

School Plan for Student Achievement (SPSA) Template

[Addendum 1](#): Regulatory requirements [Addendum 2](#): General instructions.

[Appendix A](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#)

School Name	La Familia High School		
CDS Code	33736763330032		
Revision Date			
Contact Name and Title	Hector Valdez Principal	Email and Phone	hector.valdez@cvusd.us 760-399-5929
The District Governing Board approved this revision of the SPSA on			

THE STORY: Briefly describe the students and community and how the school serves them.

Principals Message

At La Familia High School, we hold a common vision of school pride and success. Our philosophy and ongoing mission is to create a caring and genuine environment where students may participate in academic growth, model positive social traits, and good citizenship.

La Familia High School is an alternative education school, where students who are credit deficient may increase credits toward graduation. We understand that students have greater needs than just making up lost credit. Therefore, our staff, students, and community members have developed an academic/ social program, which is outlined in our Expected School-wide Learning Results, better known as ESLRs.

Communicate Effectively:

Reading, writing, listening, and knowing how to communicate with others through technology is paramount when living in a global environment.

In the coming year, we will continue to implement writing and literature courses to prepare students for the CST, High School Exit Exam, and other state competency testing.

Students are actively learning to use the computers and other mobile devices while implementing reading and writing skills.

Think and Analyze Critically:

Thinking, analyzing, interpreting, and evaluating ideas are common skills needed to live in a global society. We are offering classes in math and all areas of the curriculum to increase the students' capacities and skill levels to make correct decisions and evaluate circumstances both academically and socially. We encourage students to take an active part in developing personal skills.

Be Productive Citizens:

Opportunities to Develop Talents and Citizenship Responsibilities - To develop students' talents and citizenship, we have

THE STORY: Briefly describe the students and community and how the school serves them.

employed a number of school and community programs. There are several active members of the Student Council who work with faculty members to improve conditions and programs at the school. Students may participate in intramural sports activities with other alternative education schools in the Coachella Valley.

Planning for Future Careers:

Providing Career Planning and Technological Advancement Skills - Career development is a primary objective at La Familia High School. In today's world, students must prepare for a career goal. Our staff, including a full-time counselor, assists students in planning future careers. We encourage students who wish to go to college to apply for various academic scholarships offered throughout the year.

District & School Profile

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

La Familia High School is located in the central region of the district's boundaries and serves students in grades ten through twelve following a traditional calendar. At the beginning of the 2017-18 school year, 131 students were enrolled, including 8.4% students with disabilities, 41.2% English Language Learners, and 98.5% socioeconomically disadvantaged.

SPSA Highlights: Identify and briefly summarize the key features of this year's SPSA.

Highlights of this year's SPSA includes a 22 point gain in English Language Arts for all students, a 36 point gain in Math for our Students with Disabilities (SPED), and an 11 point Math gain for our Migrant students. We are also eager to utilize our new Acellus on line credit recovery program to supplement our curriculum to help students progress toward graduation and to help prepare them for college and career. We are also excited to offer student field trips that are geared toward giving our students hands on experiences related to the core curriculum.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

In looking at the data in the chart below, it is evident that most of our student groups made significant progress in closing the distance from 3 (DF3) - which is Met Standard in English Language Arts. The state of California recognizes any gains of 15 points or more to be a "significant increase". The progress of the different student groups is as follows:
 ALL Students - a 22.4 point gain
 English Learner Students - a 17.7 point gain
 Socio-economically disadvantaged - a 24.9 point gain
 Migrant - a 38.9 point gain.

Our Student with Disabilities (SWD indicated as SPED below) made significant progress in closing the achievement gap in Math, with a 36.5 point gain.

GREATEST PROGRESS

2017-2018		La Familia								
La Familia Continuation High		Grade_11								
		ELA				Math				
Student Subgroups	Current DF3	Previous DF3	Change in DF3	% Met or Exceeded	Previous % Met or Exceeded	Current DF3	Previous DF3	Change in DF3	% Met or Exceeded	Previous % Met or Exceeded
All	-111.77	-134.21	22.44	5%	6%	-208.82	-199.98	-8.84	0%	0%
EL	-147.00	-164.67	17.67	0%	3%	-233.65	-223.16	-10.49	0%	0%
SPED	-208.67	-170.60	-38.07	0%	0%	-229.67	-266.20	36.53	0%	0%
SED	-110.69	-135.59	24.89	6%	7%	-204.15	-200.08	-4.07	0%	0%
Migrant	-118.73	-157.70	38.97	0%	10%	-207.18	-218.90	11.72	0%	0%

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Our greatest needs are most evident in our performance in Math. Three of the five student groups noted did not make progress in closing the distance from 3 (DF3) - or standard met. SPED students and Migrant students are the exceptions, with a 36.5 point gain and a 11.7 point gain respectively. When looking at the percentage of students who met or exceeded standards - none of our student groups have met or exceeded standard in Math, even though we are making progress with our SPED and Migrant students.

