

School Year: **2022-23**



Thornton High School

115 First Avenue • Daly City, CA 94014
Office: (650) 550-7840 • Fax (650) 758-2092

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Thornton High School	41-68924-4137592	September 20, 2022	November 15, 2022

Purpose and Description

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

Schoolwide Program

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

The Single Plan for Student Achievement (SPSA) is a plan of action to raise the academic performance of all students at Thornton High School. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. The Thornton High School Single Plan for Student Achievement was developed in consultation with all Thornton High School Stakeholders to align with and inform the Local Control and Accountability Plan (LCAP) process. District funding and resources will enable our ability to strategically maximize the resources available to our school to increase student achievement.

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).

Thornton uses California Healthy Kids Survey results, results from our partnerships with CircleUp, and University of Michigan, and other informal surveys to inform their school culture and prevention programs. Surveys are used throughout the year for staff and parent feedback on a variety of issues such as technology, collaboration time, and overall climate and culture of the school. Informal surveys are conducted to address current needs of the school. Our counselors conduct an exit survey of all seniors in the spring. Teachers give course surveys/reflections to their students at the end of each quarter. The results of the survey inform how we will continue to serve the needs of all students.

Classroom Observations

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

Staff are highly qualified and use a variety of instructional practices to ensure student engagement. Core classes are equipped with the required state standard board adopted text books. We continuously search for remedial independent study textbooks that meet current state and common core standards and are exploring additional online credits recovery options for students beyond Edgenuity.

Classrooms are observed frequently by administrators, instructional coaches, and peers. Observations have resulted in more need for formative assessment and better structure during Collaboration. New teachers are enrolled in the BTSA program and observed regularly by a BTSA coach. All teachers have access to assistance from the instructional coach and have the opportunity to be observed by peers as well as the opportunity to observe other teachers' classrooms, both at Thornton and at other high schools in the district. The instructional coach provides a debriefing after observations or learning walk and a reflection on strengths and areas of growth.

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)

State and local assessments are taken and data is analyzed by departments and faculty. Based on data results, adjustments are made to modify instruction, assess programs, and formulate interventions.

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

Thornton teachers, often in collaboration with colleagues teaching in the same department or course at district wide curriculum council meetings, use results of curriculum-embedded assessments to modify instruction following the assessment as well as to revise curriculum and instruction for subsequent years.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are highly qualified teachers, certificated in the subject area they are teaching or are actively working towards compliance.

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

All staff are appropriately credentialed. All staff have had access to professional development regarding the use of the governing board adopted materials. Examples: Differentiated instruction, content area language and literacy and teaching Math and Science to English Learners.

National Council for the Social Studies: NCSS Conference

California Continuation Education Association: CCEA Conference

California League of Schools Conference

Common Core and School Climate Summit

Constructing Meaning

Building Educator Literacy- SMCOE

California Association of Directors of Activities- CADA Training

Expository Reading and Writing Course-ERWC Training

English- Language Arts Scope and Sequence Development

Development of Formative Assessments Training

Curriculum Council for each subject area (Math, English-Language Arts, English Learners, Science, Health, Social Studies, Counseling, Wellness, Special Education, Educational Technology, Coaching, Vice Principal of Guidance, Vice Principal of Administration, Principal)

Grading for Equity

Wellness Counselor Curriculum Council- District Wide Manual Development

Special Education Staff Collaboration with District Math Coach

Restorative Practices

New Generation Science Standards (NGSS)

The Impact Cycle

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

Most of the district and school professional development has been organized around the student performance and professional needs with respect to Common Core State Standards (CCSS), especially in Literacy, English for English Learners, Special Education Students and for working with our specific continuation high school population.

In addition to the above list, the following have been or will be attended by THS staff members.

Accrediting Commission for Schools Western Association of Schools & Colleges: ACS WASC Visit Training

Edupoint Synergy (Student Data Management) Training

Mindful Schools- Mindfulness Training

FACES Mindfulness Compassion & Wisdom Conference

California Association of Directors of Activities- CADA Training

Youth Mental Health First Aid- YMHFA Training

SEIS Training for Special Education staff

California Continuation Education Association: CCEA Conference

Respect 24/7 Conference

High Impact Professional Learning Institute- Instructional Coach training

Administrative Services Credential Tier II- ACT II Program

Restorative Practices

Social Emotional Learning

Gender Spectrum

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

Math, English/Language Arts, Science, Health, and Social Studies are participating in curriculum council meetings and in the understanding and implementation of the Common Core State Standards (CCSS). New teachers (1st and 2nd year) participate in a BTSA induction which includes attending monthly seminars with new teachers, one-on-one observations and conferences with the BTSA coach, veteran teacher observations, and a self-assessment and portfolio on the California Standards for the Teaching Profession. Thornton has one instructional coach to work with teachers on learning walks, developing formative and summative assessments, improving current instructional strategies, and implementing new instructional strategies to align with the Common Core State Standards (CCSS). Thornton also has one Ed Tech coach to work with teachers on improving the use of technology in classes, especially for use of Google Suite, Microsoft Suite, and Khan Academy. The principal will work with teachers on the evaluation process and use visitations and feedback to improve instruction.

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

Each week, for approximately 90 minutes, Thornton staff attends collaboration meetings, during which many different configurations occur: whole school, where staff discuss teaching practice and school wide academic goals; in teaching teams to design and revise curriculum and assessments; or in peer coaching groups to discuss strategies to improve teaching practice and support all students. In addition, all teachers have their preparation period at the same time each day, for further collaboration opportunities.

Teaching and Learning

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

All courses have been redesigned and are currently aligned to the State Content Standards. We are in continuous process of updating to include the Common Core State Standards (CCSS).

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

Because we are a continuation high school, our school day is shorter than the comprehensive schools by approximately one hour. We currently have a 5 period day allowing for 1 period with their homeroom teacher, 3 periods of core classes (direct instruction), and 1 period of an elective class. The program allows for skill building, credit recovery, and individualized instruction.

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

All courses are aligned with the district and state pacing.

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

California State Content Standards Aligned Textbooks and/or Instructional Materials are available to every teacher and student.

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

The use of Standards Based materials are used regularly within all subject areas.

Opportunity and Equal Educational Access

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

Most students come to Thornton for a variety of reasons, primarily needing credit recovery for graduation. The program is designed to provide opportunities for credit recovery, diploma achievement, and preparation for junior college and career exploration. Truancy and other social challenges have often prevented the student from learning and performing at grade level, also from receiving sufficient amounts of credits at the comprehensive high schools.

Evidence-based educational practices to raise student achievement

Teachers utilize instructional materials from Common Core State Standards (CCSS), Teacher Curriculum Institute, NCTM, CMC, the district Math pacing guide, California Council on Economics Education, Revolution Prep, Step Up to Writing, Edge, and Edgenuity online learning.

Parental Engagement

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

Students may receive special services from the Daly City Youth Health Center at any time. Counseling interns works on weekly providing individual and group counseling as well as consultation with classroom teachers. Members of Fresh Lifelines for Youth (FLY) and Success Centers (formerly known as Each One Reach One (EORO)) convene groups twice per week to support all Thornton students specializing in skill building, leadership, and community engagement.

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)

We are making many efforts to include parents in School Site Council(SSC) and English Learner Advisory Committee (ELAC) in order to help plan, implement and evaluate programs. All other stakeholders are involved in the planning and implementation and evaluation of our program.

Funding

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

For the 2021-2022 school year, Thornton was identified for Comprehensive Support and Improvement (CSI). Funds have been earmarked for the additional of a new online and blended learning platform (Edgenuity), targeted intervention through our Counseling Department, and the implementation of a mentor program for seniors. For the 2022-2023 school year, Thornton High School is no longer identified for Comprehensive Support and Improvement (CSI).

Fiscal support (EPC)

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The entire Thornton Staff met to discuss our Single Plan for Student Achievement (SPSA). We compared our goals with previous year's goals and WASC goals to determine if goals were met, which goals we we intend to expand upon, and add new goals we plan for the following school year. We presented this work to our School Site Council (SSC), provided clarification for questions that were asked, and voted to approve the SPSA on September 20th, 2022. The SSC is comprised of Thornton High School (THS) Staff representatives, parent representatives, student representatives, and community organizations.

