel Salaries Extra Duty pay for certificated staff and or classified staff
	Title I 5000-5999: Services And Other Operating Expenditures Conferences or workshops
	Title I 5000-5999: Services And Other Operating Expenditures Registration and other related fees
	Title I 1000-1999: Certificated Personnel Salaries Substitute teacher
	Title I 5000-5999: Services And Other Operating Expenditures Study trip
	Title I 4000-4999: Books And Supplies Program Materials
	Title I 5000-5999: Services And Other Operating Expenditures Transportation

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

ENGAGEMENT

LEA/LCAP Goal

Rialto USD will create a positive, safe, and engaging learning environment that is student and parent centered.

Goal 3

Zupanic Virtual Academy will create a positive, safe, and engaging environment in which students will thrive academically, socially, and emotionally using the PBIS model. Students will in turn demonstrate readiness for their transition into adulthood by completing high school graduation requirements. Zupanic Virtual Academy will create and maintain an environment conducive to positive student morale and high academic achievement by incentivizing participation in student pep rally celebrations that celebrate academic and personal achievements.

Identified Need

Zupanic Virtual Academy will create a positive, safe, and engaging environment in which students will thrive academically, socially, and emotionally through a myriad of approaches, including implementing the PBIS rewards program, academically appropriate study trips, college campus visits, guest lecturers, appropriate counseling, and one-on-one interventions using the Milor/Zupanic Wellness Center/Serenity Room. Furthermore, students will in turn demonstrate readiness for their transition into adulthood by completing high school graduation requirements using the above endeavors as a scaffold to success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Survey (Panorama)	Baseline data will be established this year.	75% of students will feel that there is a positive culture and school climate.
PBIS	Baseline data will be established this year.	80% of students will increase their PBIS points from the first half of the school year to the last month.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. Implement collaborative partnerships with community agencies to support the social-emotional needs of African American, special education, English Learner, foster youth, homeless youth and socio-economically disadvantaged students.

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

Amount(s)	Source(s)
60,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Community/ National resoures associated with a fee

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students enrolled at Milor High School

Strategy/Activity

2. Provide a welcoming and engaging meeting space for students and their families to increase school to home and community connectedness. Refreshments for ELAC, AAPAC, WASC, SSC, Back to School Night, Graduation, data chat staff meetings, and provide snacks for student of the month awards.

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

Amount(s)	Source(s)
10,000	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Parent materials

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students enrolled at Zupanic Virtual Academy

Strategy/Activity

Provide incentive and school spirit items to create a unified PBIS school culture. Incentive items include but are not limited to: Academic achievement school supplies, posters, stickers, banners, shirts, socks, mugs, keychains, lanyards, beanies, sweatshirts, pins, cups, and hats.

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

Amount(s)	Source(s)
10,000	Title I 4000-4999: Books And Supplies Student Incentive items
5,000	Title I 5000-5999: Services And Other Operating Expenditures Other supplies needed for student celebrations
	5000-5999: Services And Other Operating Expenditures Registration fees
	5000-5999: Services And Other Operating Expenditures Printed Materials
	4000-4999: Books And Supplies Program components: Student reproducible, books, guides, etc..
	1000-1999: Certificated Personnel Salaries Substitute Coverage
	5000-5999: Services And Other Operating Expenditures Light refreshments and snacks
	5000-5999: Services And Other Operating Expenditures Office materials
	6000-6999: Capital Outlay Equipment or furniture

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students enrolled at Zupanic Virtual Academy

Strategy/Activity

Provide activities that focus on the Body, Soul and Spiritual well being of students. This may include consultants that will provide webinars, info sessions and how-to videos regarding social emotional learning and support.

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

Amount(s)	Source(s)
10,000	Title I 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

	Title I 1000-1999: Certificated Personnel Salaries Extra Duty Pay for Certificated and Classified Staff
	5000-5999: Services And Other Operating Expenditures Professional Development Training
	5000-5999: Services And Other Operating Expenditures Registration Fees
	1000-1999: Certificated Personnel Salaries Substitute Coverage
	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Printed Material

	4000-4999: Books And Supplies Program Components
	5000-5999: Services And Other Operating Expenditures Light Refreshments and snacks
	5000-5999: Services And Other Operating Expenditures Office materials
	LCFF Site Discretionary 6000-6999: Capital Outlay Furniture or equipment

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.