GREATEST NEEDS

In looking at our Attendance/Chronic Absenteeism data, we find this is also an area of Need. La Familia High School's attendance rate in 2017-18 was 85.99% compared to a district average of 87.3%. La Familia High School's chronic absenteeism rate in 2017-18 was 29.7% compared to a district average of 12.3%.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

2017-2018	La Familia									
La Familia Continuation High	Grade_11									
	ELA					Math				
Student Subgroups	Current DF3	Previous DF3	Change in DF3	% Met or Exceeded	Previous % Met or Exceeded	Current DF3	Previous DF3	Change in DF3	% Met or Exceeded	Previous % Met or Exceeded
All	-111.77	-134.21	22.44	5%	6%	-208.82	-199.98	-8.84	0%	0%
EL	-147.00	-164.67	17.67	0%	3%	-233.65	-223.16	-10.49	0%	0%
SPED	-208.67	-170.60	-38.07	0%	0%	-229.67	-266.20	36.53	0%	0%
SED	-110.69	-135.59	24.89	6%	7%	-204.15	-200.08	-4.07	0%	0%
Migrant	-118.73	-157.70	38.97	0%	10%	-207.18	-218.90	11.72	0%	0%

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

While many of the student groups are performing in the Very Low range, the Distance from 3 (met standard) for ELA, our EL, SPED, and Migrant students continue to perform below that of ALL students. Our SPED student sub group remains the lowest of all the sub groups performing almost double that of our ALL students. The same is true for Math in that all student sub groups are performing in the Very Low range, the Distance from 3(met standard), EL and SPED sub groups performed below that of our All student group. Steps being taken to address the identified performance gaps is to focus on each sub group and provide intense interventions including the new Acellus on-line curriculum to provide students with the additional support they need to close the achievement gap. We will also implement a data analysis process that we can use to help drive instruction to meet the needs of all students. We are also embedding technology in the instruction to be used as an assessment tool.

PERFORMANCE GAPS

2017-2018	La Familia									
La Familia Continuation High	Grade_11									
	ELA					Math				
Student Subgroups	Current DF3	Previous DF3	Change in DF3	% Met or Exceeded	Previous % Met or Exceeded	Current DF3	Previous DF3	Change in DF3	% Met or Exceeded	Previous % Met or Exceeded
All	-111.77	-134.21	22.44	5%	6%	-208.82	-199.98	-8.84	0%	0%
EL	-147.00	-164.67	17.67	0%	3%	-233.65	-223.16	-10.49	0%	0%
SPED	-208.67	-170.60	-38.07	0%	0%	-229.67	-266.20	36.53	0%	0%
SED	-110.69	-135.59	24.89	6%	7%	-204.15	-200.08	-4.07	0%	0%
Migrant	-118.73	-157.70	38.97	0%	10%	-207.18	-218.90	11.72	0%	0%

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth.

We plan on implementing the following to help support all student groups:

- * Establish common assessments for data analysis to guide instruction and to increase student achievement
- * Embed technology as instructional and assessment tools
- * Increase Parent Involvement
- * Use Interim Assessment Benchmark data to guide instruction
- * Implement Focus on Writing across the curriculum
- * ELA, Focus on Target 3, write/revise brief text: apply a variety of writing strategies when writing/revising one or more paragraphs of explanatory text
- * Math, Focus on target A & B, Number and Quantities

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Title I 2018-19 Preliminary Allocation

\$5,006

LCFF S/C Funding

\$5,668

Other funding: 2017-18 Title I Carry-over (15% allowable)

\$185

Other funding: 2018-19 Title I District Parent Involvement

\$726

\$11,585

Total Projected funding for SPSA 2018-19

Annual Update 2018-19

SPSA Year Reviewed: 2017-18

[CA Data Dashboard](#)

Goal 1

Increase student achievement and other pupil outcomes to prepare all students for college, career and citizenship in the 21st Century.

1 X 2 3 X 4 5 6 X 7 X 8

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>State Priority: 2- Implementation of State standards: CVUSD will use the proposed Option 2: Reflection Tool from CA Dashboard.</p> <p>CA Dashboard Reflection Tool rating scale: 1-Exploration and Research Phase 2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability.</p> <p>I) Professional Development: Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum framework</p> <p>II. Instructional Materials: Rate in making instructional materials that are aligned to CCSS and/or curriculum frameworks identified in all classrooms where the subject is taught</p> <p>III. Progress Implementing Policies/Programs: Rate progress in implementing policies or programs to</p>	<p>2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.</p> <p>Rate your school</p> <p>I) Professional Development: ELA CCSS: ELD (Aligned to ELA Standards): 3 Math CCSS: 1 Science NGSS: 1 History- Social Science: 1</p> <p>II. Instructional Materials: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 1 Science NGSS: 1 History- Social Science: 1</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 3</p>	<p>2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.</p> <p>Rate your school</p> <p>I) Professional Development: ELA CCSS: ELD (Aligned to ELA Standards): 3 Math CCSS: 2 Science NGSS: 2 History- Social Science: 1</p> <p>II. Instructional Materials: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 2 Science NGSS: 2 History- Social Science: 1</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 3</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>support staff in identifying adopted academic standards and/or curriculum frameworks (e.g. Collaboration, focused classroom walkthroughs, teacher pairing).</p> <p>IV. Rate the School's progress in Implementing standards for CTE/Health/PE/VAPA/World Language.</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff as a whole:</p> <p>B) Identifying professional learning needs for individual teachers and staff:</p> <p>C) Providing support for teachers on standards they have not mastered:</p> <p>VI. EL Access to Common Core and ELD standards: __</p>	<p>ELD (Aligned to ELA Standards): 3 Math CCSS: 2 Science NGSS: 2 History- Social Science: 2</p> <p>IV. Progress Implementing other adopted academic standards: CTE: 1 Health Education: 1 PE: 1 VAPA: 2 World Lang: 2</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 2</p> <p>B) Identifying professional learning needs for teachers and staff: 2</p> <p>C) Providing support for teachers on standards they have not mastered:2</p>	<p>ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 3 History- Social Science: 2</p> <p>IV. Progress Implementing other adopted academic standards: CTE: 2 Health Education: 2 PE: 2 VAPA: 2 World Lang: 2</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 3</p> <p>B) Identifying professional learning needs for teachers and staff: 3</p> <p>C) Providing support for teachers on standards they have not mastered :2</p>
<p>State Priorities: 4-Pupil Achievement & 8-Other Pupil Outcomes</p> <p>C. A-G Completion</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>C. A-G Completion Rate: 1%</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>C. A-G Completion Rate: % 0</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
D. EL progress (% of EL students improving 1 CELDT Proficiency Level)	D. EL progress: 35%	D. EL progress: %
E. EL reclassification	E. EL reclassification: 5%	E. EL reclassification: 39.0%
F. % of pupils who pass AP exam (Scored 3+)	F. % of pupils who pass AP exam: %	F. % of pupils who pass AP exam: 0%
G. % of pupils who participate in/demonstrate college preparedness on assessment SBAC (11th graders who meet or exceed ELA & Math Standards & placement on CA 5by5 Grid)	G. % of pupils who participate in/demonstrate college preparedness on assessment SBAC	G. 0% of pupils who participate in/demonstrate college preparedness on assessment SBAC
	% of pupils met or exceeded standards for:	% of pupils met or exceeded standards for:
	ELA: All Students: 8% English Learners: 5% Migrant: 10% Socioeconomically Disadvantaged: 8% Hispanic/Latino: 9 % Students with disabilities: 2%	ELA: All Students: 5% English Learners: 0% Migrant: 0% Socioeconomically Disadvantaged: 6% Hispanic/Latino: 0% Students with disabilities: 0%
	MATH: All Students: 2% English Learners: 2 % Migrant: 2% Socioeconomically Disadvantaged: 2% Hispanic/Latino: 2% Students with disabilities: 2 %	MATH: All Students: 0% English Learners: 0% Migrant: 0% Socioeconomically Disadvantaged: 0% Hispanic/Latino: 0% Students with disabilities: 0%