Resource Inequities

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

School performance data from CAASPP ELA and math, chronic absentee rates, suspension rates, and school formative and summative assessment demonstrate a need for a Multi-tiered System of Supports (MTSS) to meeting the needs of all students. Students with an IEP, English language learners, and chronically absent students are at significant risk of dropping out without the

appropriate tiered interventions. Thornton High School is limited in a-g approved courses impacting student access to 4-year colleges. Social and emotional learning (SEL), job readiness, more choice in credit recovery, targeted intervention, and career exploration are areas where more attention is needed. Our current facilities limit our ability to expand co-curricular experiences and resources for students and families.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	%	%	%	0		0
African American	2.14%	3.9%	%	3	4	4
Asian	7.86%	6.7%	%	11	7	1
Filipino	17.86%	14.4%	%	25	15	7
Hispanic/Latino	50%	58.7%	%	70	61	41
Pacific Islander	0%	1.0%	%	0	1	0
White	17.14%	8.7%	%	24	9	4
Multiple/No Response	5%	6.7%	%	7	7	6
Total Enrollment				140	104	65

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	1		0
Grade 10	15	3	0
Grade 11	38	25	11
Grade 12	86	76	54
Total Enrollment	140	104	65

Conclusions based on this data:

1. Students begin at their home school, arrive to THS for most common reason, credit deficiency.
2. Over half of our population are students from Hispanic/Latino background.
3. Given majority of THS students are 11th and 12th graders, they will require a 1 to 2 year plan to graduate when expected.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	22	17	18	15.7%	16.30%	27.7%
Fluent English Proficient (FEP)	63	44	17	45.0%	42.30%	26.2%
Reclassified Fluent English Proficient (RFEP)	5	1		21.7%	1.00%	

Conclusions based on this data:

1. Differentiated learning (non-linguistic representation, group work, scaffolding with primary language, demonstrating learning outcomes in primary language)
2. Frequent checking for understanding, formative assessment
3. School wide implementation of Constructing Meaning instructional framework as well as grading for equity.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	64	36	30	56	4	12	53	4	12	87.5	11.1	40.0
All Grades	64	36	30	56	4	12	53	4	12	87.5	11.1	40.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2443.	*	2438.	0.00	*	0.00	7.55	*	8.33	18.87	*	8.33	73.58	*	83.33
All Grades	N/A	N/A	N/A	0.00	*	0.00	7.55	*	8.33	18.87	*	8.33	73.58	*	83.33

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	5.66	*	*	30.19	*	*	64.15	*	*
All Grades	5.66	*	*	30.19	*	*	64.15	*	*

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00	*	*	18.87	*	*	81.13	*	*
All Grades	0.00	*	*	18.87	*	*	81.13	*	*

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	3.77	*	*	49.06	*	*	47.17	*	*
All Grades	3.77	*	*	49.06	*	*	47.17	*	*

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00	*	*	30.19	*	*	69.81	*	*
All Grades	0.00	*	*	30.19	*	*	69.81	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Students come to THS with learning gaps, we must continue to focus on skill building, rigor, and explore other forms of evaluation to assess student learning
2. A need to increase motivation, connection to school, social and emotional learning (SEL), family engagement, and student connection with THS Staff.
3. More skill building needed using differentiated instruction to reach students with diverse learning styles.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	65	36	30	56	*	11	53	*	11	86.2		36.7
All Grades	65	36	30	56	*	11	53	*	11	86.2		36.7

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2397.	*	2413.	0.00	*	0.00	0.00	*	9.09	1.89	*	0.00	98.11	*	90.91
All Grades	N/A	N/A	N/A	0.00	*	0.00	0.00	*	9.09	1.89	*	0.00	98.11	*	90.91

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00	*	*	1.89	*	*	98.11	*	*
All Grades	0.00	*	*	1.89	*	*	98.11	*	*

2019-20 Data:

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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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00	*	*	9.43	*	*	90.57	*	*
All Grades	0.00	*	*	9.43	*	*	90.57	*	*

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00	*	*	28.30	*	*	71.70	*	*
All Grades	0.00	*	*	28.30	*	*	71.70	*	*

2019-20 Data:

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Conclusions based on this data:

1. We have a consistent pattern of students who require more skills in math, addressing learning gaps is essential. Our intake an assessment tool allows us to better target math support. We have also used Flex time, 1st, and 5th period(s) to apply interventions.
2. We have a greater disparity in mathematics when compared to ELA.
3. Students may have experienced limited success in math prior to arriving at Thornton. We must provide additional choice utilizing technology and instructional practices to meeting student needs.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
10	*		*	*		*	*		*	4	0	*
11	*		*	*		*	*		*	10	0	4
12	*	*	*	*	*	*	*	*	*	*	*	5
All Grades										15	*	10

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
10	*		*	*		*	*		*	*		*	*		*
11	*		*	*		*	*		*	*		*	*		*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.33	*	*	33.33	*	*	46.67	*	*	6.67	*	*	15	*	*

2019-20 Data:

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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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
10	*		*	*		*	*		*	*		*	*		*
11	*		*	*		*	*		*	*		*	*		*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.67	*	*	60.00	*	*	6.67	*	*	6.67	*	*	15	*	*

2019-20 Data:

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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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
10	*		*	*		*	*		*	*		*	*		*
11	*		*	*		*	*		*	*		*	*		*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.67	*	*	6.67	*	*	53.33	*	*	33.33	*	*	15	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
10	*		*	*		*	*		*	*		*
11	*		*	*		*	*		*	*		*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	*	53.33	*	*	46.67	*	*	15	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
10	*		*	*		*	*		*	*		*
11	*		*	*		*	*		*	*		*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	93.33	*	*	0.00	*	*	6.67	*	*	15	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
10	*		*	*		*	*		*	*		*
11	*		*	*		*	*		*	*		*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.33	*	*	46.67	*	*	40.00	*	*	*	15	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
10	*		*	*		*	*		*	*		*
11	*		*	*		*	*		*	*		*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.67	*	*	73.33	*	*	20.00	*	*	*	15	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Low number of students tested.
2. Strong in speaking with needs to improve listening, reading, and writing proficiency levels.
3. More support for English learners to work in groups, support structured student talk, and provide access to higher level syntax and pragmatics to reduce learning and achievement gaps.

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
65	44.6	27.7	1.5
Total Number of Students enrolled in Thornton 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	18	27.7
Foster Youth	1	1.5
Homeless	3	4.6
Socioeconomically Disadvantaged	29	44.6
Students with Disabilities	9	13.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	6.2
American Indian		
Asian	1	1.5
Filipino	7	10.8
Hispanic	41	63.1
Two or More Races	8	12.3
Pacific Islander		
White	4	6.2

Conclusions based on this data:

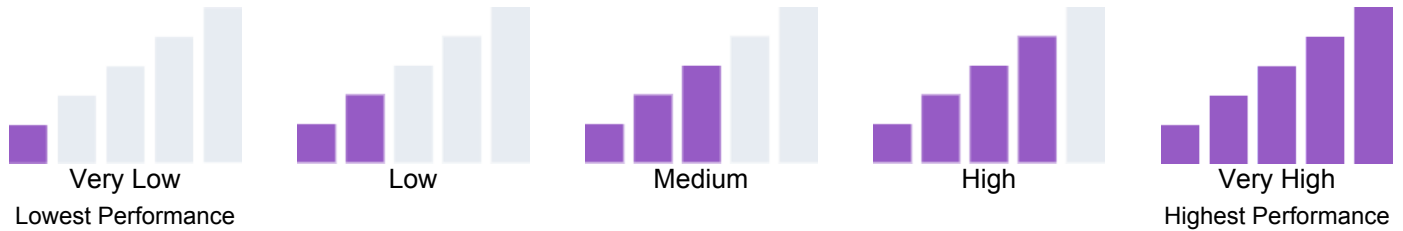
1. Thornton serves a larger percentage of students of color when compared to district demographics
2. There is a need to continue expansion of services to a more holistic and comprehensive model
3. Enhance Response to Intervention utilizing Multi-tiered System of Supports (MTSS) to reinforce equity for all students

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Students are coming to Thornton credit deficient requiring more time to complete graduation requirements, students are in need of wrap around services to improve attendance and school performance.
2. Suspensions and referrals have declined in last several school years due to alternatives to suspension/discipline, increases in skill building (i.e. conflict mediation), and training in restorative practices.
3. Increase opportunities to access post secondary options, work study, dual enrollment, internships, and Wilderness program (CEEP).