	Title I 1000-1999: Certificated Personnel Salaries Extra Duty Pay for Certificated and Classified Staff
	5000-5999: Services And Other Operating Expenditures Professional Development Training
	5000-5999: Services And Other Operating Expenditures Registration Fees
	1000-1999: Certificated Personnel Salaries Substitute Coverage
	5000-5999: Services And Other Operating Expenditures Printed Material
	4000-4999: Books And Supplies

	Program Components
	5000-5999: Services And Other Operating Expenditures Light refreshments and snacks
	5000-5999: Services And Other Operating Expenditures Office Materials
	6000-6999: Capital Outlay Furniture or equipment

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.

	Title I 1000-1999: Certificated Personnel Salaries Extra Duty Pay for Certificated and Classified Staff
	Title I 5000-5999: Services And Other Operating Expenditures Professional Development Training
	5000-5999: Services And Other Operating Expenditures Registration Fees
	1000-1999: Certificated Personnel Salaries Substitute Coverage
	5000-5999: Services And Other Operating Expenditures Printed Material
	4000-4999: Books And Supplies Program Components

	5000-5999: Services And Other Operating Expenditures Light Refreshments and snacks
	5000-5999: Services And Other Operating Expenditures Office Materials
	6000-6999: Capital Outlay Furniture or equipment

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.

	Title I 1000-1999: Certificated Personnel Salaries Extra Duty Pay for Certificated and Classified Staff
	5000-5999: Services And Other Operating Expenditures Professional Development Training
	5000-5999: Services And Other Operating Expenditures Training Fees
	1000-1999: Certificated Personnel Salaries Substitute Coverage
	5000-5999: Services And Other Operating Expenditures Printed Material
	4000-4999: Books And Supplies Program Components

	5000-5999: Services And Other Operating Expenditures Light Refreshments and snacks
	5000-5999: Services And Other Operating Expenditures Office Materials
	6000-6999: Capital Outlay Furniture or equipment
	Title I 5800: Professional/Consulting Services And Operating Expenditures Guest Speakers

Strategy/Activity 9

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.

	LCFF Site Discretionary 1000-1999: Certificated Personnel Salaries Extra Duty Pay for Certificated and Classified Staff
	LCFF Site Discretionary 5000-5999: Services And Other Operating Expenditures Professional Development Training
	LCFF Site Discretionary 5000-5999: Services And Other Operating Expenditures Training Fees
	LCFF Site Discretionary 1000-1999: Certificated Personnel Salaries Substitute Coverage
	LCFF Site Discretionary 5000-5999: Services And Other Operating Expenditures Printed Material
	LCFF Site Discretionary 4000-4999: Books And Supplies

	Program Components
	LCFF Site Discretionary 5000-5999: Services And Other Operating Expenditures Light Refreshment and snacks
	LCFF Site Discretionary 5000-5999: Services And Other Operating Expenditures Office Materials
	LCFF Site Discretionary 6000-6999: Capital Outlay Furniture or Equipment

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.

	Title I 1000-1999: Certificated Personnel Salaries Extra Duty Pay for Certificated and Classified Staff
	Title I 5000-5999: Services And Other Operating Expenditures Professional Development Training
	5000-5999: Services And Other Operating Expenditures Training Fees
	1000-1999: Certificated Personnel Salaries Substitute Coverage
	5000-5999: Services And Other Operating Expenditures Printed Material
	4000-4999: Books And Supplies Program Components

	5000-5999: Services And Other Operating Expenditures Light Refreshments and snacks
	5000-5999: Services And Other Operating Expenditures Office Materials
	6000-6999: Capital Outlay Furniture or Equipment
	Title I 5000-5999: Services And Other Operating Expenditures Incentives

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

	Title I 1000-1999: Certificated Personnel Salaries Extra Duty Pay for Certificated and Classified Staff
	Title I 5000-5999: Services And Other Operating Expenditures Professional Development Training
	5000-5999: Services And Other Operating Expenditures Training Fees
	1000-1999: Certificated Personnel Salaries Substitute Coverage
	5000-5999: Services And Other Operating Expenditures Printed Material
	Title I

	4000-4999: Books And Supplies Program Components
	5000-5999: Services And Other Operating Expenditures Light Refreshments and snacks
	LCFF Site Discretionary 5000-5999: Services And Other Operating Expenditures Office Materials

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

	Title I 5000-5999: Services And Other Operating Expenditures Advertisement or Printed Material
	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Light Refreshments and snacks
	Title I 4000-4999: Books And Supplies Program Components
	Title I 4000-4999: Books And Supplies Study Trip Admissions Fees
	Title I 5000-5999: Services And Other Operating Expenditures Transportation Costs
	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Office Materials
	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures

	Conference
	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Registration fees and other related costs
	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Program Materials
	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Instructional supplies

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

	Title I 1000-1999: Certificated Personnel Salaries Extra Duty Pay for Certificated and Classified Staff
	Title I 5000-5999: Services And Other Operating Expenditures Professional Development Training
	5000-5999: Services And Other Operating Expenditures Training Fees
	4000-4999: Books And Supplies Printed Materials
	Title I 5000-5999: Services And Other Operating Expenditures Program Components
	5800: Professional/Consulting Services And Operating Expenditures Office Materials

	Title I 5000-5999: Services And Other Operating Expenditures Ancillary Materials

Strategy/Activity 14
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.