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>State Priority: 7-Course Access</p> <p>A. A broad course of study: CTE Pathway Completion</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Placement on CA 5by5 Grid</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs: Percentage of students meeting or exceeding standards on SBAC or CAA</p>	<p>7- Course Access:</p> <p>A. A broad course of study: CTE Pathway Completion Rate: n/a</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p> <p>Placement on 5 by 5 Grid: 1) All Students: ELA Color: Red Status: Very Low Distance/points from 3: -128 Change: Increased Points change: 7</p> <p>Math Color: Red Status: Very Low Distance/points from 3: -194 Change: Increased Points change: 5</p>	<p>7- Course Access:</p> <p>A. A broad course of study: CTE Pathway Completion Rate: n/a</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p> <p>Placement on 5 by 5 Grid: 1) All Students: ELA Color: Orange Status: Very Low Distance/points from 3: -112 Change: Increased Points change: +22.4</p> <p>Math Color: Red Status: Very Low Distance/points from 3: -209 Change: Decreased Points change: -8.5</p> <p>2) English Learners: ELA Color: Orange Status: Very Low Distance/points from 3: -147 Change: Increased Points change: +17.7</p> <p>Math Color: Red Status: Very Low Distance/points from 3: -234 Change: Decreased Points change: -10.5</p> <p>3) Migrant:</p>

Metric/Indicator

Expected Outcomes

Actual Outcomes

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<p>ELA Color: Orange Status: Very Low Distance/points from 3: -119 Change: Increased Significantly Points change: +38.9</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -207 Change: Increased Points change: +11.7</p> <p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -110.7 Change: Increased Points change: +24.9</p> <p>Math Color: Red Status: Very Low Distance/points from 3: -204.2 Change: Decreased Points change: -4.1</p> <p>5) Hispanic/Latino: ELA Color: Status: Distance/points from 3: Change: Points change:</p> <p>Math Color: Status: Distance/points from 3: Change: Points change:</p> <p>C. Programs/Services developed and provided to</p>
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Metric/Indicator	Expected Outcomes	Actual Outcomes
		individuals with exceptional needs: 1) Students with disabilities: Placement on 5 by 5 Grid: ELA Color: Red Status: Very Low Distance/points from 3: -209 Change: Decreased Points change: -38.1 Math Color: Orange Status: Very Low Distance/points from 3: -229.7 Change: Increased Points change: +36.5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1A. On site training with TOSAs from the English Learner Department. \$0 1B. Substitutes for on site EL training - teacher pull-out. \$1,500 Title I 1C. Sub Costs for EL training \$300 Title I 1D. Extra services for certificated personnel for professional development training. \$3,365 Title I 1E. Supplemental instructional materials that teachers will use to enhance their instructional delivery and help to differentiate instruction. \$4,774	1A. \$0 1B. \$0 1C. \$0 1D. \$0 1E. Was spent on Acellus on-line curriculum and a 9 computer portable lab.		

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Acellus on line curriculum and computer lab were purchased at the tail end of the school year. Implementation included teacher training on the new program and equipment.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

Currently, about 70 percent of students are utilizing the supplemental on line curriculum with a focus on credit recovery.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We were able to use our discretionary budget for items 1A, 1B, 1C, and 1D. The entire budget for 1E was used on the Acellus on line curriculum and the 9 computer portable lab.

Describe any changes made to this 2016-17 goal, expected outcomes, metrics, or actions and services to achieve this goal as a result. Include specific examples of how these changes have led to improved student performance. Identify where those changes can be found in the SPSA.

n/a

Annual Update 2018-19

SPSA Year Reviewed: 2017-18

[CA Data Dashboard](#)

Goal 2

Improve conditions of learning in a fiscally solvent and operationally efficient manner.