School and Student Performance Data

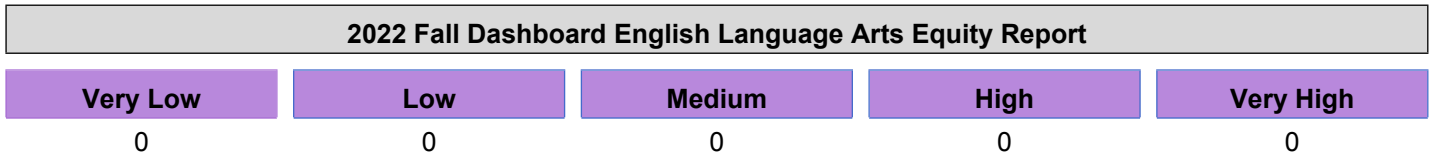
Academic Performance English Language Arts

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

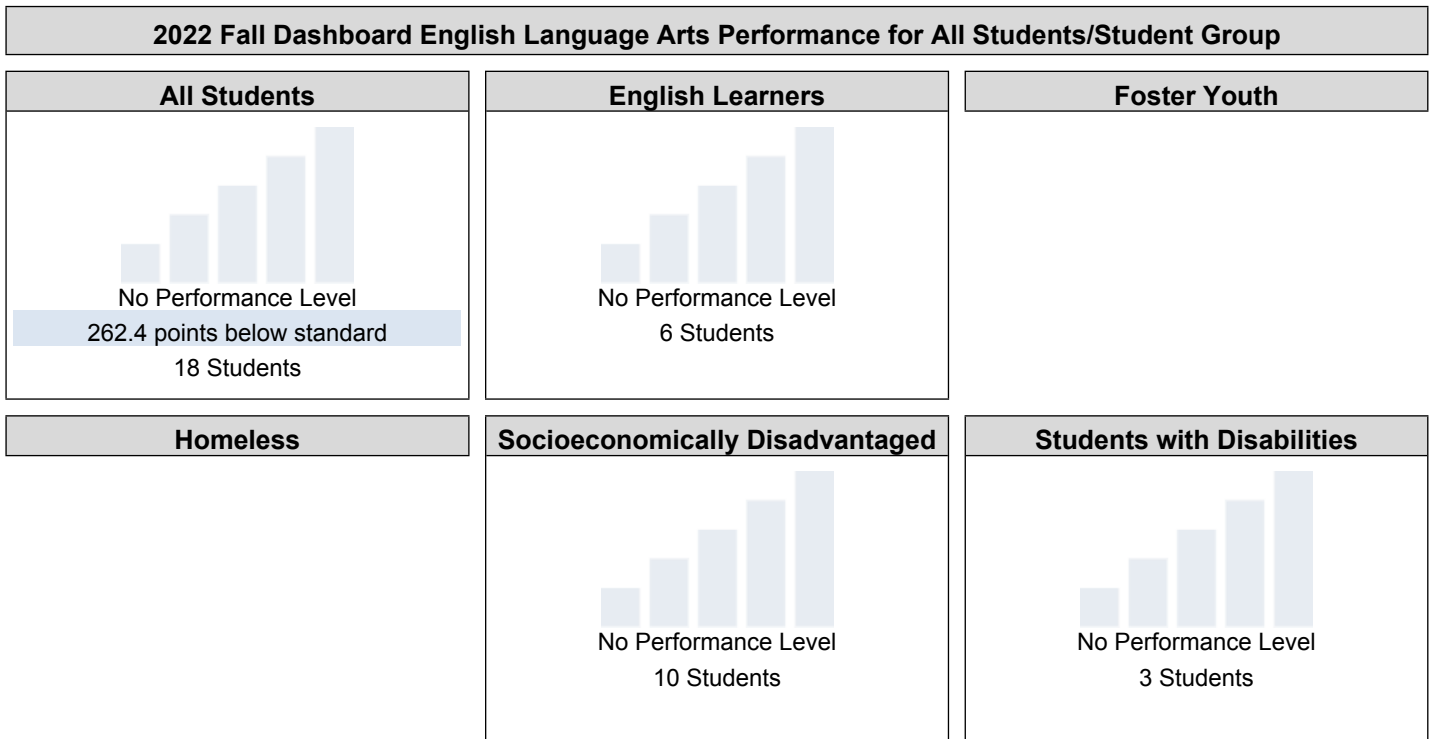
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



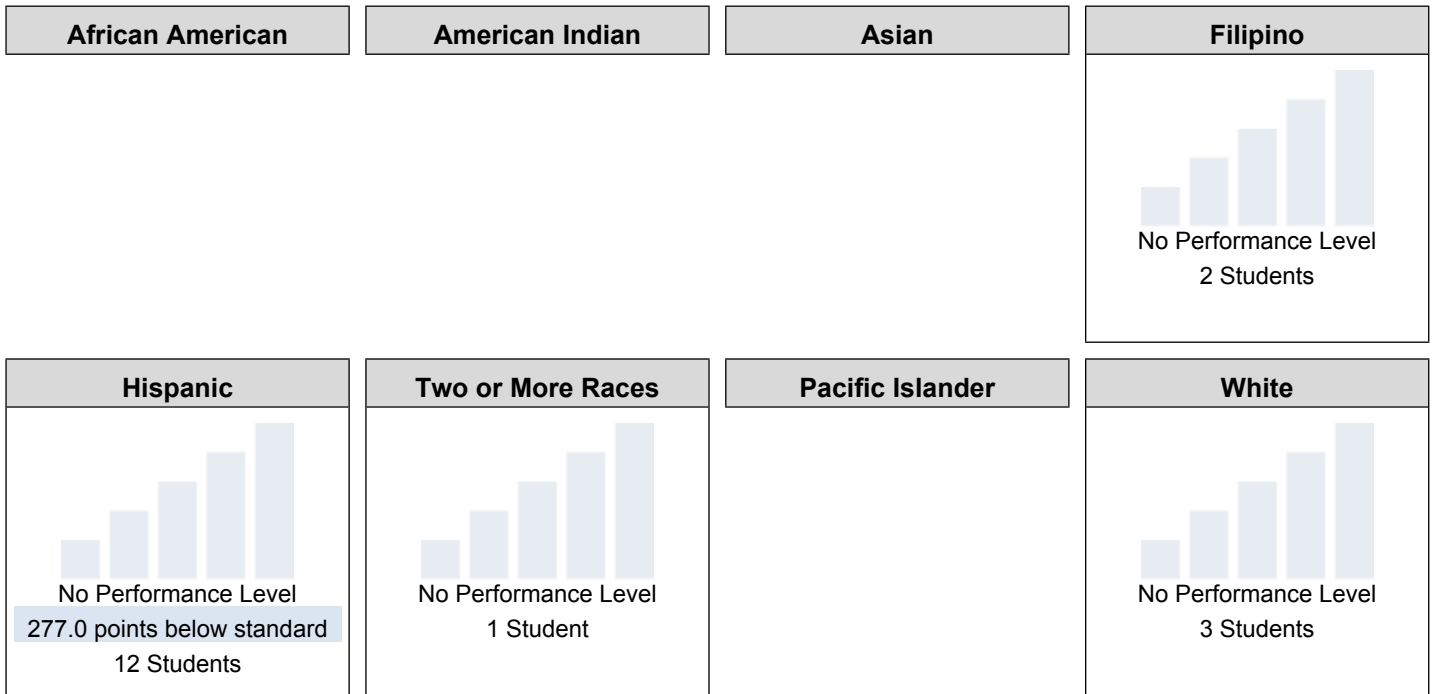
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
6 Students	0 Students	9 Students

Conclusions based on this data:

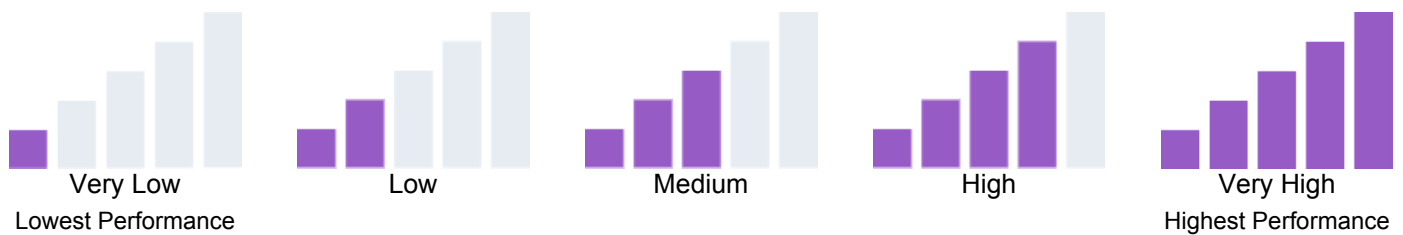
1. Low ELA levels across subgroups, assessment and intervention can be more timely with more frequency.
2. Student motivation low, negative perceptions and experiences with school compounding the challenge
3. Value of test is low for our students, need to increase outreach and test prep.