	LCFF Site Discretionary 1000-1999: Certificated Personnel Salaries Extra Duty Pay for Certificated and Classified Staff
	LCFF Site Discretionary 5000-5999: Services And Other Operating Expenditures Professional Development Training
	LCFF Site Discretionary 5000-5999: Services And Other Operating Expenditures Training Fees
	4000-4999: Books And Supplies Printed Material
	LCFF Site Discretionary 4000-4999: Books And Supplies Program Components
	4000-4999: Books And Supplies Office Materials
	LCFF Site Discretionary 5000-5999: Services And Other Operating Expenditures Tools
	LCFF Site Discretionary 5000-5999: Services And Other Operating Expenditures Ancillary Materials
	Title I

	5000-5999: Services And Other Operating Expenditures Transportation

Strategy/Activity 15
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.

	LCFF Site Discretionary 1000-1999: Certificated Personnel Salaries Extra-Duty Pay for certificated and or classified staff
	LCFF Site Discretionary 4000-4999: Books And Supplies Incentives
	LCFF Site Discretionary 4000-4999: Books And Supplies Program components
	LCFF Site Discretionary 5000-5999: Services And Other Operating Expenditures Light refreshments

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.

N/A

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

N/A

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

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

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 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

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	$70,783
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$246,000.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$190,500.00
Title I Part A: Parent Involvement	$10,000.00
Title I Part A: Professional Development (PI Schools)	$40,500.00

Subtotal of additional federal funds included for this school: $241,000.00

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

State or Local Programs	Allocation ($)
College Readiness	$5,000.00

Subtotal of state or local funds included for this school: $5,000.00

Total of federal, state, and/or local funds for this school: $246,000.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	52037	-138,463.00
Special Education	15400	15,400.00
EL Supplemental	8700	8,700.00
LCFF Site Discretionary	74096	74,096.00
Title I Part A: Professional Development (PI Schools)		

Expenditures by Funding Source

Funding Source	Amount
College Readiness	5,000.00
Title I	190,500.00
Title I Part A: Parent Involvement	10,000.00
Title I Part A: Professional Development (PI Schools)	40,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	5,500.00
1000-1999: Certificated Personnel Salaries	105,500.00
4000-4999: Books And Supplies	30,000.00
5000-5999: Services And Other Operating Expenditures	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	85,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	College Readiness	5,000.00

	Title I	5,500.00
1000-1999: Certificated Personnel Salaries	Title I	65,000.00
4000-4999: Books And Supplies	Title I	20,000.00
5000-5999: Services And Other Operating Expenditures	Title I	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	85,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	10,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development (PI Schools)	40,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	56,000.00
Goal 2	95,000.00
Goal 3	95,000.00

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

2 Classroom Teachers

1 Other School Staff

1 Parent or Community Members

4 Secondary Students

Name of Members	Role
Kyla Griffin	Principal
Jessica Perri	Classroom Teacher
Jeffrey Whisman	Classroom Teacher
Elisa Natoli	Other School Staff
Jose Ocegueda	Parent or Community Member
Pedro Fermin Reyes	Secondary Student
Devin Rivers	Secondary Student
Aajayla Smith	Secondary Student
Jose Ocegueda	Secondary Student
Damon Lesure	Other School Staff

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:
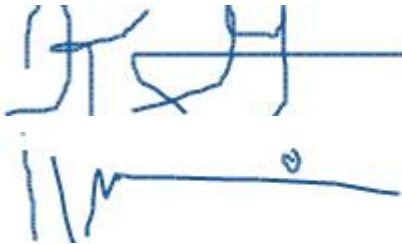
Signature	**Committee or Advisory Group Name**

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 2/26/15.

Attested:

	Principal, Kyla Griffin, Ed.D. on 10/17/19
	SSC Chairperson, Jeff Whisman on 10/17/19

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

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

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

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

Purpose and Description

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

Purpose

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

Description

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

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 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/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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