X 1 2 3 4 5 6 7 8

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes	
<p>State Priority: 1. Basic Services</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT) report on Restrooms and Overall School Rating</p>	<p>1.Basic Services</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT):</p> <p>Overall: Rated Good with 92%</p> <p>Restrooms: Rated Good with 92%</p>	<p>Conducted routine monthly inspections to the site. Repair work orders were taken care of within 24 hrs. Added a sink with water access to the Art room to support water color art projects. Also added two water fountains in the student common area for students and staff.</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): N/A, facilities were not inspected.</p>	
<p>Planned Actions/Services</p>	<p>Actual Actions/Services</p>	<p>Proposed Expenditures</p>	<p>Estimated Actual Expenditures</p>

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

[Redacted area]

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

[Redacted area]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Redacted area]

Describe any changes made to this 2016-17 goal, expected outcomes, metrics, or actions and services to achieve this goal as a result. Include specific examples of how these changes have led to improved student performance. Identify where those changes can be found in the SPSA.

[Redacted area]

Annual Update 2018-19

SPSA Year Reviewed: 2017-18

[CA Data Dashboard](#)

Goal 3

Increase engagement and collaboration among students, parents, staff and community members.

1 2 X 3 4 X 5 X 6 7 8

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>State Priority:3- Parental Involvement</p> <p>A) CVUSD will use the proposed Option 1: Survey from CA Dashboard (LEA administers a local survey to parents/guardians in at least one grade within each grade span):</p> <p>B) Seeking input from parents in decision making:</p> <p>3) Promoting Parental Participation:</p>	<p>3- Parental Involvement</p> <p>A) Administer Parent Survey in grades 11 for at least 20 families.</p> <p>B) Seeking input from parents in decision making: We will meet quorum for at least 6 times a year for the following parent committees: SCC and ELAC.</p> <p>C) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.</p>	<p>3- Parental Involvement, *Schedule a coffee with the Principal and 5 families attended. *Had five student award ceremonies where 5 to 10 parents attended. *Had home softball game where 3 parents attended.</p> <p>A) Administer Parent Survey in grades 11 for at least 20 families. *We had 12 families complete the parent surveys</p> <p>B) Seeking input from parents in decision making: We met quorum 6 times a year for the following parent committees: SCC and ELAC.</p> <p>C) Promoting Parental Participation: At least 4 percent of our parent population (unduplicated) attended our parenting workshops as measured by sign in sheets.</p>
<p>State Priority: Pupil Engagement</p>	<p>5-Pupil Engagement</p>	<p>5-Pupil Engagement</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
A. School Attendance B. Chronic Absenteeism D. High School Dropout Rate E. High School Graduation Rate	A. School Attendance rate: 88% B. Chronic Absenteeism rate: 47% D. 2015-16 High School Dropout rate: 15% E. 2015-16 High School Graduation rate: 77.5%	A. School Attendance rate: 91.36% B. Chronic Absenteeism rate: 29.70% D. 2016-17 High School Dropout rate: 11.9% E. 2016-17 High School Graduation rate: 70.2%
6-School Climate A. Pupil suspension rate B. Pupil expulsion rate C. California Healthy Kids School Survey	6-School Climate A. Pupil suspension rate: 1% B. Pupil expulsion rate: 0% C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.	6-School Climate A. Pupil suspension rate: 7% B. Pupil expulsion rate: 0% C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS. Not available yet

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1A. Purchase supplies, instructional materials, and education services to support and develop Family Involvement and Engagement and Parent Education Opportunities. \$680 Title I	Used discretionary budget for supplies and materials so budget monies were used on technology purchase to support identified need through School Site Council.	1A. 4000-4999: Books And Supplies Title I 680	\$680 was spent on new identified need through School Site Council which was increase technology for lab support.

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

To increase stakeholder engagement, we invited parents to several school events including Awards Ceremonies, sports events, Back to School night, School Site Council, and "Coffee with the Principal." We also held workshop for Social and Emotional support.

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

These events that stakeholders were invited to were regularly attended by parents and students. We also had an increase in school attendance, and a reduction in chronic absenteeism, and high school drop out.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Money for 1A. was actually used to purchase technology to increase lab support to target parent training on Aeries Parent Portal.

Describe any changes made to this 2016-17 goal, expected outcomes, metrics, or actions and services to achieve this goal as a result. Include specific examples of how these changes have led to improved student performance. Identify where those changes can be found in the SPSA.

Changes made from 2016-17 were in the monies allocated for this goal. We were able use discretionary funds for supplies and instructional material. Through School Site Council, it was identified that more technology for lab support was needed so the budgeted monies were used to support that change. The change can be found in the SPSA Annual Evaluation/Addendum.

Stakeholder Engagement

SPSA Year

2018–19

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

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

Stakeholders are invited to join the School Site Council (SSC). SSC is composed of three students, three parents, four teachers, the principal, and 1 other staff member. All members, except the principal, are elected for a two-year term. The teachers represent the entire staff and have the responsibility to ensure that the SPSA reflects the needs of the students. Critical learning needs are identified in Leadership and staff meetings and are disseminated to all faculty. School Site Council meetings are held monthly and are the vehicle to develop, review and evaluate school improvement programs and the school budget.

IMPACT ON SPSA AND ANNUAL EVALUATION AND ANALYSIS

How did these stakeholders impact the SPSA for the upcoming year?

The School Site Council developed strategies to best address the identified critical learning needs of our students. They worked in collaboration with staff and the Principal to allocate funds from the budget to address the specific needs of the students.