School and Student Performance Data

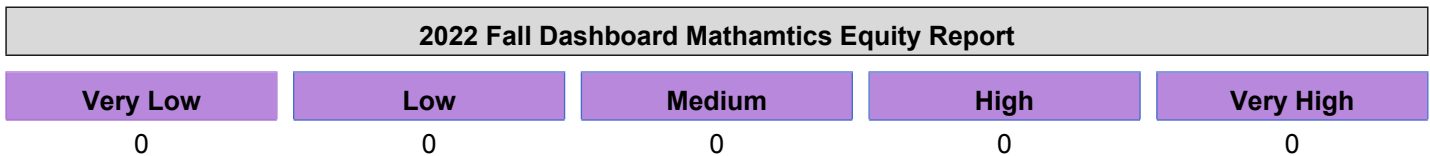
Academic Performance Mathematics

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

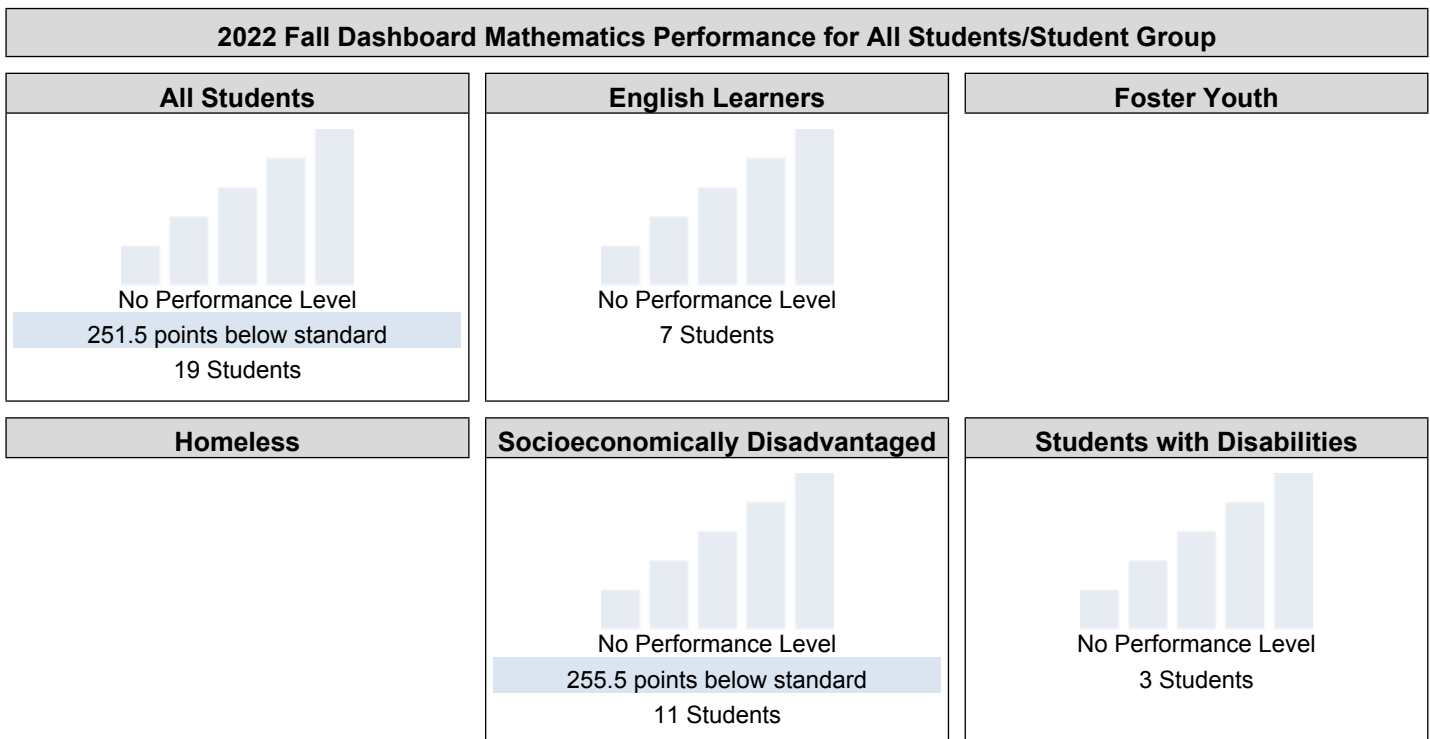
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



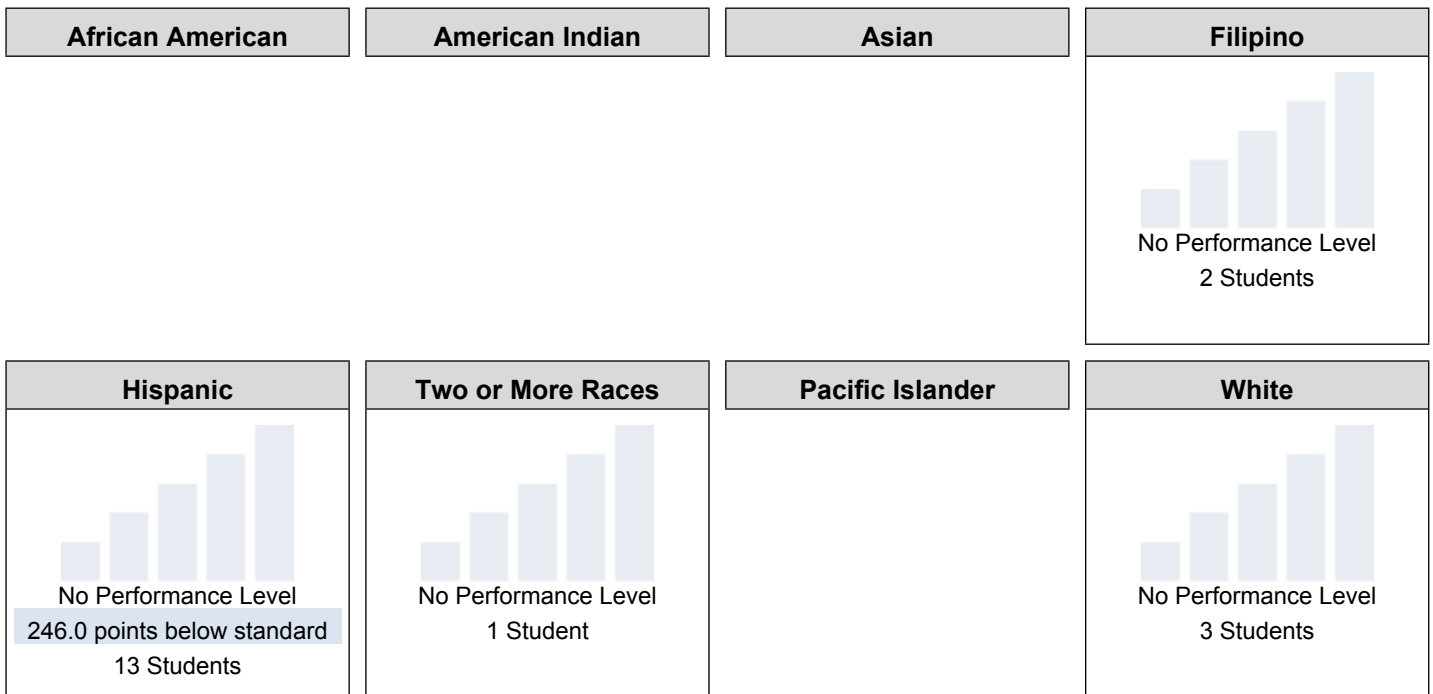
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
7 Students	0 Students	9 Students

Conclusions based on this data:

1. Math scores low due to limited depth of knowledge. Large percentage of student arrive to Thornton with learning gaps in Math.
2. More math support intervention is needed during the school day
3. Frequent checking for understanding and assessment will help determine adjustments to instructional strategies