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Hector Valdez	X				
Manuel Arriaga		X			
Luis Cardenas		X			
Manuel Pedro		X			
Stephen Reed		X			
Sergio Becerra			X		
Petra Villegas				X	
Susana Jaravito				X	
Angelica Rayos				X	
Yasmin Villegas					X
Moises Romero					X
Andres Mendez					X
Numbers of members of each category:	1	4	1	3	3

Goals, Actions, & Services 2018-19

Strategic Planning Details and Accountability

New	X Modified	Unchanged
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Goal 1

LEA Goal: Increase student achievement and other pupil outcomes to prepare all students for college, career and citizenship in the 21st Century.

School Goal: Increase graduation rates by 2%

State and/or Local Priorities Addressed by this goal:

STATE	1	X 2	3	X 4	5	6	X 7	X 8
COE	9	10						
LOCAL								

Identified Need

Our current graduation rate is approximately 78%

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator		X Modified	X Modified
	Baseline	2017-18	Unchanged	Unchanged
		2018-19	2019-20	
<p>State Priority: 2- Implementation of State standards: CVUSD will use the proposed Option 2: Reflection Tool from CA Dashboard.</p> <p>CA Dashboard Reflection Tool rating scale: 1-Exploration and Research Phase 2- Beginning Development 3- Initial Implementation 4- Full Implementation 5- Full Implementation and Sustainability.</p> <p>I) Professional Development: Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards</p>	<p>2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.</p> <p>Rate your school</p> <p>I) Professional Development: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 1</p>	<p>2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.</p> <p>Rate your school</p> <p>I) Professional Development: ELA CCSS: ELD (Aligned to ELA Standards): 3 Math CCSS: 1</p>	<p>2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.</p> <p>Rate your school</p> <p>I) Professional Development: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 2</p>	<p>2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.</p> <p>Rate your school</p> <p>I) Professional Development: ELA CCSS: 5 ELD (Aligned to ELA Standards): 5 Math CCSS: 3</p>

	Baseline reflects most recent data from associated metric/indicator		X Modified Unchanged	X Modified Unchanged
Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>and/or curriculum framework</p> <p>II. Instructional Materials: Rate in making instructional materials that are aligned to CCSS and/or curriculum frameworks identified in all classrooms where the subject is taught.</p> <p>III. Progress Implementing Policies/Programs: Rate progress in implementing policies or programs to support staff in identifying adopted academic standards and/or curriculum frameworks (e.g. Collaboration, focused classroom walkthroughs, teacher pairing).</p> <p>IV. Rate the School's progress in Implementing standards for CTE/Health/PE/VAPA/World Language.</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff as a whole:</p>	<p>Science NGSS: 1 History- Social Science: 1</p> <p>II. Instructional Materials: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 1 Science NGSS: 1 History- Social Science: 1</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 2 Science NGSS: 2 History- Social Science: 2</p> <p>IV. Progress Implementing other adopted academic standards: CTE: 1 Health Education: 1 PE: 1 VAPA: 2 World Lang: 2</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 2</p>	<p>Science NGSS: 1 History- Social Science: 1</p> <p>II. Instructional Materials: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 1 Science NGSS: 1 History- Social Science: 1</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 2 Science NGSS: 2 History- Social Science: 2</p> <p>IV. Progress Implementing other adopted academic standards: CTE: 1 Health Education: 1 PE: 1 VAPA: 2 World Lang: 2</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 2</p>	<p>Science NGSS: 2 History- Social Science: 2</p> <p>II. Instructional Materials: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 2 Science NGSS: 2 History- Social Science: 2</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 3 Science NGSS: 3 History- Social Science: 3</p> <p>IV. Progress Implementing other adopted academic standards: CTE: 2 Health Education: 2 PE: 2 VAPA: 3 World Lang: 3</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 3</p>	<p>Science NGSS: 3 History- Social Science: 3</p> <p>II. Instructional Materials: ELA CCSS: 4 ELD (Aligned to ELA Standards): 5 Math CCSS: 3 Science NGSS: 3 History- Social Science: 3</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 5 ELD (Aligned to ELA Standards): 5 Math CCSS: 4 Science NGSS: 4 History- Social Science: 4</p> <p>IV. Progress Implementing other adopted academic standards: CTE: 3 Health Education: 3 PE: 3 VAPA: 4 World Lang: 4</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 4</p>

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	X Modified Unchanged 2018-19	X Modified Unchanged 2019-20
<p>B) Identifying professional learning needs for individual teachers and staff:</p> <p>C) Providing support for teachers on standards they have not mastered:</p> <p>VI. EL Access to Common Core and ELD standards: __</p>	<p>B) Identifying professional learning needs for individual teachers and staff: 2</p> <p>C) Providing support for teachers on standards they have not mastered: 2</p>	<p>B) Identifying professional learning needs for teachers and staff: 2</p> <p>C) Providing support for teachers on standards they have not mastered:2</p>	<p>B) Identifying professional learning needs for teachers and staff: 3</p> <p>C) Providing support for teachers on standards they have not mastered:3</p>	<p>B) Identifying professional learning needs for teachers and staff: 4</p> <p>C) Providing support for teachers on standards they have not mastered:4</p>
<p>State Priorities: 4-Pupil Achievement & 8-Other Pupil Outcomes</p> <p>C. A-G Completion</p> <p>D. EL progress (% of EL students improving 1 CELDT Proficiency Level)</p> <p>E. EL reclassification</p> <p>F. % of pupils who pass AP exam (Scored 3+)</p> <p>G. % of pupils who participate in/demonstrate college preparedness on assessment SBAC (11th graders who meet or exceed ELA & Math Standards & placement on CA 5by5 Grid)</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>C. A-G Completion Rate: 0%</p> <p>D. EL progress: 33.3%</p> <p>E. EL reclassification: 3.4%</p> <p>F. % of pupils who pass AP exam: 0%</p> <p>G. % of pupils who participate in/demonstrate college preparedness on assessment SBAC</p> <p>2016-17 SBAC (source: EADMS CAASPP)</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>C. A-G Completion Rate: 1%</p> <p>D. EL progress: 35%</p> <p>E. EL reclassification: 5%</p> <p>F. % of pupils who pass AP exam: %</p> <p>G. % of pupils who participate in/demonstrate college preparedness on assessment SBAC</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>C. A-G Completion Rate: 2%</p> <p>D. EL progress: 40%</p> <p>E. EL reclassification: 10%</p> <p>F. % of pupils who pass AP exam: %</p> <p>G. % of pupils who participate in/demonstrate college preparedness on assessment SBAC</p>	<p>4-Pupil Achievement & 8-Other Pupil Outcomes:</p> <p>C. A-G Completion Rate: 4%</p> <p>D. EL progress: 45%</p> <p>E. EL reclassification: 15%</p> <p>F. % of pupils who pass AP exam: %</p> <p>G. % of pupils who participate in/demonstrate college preparedness on assessment SBAC</p>

Baseline reflects most recent data from associated metric/indicator

X Modified Unchanged

X Modified Unchanged

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Dashboard)
% of pupils met or exceeded standards for:

ELA:
All Students 6.8%
English Learners 3.6%
R-FEPS 9.1%
Migrant 8.3%
Socioeconomically Disadvantaged 6.1%
Hispanic/Latino 7%
Students with disabilities 0%

MATH:
All Students 0%
English Learners 0%
R-FEPS 0%
Migrant 0%
Socioeconomically Disadvantaged 0%
Hispanic/Latino 0%
Students with disabilities 0%

2015-16 SBAC
(source: cde.ca.gov)
% of pupils met or exceeded standards for:

ELA:
All Students 16%
English Learners 6%
R-FEP 31%
Migrant n/a
Socioeconomically Disadvantaged 16%
Hispanic/Latino 16%
Students with disabilities 0%

MATH:
All Students 0%
English Learners 0%
R-FEPS 0%

% of pupils met or exceeded standards for:

ELA:
All Students 8%
English Learners 5%
Migrant 10%
Socioeconomically Disadvantaged 8%
Hispanic/Latino 9 %
Students with disabilities 2%

MATH:
All Students 2%
English Learners 2 %
Migrant 2%
Socioeconomically Disadvantaged 2%
Hispanic/Latino 2%
Students with disabilities 2 %

% of pupils met or exceeded standards for:

ELA:
All Students: 10%
English Learners: 5%
Migrant: 8%
Socioeconomically Disadvantaged: 10%
Hispanic/Latino: 10%
Students with disabilities: 4%

MATH:
All Students: 4%
English Learners: 4%
Migrant: 4 %
Socioeconomically Disadvantaged: 4%
Hispanic/Latino: 4 %
Students with disabilities: 4%

% of pupils met or exceeded standards for:

ELA:
All Students: 14%
English Learners: 10%
Migrant: 12 %
Socioeconomically Disadvantaged: 14%
Hispanic/Latino: 14%
Students with disabilities: 6%

MATH:
All Students: 6%
English Learners: 6%
Migrant: 6%
Socioeconomically Disadvantaged: 6%
Hispanic/Latino: 6%
Students with disabilities: 6 %

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	X Modified Unchanged	X Modified Unchanged
	Baseline		2018-19	2019-20
	Migrant n/a Socioeconomically Disadvantaged 0% Hispanic/Latino 0% Students with disabilities n/a			
<p>State Priority: 7-Course Access</p> <p>A. A broad course of study: CTE Pathway Completion</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Placement on CA 5by5 Grid</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs: Percentage of students meeting or exceeding standards on SBAC or CAA</p>	<p>7- Course Access:</p> <p>A. A broad course of study: CTE Pathway Completion Rate: n/a</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p> <p>Preliminary 2016-17 Placement on 5 by 5 Grid: 1) All Students:</p> <p>ELA Color: Red Status: Very Low Distance/points from 3: -135.3 Change: Decreased Significantly Points change: -60.0</p> <p>Math Color: Red Status: Very Low Distance/points from 3: -199.0 Change: Decreased Significantly Points change: -12.7</p>	<p>7- Course Access:</p> <p>A. A broad course of study: CTE Pathway Completion Rate: n/a</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p> <p>Placement on 5 by 5 Grid: 1) All Students:</p> <p>ELA Color: Red Status: Very Low Distance/points from 3: -128 Change: Increased Points change: 7</p> <p>Math Color: Red Status: Very Low Distance/points from 3: -194 Change: Increased Points change: 5</p>	<p>7- Course Access:</p> <p>A. A broad course of study: CTE Pathway Completion Rate:___%</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p> <p>Placement on 5 by 5 Grid: 1) All Students:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -101 Change: Increased Points change: +10</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -198 Change: Increased Points change: +10</p> <p>2) English Learners:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -137 Change: Increased Points change: +10</p>	<p>7- Course Access:</p> <p>A. A broad course of study: CTE Pathway Completion Rate___%</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p> <p>Placement on 5 by 5 Grid: 1) All Students:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -91 Change: Increased Points change: +10</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -188 Change: Increased Points change: +10</p> <p>2) English Learners:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -127 Change: Increased Points change: +10</p>