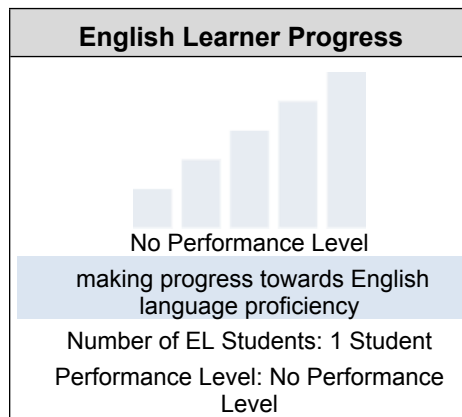
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased
One ELPI Level

Maintained ELPI Level 1,
2L, 2H, 3L, or 3H

Maintained
ELPI Level 4

Progressed At Least
One ELPI Level

Conclusions based on this data:

1. Speaking is a strength
2. Students require more targeted intervention, we can explore more time during the typical school day for support and increase frequency of assessment
3. Areas of need must be identified to determine most effective instructional strategies to support student growth

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. Currently no access to a-g course work with exception of the Edgenuity Learning Management System
2. Dual enrollment can increase college and career readiness
3. More pathways needed to achieve greater percentage of students college and career ready (e.g. convert core classes to a-g approved courses)

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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
Lowest Performance

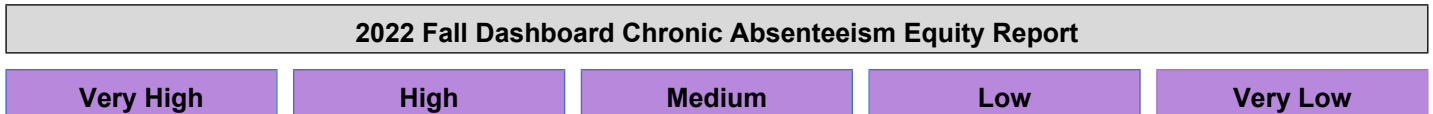
High

Medium

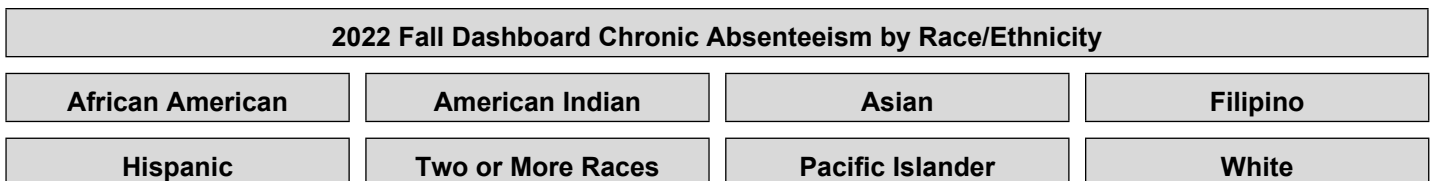
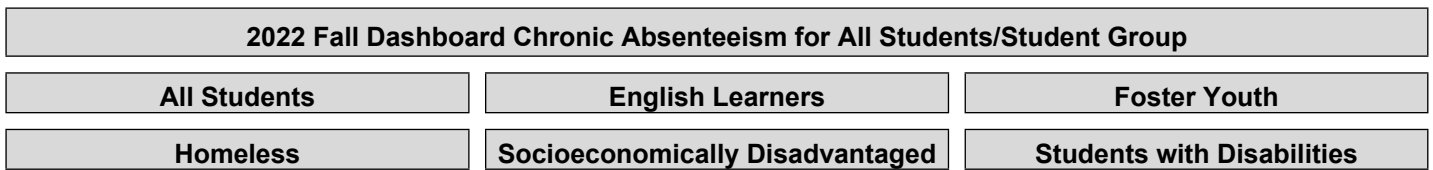
Low

Very Low
Highest Performance

This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



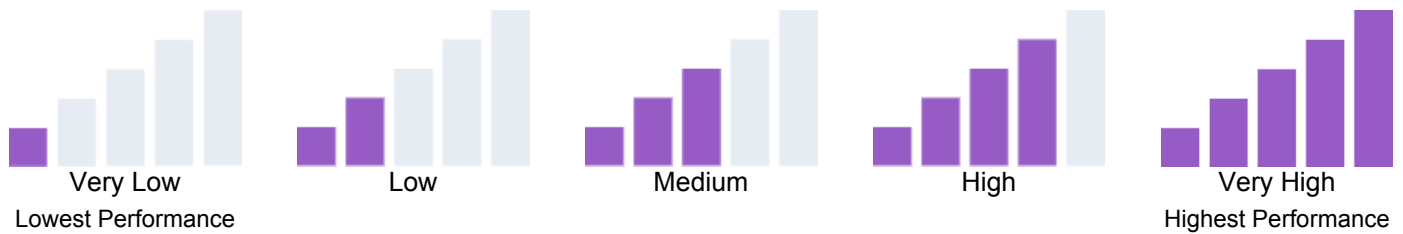
Conclusions based on this data:

1. Thornton implementing RtI approach to Chronic Absenteeism, attendance monitored frequently with a variety of small and large group teams
2. Case managers can help address root causes as will more frequent student checkins, counseling, and mentoring
3. More outreach needed with families to support daily attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

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



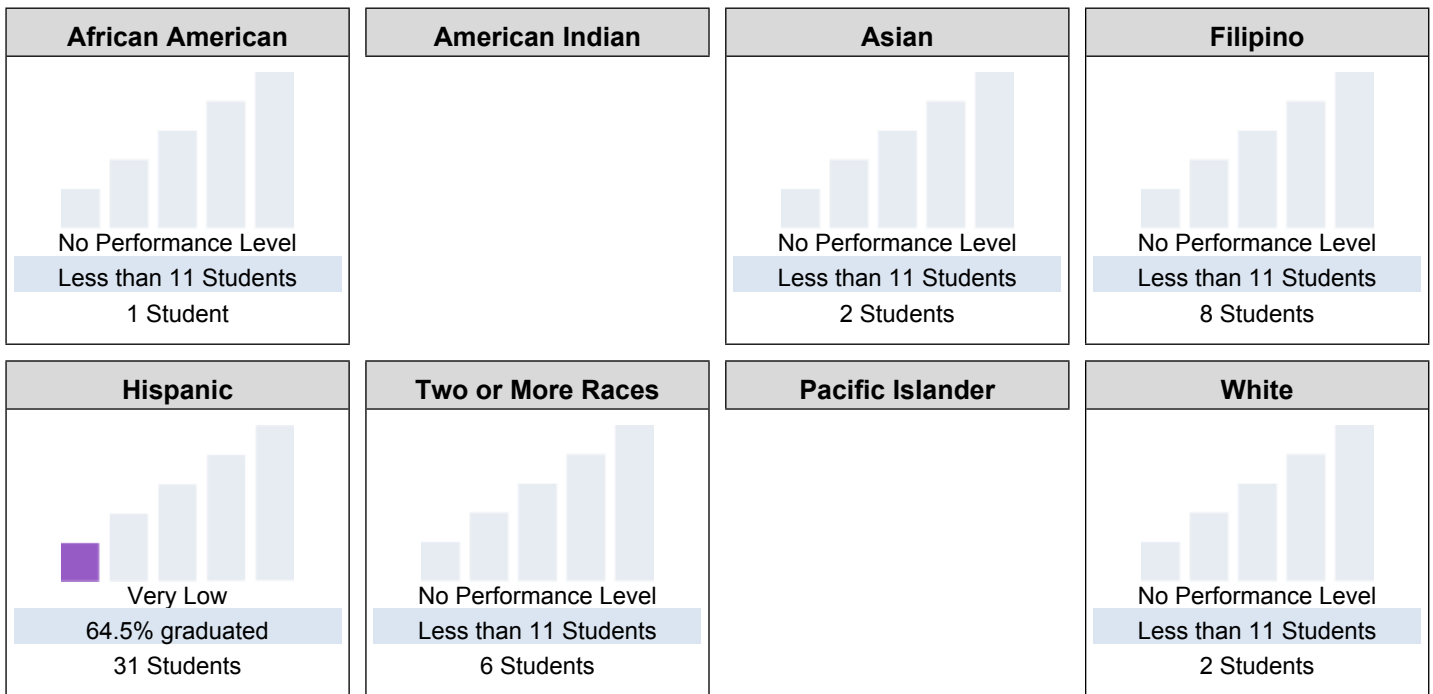
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
2	0	0	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
 Low 68% graduated 50 Students	 No Performance Level 56.3% graduated 16 Students	 No Performance Level Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Level Less than 11 Students 5 Students	 Very Low 55.9% graduated 34 Students	 No Performance Level Less than 11 Students 4 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