Baseline reflects most recent data from associated metric/indicator

X Modified
Unchanged

X Modified
Unchanged

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

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<p>Math Color: Orange Status: Very Low Distance/points from 3: -223 Change: Increased Points change: +10</p> <p>3) Migrant: ELA Color: Orange Status: Very Low Distance/points from 3: -108 Change: Increased Points change: +10</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -208 Change: Increased Points change: +10</p> <p>4) Socioeconomically Disadvantaged: ELA Color: Orange Status: Very Low Distance/points from 3: -100 Change: Increased Points change: +10</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -190 Change: Increased Points change: +10</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs: 1) Students with disabilities: Placement on 5 by 5 Grid:</p>

<p>Math Color: Orange Status: Very Low Distance/points from 3: -213 Change: Increased Points change: +10</p> <p>3) Migrant: ELA Color: Orange Status: Very Low Distance/points from 3: -98 Change: Increased Points change: +10</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -198 Change: Increased Points change: +10</p> <p>4) Socioeconomically Disadvantaged: ELA Color: Orange Status: Very Low Distance/points from 3: -90 Change: Increased Points change: +10</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -180 Change: Increased Points change: +10</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs: 1) Students with disabilities: Placement on 5 by 5 Grid:</p>

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	X Modified Unchanged	X Modified Unchanged
	Baseline		2018-19	2019-20
			ELA Color: Orange Status: Very Low Distance/points from 3: -198 Change: Decreased Points change: +10 Math Color: Orange Status: Very Low Distance/points from 3: -219 Change: Increased Points change: +10	ELA Color: Orange Status: Very Low Distance/points from 3: -188 Change: Decreased Points change: +10 Math Color: Orange Status: Very Low Distance/points from 3: -209 Change: Increased Points change: +10

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	X All	English Learners	Students with Disabilities	Foster Youth	Low Income

ACTIONS/SERVICES

2018-19

New	X Modified	Unchanged
Professional Development for teachers to promote academic achievement for all students.		

2018-19

Amount

Budget Reference Expenditure Description

PLANNED ACTIONS / SERVICES

Amount	\$1,500.00
Source	Title I 3010
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Substitutes for staff - teacher pull-out
Amount	\$300.00
Source	Title I 3010
Budget Reference Expenditure Description	3000-3999: Employee Benefits Benefits for Substitutes for on site EL training - teacher pull-out
Amount	\$3,391.00
Source	Title I 3010
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Supporting certificated school staff to enhance their instructional and professional practices to better differentiate instructional delivery, and to enhance their intervention techniques through hands on in field experience for students.
Amount	\$5,668.00
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	4000-4999: Books And Supplies Purchase supplemental instructional materials that teachers will use to enhance their instructional delivery and help to differentiate instruction for students, with an emphasis on EL students.

Action **2**ACTIONS/SERVICES**2018-19**

Goals, Actions, & Services 2018-19

Strategic Planning Details and Accountability

New	X Modified	Unchanged
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Goal 2

LEA Goal: Improve conditions of learning in a fiscally solvent and operationally efficient manner.
School Goal: Conduct routine inspections to facilitate remedying issues in a timely manner.

State and/or Local Priorities Addressed by this goal:

STATE	X	1	2	3	4	5	6	7	8
COE		9	10						
LOCAL									

Identified Need

The need to create a safe learning environment for students is to support academic achievement for all.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	Modified Unchanged 2018-19	Modified Unchanged 2019-20
State Priority: 1. Basic Services A. Access to Curriculum- Aligned Instructional Materials: Williams Report B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT) report on Restrooms and Overall School Rating	1.Basic Services A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): Due to La Familia High School relocating temporarily to the Coachella Valley High School (CVHS) campus - we are unable to establish a baseline for La Familia High School. The goals are in line with CVHS's goals for the next 3 years (dependent on how long La Familia High School	1.Basic Services A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): Overall: Rated Good with 92% Restrooms: Rated Good with 92%	1.Basic Services A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): Overall: Rated Good with 93% Restrooms: Rated Good with 93%	1.Basic Services A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT): Overall: Rated Good with 94% Restrooms: Rated Good with 94%

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	Modified Unchanged	Modified Unchanged
	Baseline		2018-19	2019-20
	will continue to be located on the CVHS campus.			

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:					
<u>Students to be Served</u>	X All	English Learners	Students with Disabilities	Foster Youth	Low Income
	X				

ACTIONS/SERVICES

2018-19

New	X Modified	Unchanged
Maintain and improve facilities by performing regular facility inspections and submitting work orders in a timely manner.		

2018-19

Amount	0
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Action **2**

ACTIONS/SERVICES

2018-19

Goals, Actions, & Services 2018-19

Strategic Planning Details and Accountability

New	X Modified	Unchanged
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Goal 3

LEA Goal: Increase engagement and collaboration among students, parents, staff and community members.

School Goal: Improve family and community involvement with parents as partners in the school community.

State and/or Local Priorities Addressed by this goal:

STATE	1	2	X 3	4	X 5	X 6	7	8
COE	9	10						
LOCAL								

Identified Need

The analysis of the 2016-2017 attendance data revealed that too few opportunities for families to be involved outside of traditional means of parent conferences, back to school night, and graduation. Also a low percentage of parent attendance at SSC and similar meetings. Research shows that when families are partners in the school community, student achievement increases.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	Modified Unchanged	Modified Unchanged
	Baseline		2018-19	2019-20
<p>State Priority:3- Parental Involvement</p> <p>A) CVUSD will use the proposed Option 1: Survey from CA Dashboard (LEA administers a local survey to parents/guardians in at least one grade within each grade span):</p> <p>B) Seeking input from parents in decision making:</p>	<p>3- Parental Involvement</p> <p>A) CVUSD administered a local survey to parents/guardians in at least one grade level within each grade level span in May, 2017. There were 611 responses from the following stakeholders:</p> <p>Students: 274 Parents: 46 Teachers: 272</p> <p>B) Seeking input from parents in decision making: We met quorum 0 times a year for the following parent committees:</p>	<p>3- Parental Involvement</p> <p>A) Administer Parent Survey in grades 11 for at least 20 families.</p> <p>B) Seeking input from parents in decision making: We will meet quorum for at least 6 times a year for the following parent</p>	<p>3- Parental Involvement</p> <p>A) Administer Parent Survey in grades 10 and 11 for at least 25 families.</p> <p>B) Seeking input from parents in decision making: We will meet quorum for at least 6 times a year for the following parent</p>	<p>3- Parental Involvement</p> <p>A) Administer Parent Survey in grades 10, 11, and 12 for at least 50 families.</p> <p>B) Seeking input from parents in decision making: We will meet quorum for at least 6 times a year for the following parent</p>

	Baseline reflects most recent data from associated metric/indicator		Modified Unchanged	Modified Unchanged
Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3) Promoting Parental Participation:	SCC and ELAC. C) Promoting Parental Participation: 2 % of our parent population (unduplicated) attended our parenting workshops as measured by sign in sheets.	committees: SCC and ELAC. C) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.	committees: SCC and ELAC. C) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.	committees: SCC and ELAC. C) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.
State Priority: Pupil Engagement A. School Attendance B. Chronic Absenteeism D. High School Dropout Rate E. High School Graduation Rate	5-Pupil Engagement A. School Attendance rate: 86.3% B. 2016-17 Chronic Absenteeism rate: 49.2 % D. 2015-16 High School Dropout rate: 16.3% E. 2015-16 High School Graduation rate: 75.5%	5-Pupil Engagement A. School Attendance rate: 88% B. Chronic Absenteeism rate: 47% D. High School Dropout rate: 15% E. High School Graduation rate: 77.5%	5-Pupil Engagement A. School Attendance rate: 92% B. Chronic Absenteeism rate: 24% D. High School Dropout rate: 10% E. High School Graduation rate: 77%	5-Pupil Engagement A. School Attendance rate: 94% B. Chronic Absenteeism rate: 20% D. High School Dropout rate: 8% E. High School Graduation rate: 82%
6-School Climate A. Pupil suspension rate B. Pupil expulsion rate C. California Healthy Kids School Survey	6-School Climate A. 2015-16 Pupil suspension rate: 1% B. 2015-16 Pupil expulsion rate: 0% C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.	6-School Climate A. Pupil suspension rate: 1% B. Pupil expulsion rate: 0% C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.	6-School Climate A. Pupil suspension rate: 1% B. Pupil expulsion rate: 0% C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.	6-School Climate A. Pupil suspension rate: 1% B. Pupil expulsion rate: 0% C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.

PLANNED ACTIONS / SERVICES

Action **1**

ACTIONS/SERVICES

Amount	\$726.00
Source	Title I 3010
Budget Reference Expenditure Description	4000-4999: Books And Supplies Purchase supplies, instructional materials, and education services to support and develop Family Involvement and Engagement and Parent Education Opportunities
Amount	0
Budget Reference Expenditure Description	Host several student awards nights and invite parents
Amount	0
Budget Reference Expenditure Description	Establish and host several School Site Council's to have parents participate

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

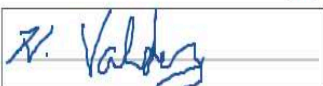
Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 10/26/18 .

Attested:

Typed Name of School Principal

Clear




Signature of School Principal

Date

Typed Name of SSC Chairperson

Clear



Signature of SSC Chairperson

Date

SPSA Annual Evaluation

School Name: La Familia High School School Year: 2017-18

SPSA Goal	SPSA Strategies/Actions	What is Working?	What is Not Working?	Modifications Based on Evaluation Results

SPSA Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2018-19	2018-19 Total
All Funding Sources	11,585.00	11,585.00
	0.00	0.00
LCFF Supplemental/Concentration 0701	5,668.00	5,668.00
Title I 3010	5,917.00	5,917.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type

Object Type	2018-19	2018-19 Total
All Expenditure Types	11,585.00	11,585.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,500.00	1,500.00
3000-3999: Employee Benefits	300.00	300.00
4000-4999: Books And Supplies	6,394.00	6,394.00
5000-5999: Services And Other Operating Expenditures	3,391.00	3,391.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	2018-19	2018-19 Total
All Expenditure Types	All Funding Sources	11,585.00	11,585.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Title I 3010	1,500.00	1,500.00
3000-3999: Employee Benefits	Title I 3010	300.00	300.00
4000-4999: Books And Supplies	LCFF Supplemental/Concentration 0701	5,668.00	5,668.00
4000-4999: Books And Supplies	Title I 3010	726.00	726.00
5000-5999: Services And Other Operating Expenditures	Title I 3010	3,391.00	3,391.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2018-19	2018-19 Total
Goal 1	10,859.00	10,859.00
Goal 2	0.00	0.00
Goal 3	726.00	726.00

* Totals based on expenditure amounts in goal and annual update sections.

SPSA Addendums