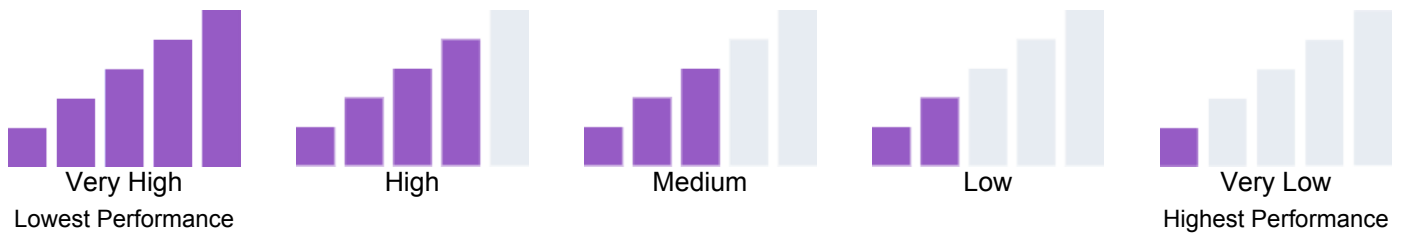
1. High rate of non-grads (29%)
2. Low graduation rates can be linked to large numbers of students entering Thornton with low credit accumulation in their first 2 years of high school.
3. 15% reduction in graduates compared to 2017. Eligibility for Comprehensive Support and Improvement (CSI) can help provide additional credit pathways and mentoring. We have recently surpassed the threshold and are no longer identified as a CSI school.

School and Student Performance Data

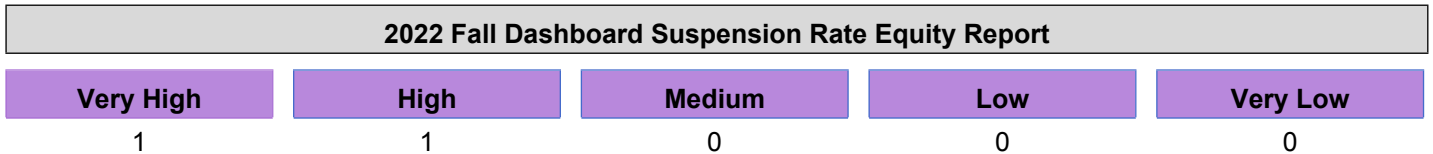
Conditions & Climate Suspension Rate

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

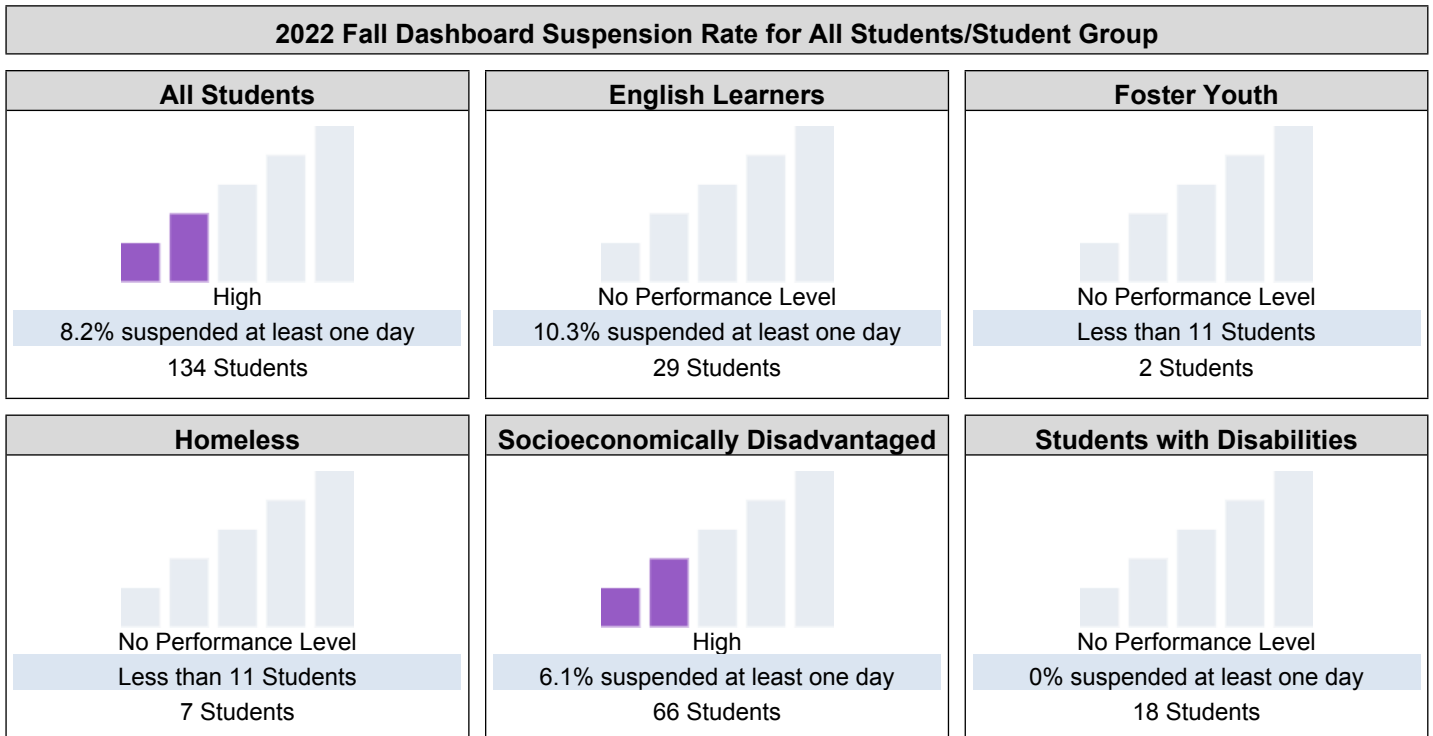
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



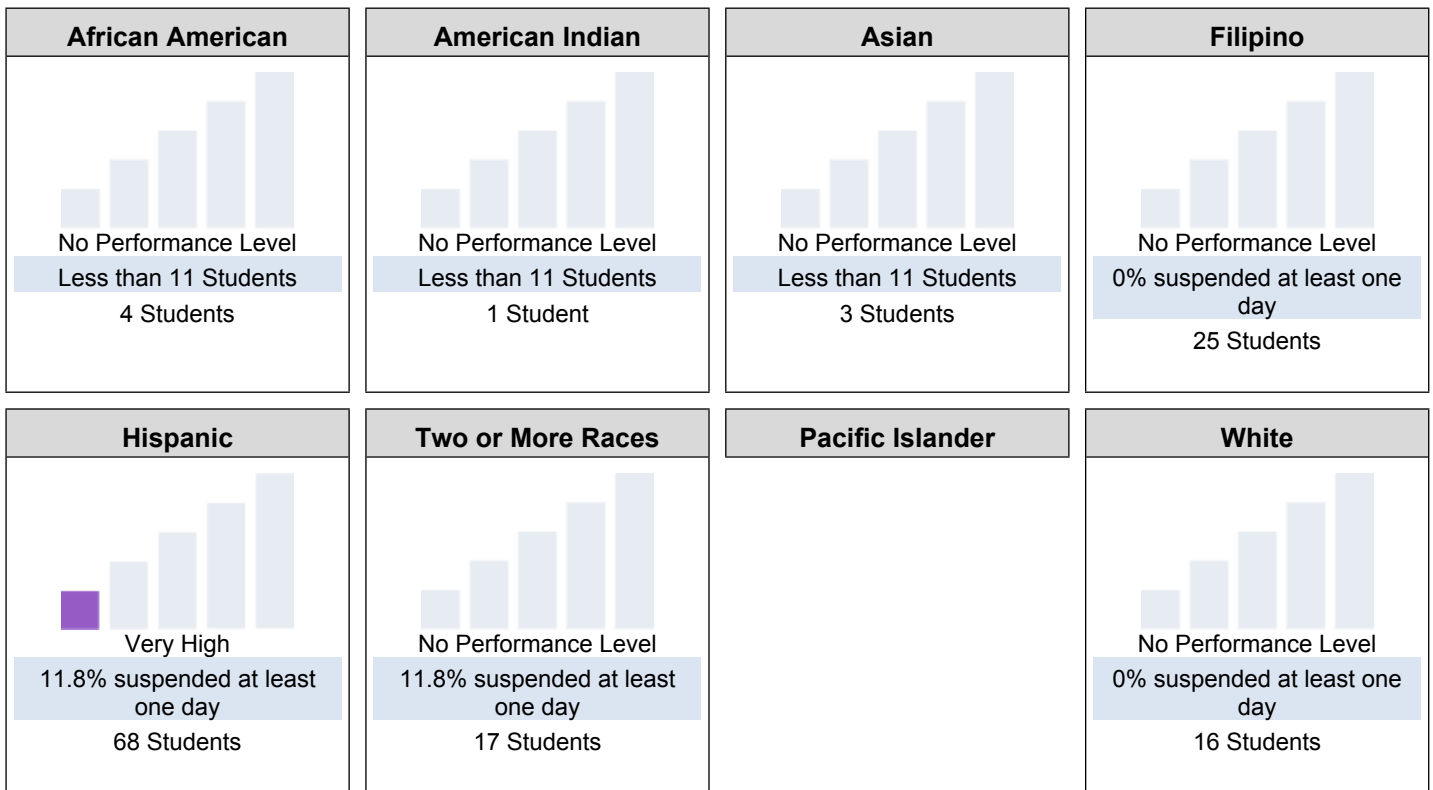
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Reductions due to utilizing alternatives to suspension where appropriate.
2. There is consensus among staff to explore improved relationships in making positive connections and looking beyond school credits to support student needs (e.g. social emotional learning (SEL)).
3. Training in Restorative Practices and mediation resulting in improvements to climate and culture.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase student achievement and close the achievement gap for all students (LCAP Goal #1)

Goal 1

Increase implementation of Common Core State Standards (CCSS) in Literacy across all subject areas in order to increase student success with the CCSS and proficiency in English/Language arts and mathematics performance on the CAASPP.

Identified Need

Students arrive to Thornton with a variety of learning strengths and support to improve skills in other areas. Professional development, assessment, and checking for understanding will support reducing learning gaps for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA and Mathematics scores	We will utilize 2020 CAASPP data	Increase in students scoring proficient and above
School wide common assessments	Establish baseline	Common Assessment in Mini-courses and core classes
District wide common assessments	Work with district to determine	Increase in students scoring proficient and above

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 to be served

Strategy/Activity

All certificated staff will participate in JUHSD Curriculum Council meetings for their specific learning/subject areas.

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)

1000

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Meeting time outside of contract time.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students to be served and benefit from continuous improvement in program

Strategy/Activity

All certificated staff will do minimum 2 subject alike visits at the comprehensive high schools and school alike visits, as a part of professional development to identify effective instructional practices.

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)

1500

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Substitutes needed to cover classes

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students to be served

Strategy/Activity

Build a collaborative culture where staff implements a specific instructional practice, is action oriented, and analyzes results to enhance student learning.

- All certificated staff will create one formative assessment for an upcoming seminar, in alignment to the Common Core State Standards (CCSS).
- Create one new assessment per semester, until all seminars have at least one formative assessment.

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)

1500

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Substitutes needed to cover classes, After school meetings

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students to be served pending access to additional licenses as needed

Strategy/Activity

Access to Edgenuity credit recovery and a-g approved courses for students in person and in Remote Independent Study (RIS)

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)

3000

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
After school hourly compensation

2000

LCFF Supplemental
1000-1999: Certificated Personnel Salaries
Teacher training

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students to be served with focus on staff professional development

Strategy/Activity

Continued support and access to professional development for staff.

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)

5000

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Substitutes needed to cover classes and ours
outside of contract time

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students to be served

Strategy/Activity

Instructional coaching provides staff development and individual support to teachers on identifying essential standards, writing assessments, and revising instructional strategies with align to CCSS

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)

16000

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
One section for instructional coach

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Students identified as under performing and English Language Learners

Strategy/Activity

Professional development in Constructing Meaning (CM), blended learning, and Grading for Equity (GFE) to support all students and eliminate achievement/learning gaps.

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)

500

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Professional Development

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students to be served

Strategy/Activity

Implementation of Professional Learning Communities framework to increase and improve student achievement

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)

2000

District Funded
1000-1999: Certificated Personnel Salaries
Hours outside of contract time, as needed

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students to be served

Strategy/Activity

Monitor students using data analysis indicators such as attendance, graduation requirements, behavior, and credits earned in a quarter to determine school performance levels and student needs.

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)

1000

Source(s)

LCFF Supplemental
1000-1999: Certificated Personnel Salaries
After school tutoring as needed

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students to be served

Strategy/Activity

Create Mini-Courses on targeted topics across curriculum for use as Units during intersession and other homeroom periods as needed. Topics can include, but not limited to,:

- Executive Functions
- Literacy Citing Textual Evidence (CCSS)
- Common Sense Media/Healthy Relationships
- College and Career Readiness (i.e. CCGI, Career Zone)
- Character Education
- Social and Emotional Learning (SEL)

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)

[Empty box for Amount(s)]

[Empty box for Source(s)]

No additional cost. Collaboration Meetings,
Teacher Prep Hours

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students to be served

Strategy/Activity

Each quarter, Thornton High School will recognize and honor students for the following:

- Honor Roll
- Honor Roll All Stars (one per homeroom)
- Citizen of the Quarter
- Perfect Attendance and meeting additional attendance goals (each week and for each quarter)
- Early Graduates

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

Site Based Gifts and Donations
0000: Unrestricted
Hospitality

200

Site Based Gifts and Donations
4000-4999: Books And Supplies
Certificates/ Prizes

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students to be served

Strategy/Activity

Continue professional development in Grading for Equity and implementation of Constructing Meaning framework focusing on structured student talk and collaboration.

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)

6,000

District Funded

5800: Professional/Consulting Services And Operating Expenditures During Collaboration and at District Office

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All students enrolled in CEEP/Wilderness School to access Thornton High School curriculum

Strategy/Activity

Develop additional relevant strategies to increase and improve effectiveness of the Community Environmental Education Program (CEEP) /Wilderness School

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost.

Annual Review

SPSA Year Reviewed: 2021-22

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.

Attendance continues to be an challenge as many students arrive to Thornton with some history of chronic absenteeism. Students understand our attendance requirements. Barriers to attendance exist where our school site is looking at root causes to increase student attendance. When attendance is 90% and above, students have a higher likelihood of staying on track and graduating when expected.

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

Our budget supports funding a school social worker, who is integral to improving attendance, case management, and expansion of services. School district and Thornton budget account for this expenditure. In addition, our previous status as a CSI school provided us an opportunity to increase course offerings for students through the Edgenuity learning management platform.

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.

We will continue to reinforce attendance above 90% as well as expand access to guaranteed and viable curriculum with all students. Professional development is an important part of this effort as is the frequency of interaction with students and families.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase school/community connectedness (LCAP Goal #2)

Goal 2

Increase teacher/staff to parent/guardian and mentor contact and increase parent/guardian and mentor involvement in school programs in order to increase student achievement.

Identified Need

Stakeholder engagement is essential to provide the sufficient wrap around support services for student achievement and college/career readiness

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation rates	70%	80% and above
Credits earned per term	16 per quarter	20 per quarter
Attendance Rates	70%	80% and above

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 student to be served

Strategy/Activity

Once a week, (for a total of one hour) teachers will make phone calls to parents and/or meet with parents. Teachers will document these interactions/conversations in Synergy. This will occur during teachers' prep period

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)

No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students to be served with emphasis on student who become chronically absent

Strategy/Activity

Student Welfare and Attendance Monitor (SWAM) will make phone calls on a daily and weekly basis, regarding attendance issues, tardies, and truancy to support an attendance rate of 90% and above

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)

No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students to be served

Strategy/Activity

Each quarter, Thornton will recognize and honor students:

- Honor Roll
- Honor Roll All Stars (one per homeroom)
- Citizen of the Quarter
- Perfect Attendance (each week and for each quarter)
- Early Graduates

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)

No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students to be served

Strategy/Activity

Each year, Thornton will hold School Site Council/ English Learner Advisory Committee (SSC/ELAC) elections and meetings in order to review student achievement data, our Single Plan for Student Achievement (SPSA) and schoolwide goals.

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)

200

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
After school hours compensation for teacher participants

60

District Funded
0000: Unrestricted
Hospitality for meetings

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students to be served

Strategy/Activity

Each quarter, for progress report and for grade reports, the principal will send out progress reports and/or a newsletter with important THS information, attendance records, truancy letters and progress letters (when appropriate).

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)

1000

Source(s)

District Funded
0000: Unrestricted
Printing and postage

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students to be served

Strategy/Activity

Parents/guardians of new students are required to attend a mandatory new student meeting with the THS principal and guidance counselor, and with their homeroom teacher in order to learn about the specifics of the THS program, including credit recovery, classes offered, and school procedures.

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)

300

Source(s)

Site Based Gifts and Donations
0000: Unrestricted
Hospitality

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students to be served

Strategy/Activity

First Quarter and third quarter report cards will be distributed to parents/guardians prior to our Family Community Celebrations (formerly known as Back to School Nights) held twice per school year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

300

Source(s)

Site Based Gifts and Donations
0000: Unrestricted
Hospitality

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students to be served

Strategy/Activity

Conduct semi-annual and annual surveys to obtain information for stakeholders to improve student and parent involvement. Also, conduct focus groups to further determine targeted interventions and student needs.

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)

160

Source(s)

District Funded
4000-4999: Books And Supplies

	Postage
50	Site Based Gifts and Donations 0000: Unrestricted Hospitality

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students to be served

Strategy/Activity

Hold parent/student meetings each quarter and as needed for students in danger of not earning appropriate credits, chronically absent, and/or are experience personal/social challenges, who are therefore in danger of falling off-track in meeting graduation requirements.

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)
	No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students to be served

Strategy/Activity

Connect students and families with community support agencies for opportunities in the areas of:

- employment
- career readiness
- mental health
- college readiness
- safety
- scholarships
- internships

These agencies come into the school and offer classes once a week, on a short term basis, or continuously throughout the school year. Students have the opportunity to learn new skills which could lead to employment opportunities and/or exposure to career readiness programs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students to be served

Strategy/Activity

School social worker to conduct needs assessment to determine/increase the scope of school support services as well as provide individual, small group, classroom support to increasing attendance, socio-emotional development, mentoring, and opportunities for continued college and career readiness for all 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)

60,000

Source(s)

LCFF Supplemental
1000-1999: Certificated Personnel Salaries
Social Worker

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students and staff to be served

Strategy/Activity

Conduct needs assessment and multi-year plan with groups such as Circle Up Education to determine scope of Restorative Practices, continuously improving climate, culture, and graduation rates.

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)

District Funded
5000-5999: Services And Other Operating
Expenditures
Contract with Circle Up Education

Annual Review

SPSA Year Reviewed: 2021-22

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.

The newsletter is one method to increase communication with the Thornton community. Recognizing student achievement will help student confidence and strengthen connections with school and staff. Tiered support services will provide students what they need and better target resources equity across the school community.

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

Our budget supports funding a school social worker who is integral to improving attendance, case management, and expansion of services. School district and Thornton budget account for this expenditure.

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.

The most significant adjustments include increases in leadership opportunities for students, seeking timely feedback from stakeholders to inform school effectiveness, and enhancements to student achievement strategies (e.g. Grading for Equity).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase student support services (LCAP Goal #3)

Goal 3

Increase student support services, including transitioning to post secondary options after graduation by providing students with more transition services, socio-emotional services, and exploration of electives.

Identified Need

Academic, College/Career, and Personal/Social services are critical for our student success. These wrap around services combined with frequent and targeted case management will improve student achievement and graduation rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	70%	80% attendance expectation for all students
Graduation	70% graduation rate	Increase graduation rate by 2% each year
Credits	10-12 credits per quarter	20 credits per quarter for all students

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 to be served

Strategy/Activity

Mini Course to include Executive Functions, college and career readiness, social and emotional learning (SEL) and student interests to reinforce the JUHSD vision of students "To and through postsecondary learning and careers"

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)

No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students to be served

Strategy/Activity

Continue to incorporate California College Guidance Initiative, career exploration and other elective units to assist students in transitioning to post-secondary options after graduation

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)

200

Source(s)

LCFF Supplemental
4000-4999: Books And Supplies
Hospitality for Career day

District Funded

CCGI (California College Guidance Initiative)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students to be served

Strategy/Activity

Survey students to increase targeted activities throughout the school year to increase choice and variety of offerings

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)

No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students will be served

Strategy/Activity

Collaborate with community based organizations and local colleges to increase student awareness about post-secondary options, participation in programs such as work experience (work study), dual enrollment, and social emotional learning (SEL)

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)

[Empty box for Amount(s)]

No additional cost. Local Labor Unions- presentations, dual enrollment through Skyline College

[Empty box for Amount(s)]

No additional cost. Local Colleges- (Skyline, San Mateo, San Francisco City College, and others)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students to be served prior to graduation

Strategy/Activity

Work with Skyline on transition services, Career Technical Education (CTE), and enrollment at Skyline Community College

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)

[Empty box for Amount(s)]

No additional cost. Skyline Community College

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students to be served

Strategy/Activity

Connect with service providers/community based organization for employment, emotional/mental health, career readiness, safety, and scholarships

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)

No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students to be served, seniors to be targeted for mentoring services

Strategy/Activity

Provide tutoring and mentoring support for students not making adequate progress towards graduation.

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)

1000

Source(s)

LCFF Supplemental
1000-1999: Certificated Personnel Salaries
Hours outside of the teaching contract

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students to be served

Strategy/Activity

Continue training in Restorative Practices for staff and 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)

20,000

Source(s)

District Funded

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students to be served

Strategy/Activity

Expand and utilize MTSS intervention models in consultation with school mental health clinician, school social worker, and wellness/guidance counselor

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)

No additional cost. Student Support Services

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students to be served

Strategy/Activity

Utilize school Student Support Services team to increase/improve family engagement, attendance, and student support towards graduation

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)

District Funded
4000-4999: Books And Supplies
JUHSD and Skyline Community College

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students to be served and supported by Black Student Union (BSU) membership and Student Leadership Committee (SLC)

Strategy/Activity

Home visits for students in need of additional family support (e.g. improve attendance, wellness visits)

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)

[Empty input box for Amount(s)]

Source(s)

No additional cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

Targeted all Thornton students

Strategy/Activity

Expansion of a-g approved courses using Edgenuity Learning Management System

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)

[Empty input box for Amount(s)]

Source(s)

No additional cost

Annual Review

SPSA Year Reviewed: 2021-22

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.

Data in attendance, credit evaluation, mentoring, and support services facilitated by the school's Student Support Services team will lead to improvements in overall attendance, credit recovery, and increases in graduation rates.

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

Our budget supports funding a school social worker who is integral to improving attendance, case management, and expansion of services. School district and Thornton budget account for this

expenditure. The implementation of a school mentoring program will support increases to school connectedness and completion of graduation plans.

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.

Training in Restorative Practices combined with a tiered system of support will support student success and academic achievement. Improvements to engage families will increase the school's ability to provide meaningful and targeted services for all students.

Goals, Strategies, & Proposed Expenditures

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

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 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.

Amount(s)	Source(s)
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Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$123,470.00

Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
District Funded	\$57,920.00
LCFF Supplemental	\$64,200.00
Site Based Gifts and Donations	\$1,350.00

Subtotal of state or local funds included for this school: \$123,470.00

Total of federal, state, and/or local funds for this school: \$123,470.00

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
- 3 Classroom Teachers
- 3 Other School Staff
- 5 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Karla Talkoff	Other School Staff
Ki Gaines	Other School Staff
Dennie Marengo	Principal
Jo-Ann Fedaie	Other School Staff
Maxwell Fleigler	Secondary Student
Mr. and Mrs. Rivera	Parent or Community Member
Ms. Olander	Parent or Community Member
May Madrid	Classroom Teacher
Lecar Maghanoy	Classroom Teacher
Andy Solomon	Classroom Teacher

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

Dennie Marengo

Other: School Site Council

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 9/20/2022.

Attested:

Dennie O. Marengo

Principal, Dennie Marengo, Ed.D. on 9/20/22

Karla Talkoff

SSC Chairperson, Karla Talkoff on 9/20/22

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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