

School Year: 2020-21

# 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
[Add School Name here]	[Add CDS Code here]	[Add SSC Approval Date here]	12/11/2020

## 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

The purpose of this plan is to address the goals, strategies, and expenditures identified for supporting students from low-income families, foster youth, and students with disabilities. In order to serve the school community, GDPSC conducted a needs assessment and created a comprehensive plan that focused on student academic performance, teacher quality, and school safety. The needs assessment informed a comprehensive plan that will ensure the school is successful in ensuring all students in the schoolwide program are prepared for college, leadership and life. This includes economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, limited English proficient students and immigrant students.

### Schoolwide reform strategies:

- GDPSC is a non-profit charter management organization operating 19 successful charter schools and serving over 11,000 students in Los Angeles. Through our work at the high school level, GDPSC recognized a need to enter students into our program earlier in their educational careers. The reform strategy is based on three main components: GDPSC's core values, GDPSC's theory of change and GDPSC's academic model. Emphasized in these three components are the inclusion of all stakeholders in the education process, a culture of transparency/accountability, and the elimination of barriers to learning (such as safety and the need for social-emotional supports).

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.

[SCHOOL NAME] was developed in collaboration with the community that had requested a Green Dot Public Schools California (GDPSC) high school in their neighborhood. In order to serve the school community, GDPSC conducted a needs assessment and created a comprehensive plan that focused on: student academic performance, teacher quality and school safety. The needs assessment informed a comprehensive plan that will ensure [SCHOOL NAME] is successful in ensuring all students in the schoolwide program are prepared for college, leadership and life. This includes economically disadvantaged students, students from

major racial and ethnic groups, students with disabilities, limited English proficient students and immigrant students.

#### Schoolwide reform strategies:

GDPSC recognized a need to enter students into our program earlier in their educational careers. The school's reform strategy is based on three main components: GDPSC's core values, GDPSC's theory of change and GDPSC's transparency academic model. That emphasizes the inclusion of all stakeholders in the education process, a culture of transparency/accountability, and the elimination of barriers to learning (such as safety and the need for social-emotional supports).

#### Instruction by highly qualified teachers:

- The school is committed to hiring a diverse faculty composed of the best staff possible. Teachers pass through GDPSC's rigorous multi-step hiring and selection process that includes: an online application, a phone screen, lesson plan submission, interview day with GDPSC Human Capital, interview day at school as well as reference and background checks.

#### High-quality and ongoing professional development:

- Professional development for teachers and school site leaders is a critical component of the school and GDPSC's school model and program. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction.

#### Strategies to increase parental involvement:

- As a public charter school, the school is not permitted to require parent volunteer hours. However, parents are encouraged to participate in their child's education by attending School Parent Meetings, participating in the School Advisory Council, and frequently communicating with the school. Parents are also invited to participate in United Parents and Students (UPAS), GDPSC's community organizing arm that teaches parents how to voice their concerns about issues such as community safety, better jobs, and cleaner streets.

#### Measures to include teachers in decision-making:

- GDPSC has had an organized teacher work-force since its inception. Asociación de Maestros Unidos (AMU) is its own bargaining unit, but is an affiliate of the California Teachers Association (CTA).

#### Academic support and intervention:

- The school has a scheduled of intervention and accelerations courses available to students based on their needs. Students participate in a recommended multi-week summer program that allows the school to identify students for special needs, English Learner levels, non-proficiency standards and social-emotional supports. The school currently provides the following basic instructional services to students identified as English Learners.
- Designated ELD: Instruction in Designated ELD is based on ELD grade and proficiency level standards and is provided by teachers utilizing appropriate strategies to ensure comprehensibility of instruction.
- Integrated ELD: Instruction in Integrated ELD is based on content Common Core State Standards in conjunction with the ELD Standards and is provided by teachers utilizing appropriate strategies to ensure comprehensibility of instruction.

#### Coordination and integration of Federal, State and Local services/programs:

- The school will benefit from Green Dot's robust finance team that ensure that the school is able to maximize funding from Federal, State and Local Services/Programs.

Additionally, our Title I funds support our school's goals of increasing the percentage of students Meeting/ Exceeding Standard on the ELA and Math sections of State standardized tests by supporting ELA/Literacy Teacher Professional Development that will support teachers to implement a research-based literacy intervention program, by offering for extended learning time through literacy intervention programs, targeting services and programs lowest-performing student groups.

In order to establish our LCAP goals and priorities, we consult with our School Advisory Council (SAC) and District English Learner Advisory Council (DELAC), which meet on semi-annually basis. These groups review and provide input on our school's plan to ensure alignment with our LCAP strategies to reflect on progress and make adjustments to the plan as needed.

All Title I, II III and IV funds are accepted for the intended purposed of each grant and used to supplement the basic academic program at the campus.

## MISSION

[SCHOOL NAME] is leading the charge to transform public education in Los Angeles and beyond so that all children receive the education they need to be successful in high school, college, leadership, and life. The school will achieve this mission by providing a small, high school preparatory program where all stakeholders (administrators, teachers, parents, community) actively engage in the education process. We will create a student-centered environment that unifies the efforts of family, community and school to foster life-long learning, cross-cultural competency, social responsibility and academic excellence.

## CORE VALUES

The school is dedicated to the core values of Green Dot Public Schools California (GDPSC):

1. An Unwavering Belief in all Students' Potential
2. Passion for Excellence
3. Personal Responsibility
4. Respect for Others and the Community
5. All Stakeholders are Critical in the Education Process

## CORE BELIEFS

We believe that all students can and will succeed if given the appropriate resources. Our aim is to provide all students access to high-quality instruction, social-emotional support, and community resources so they are prepared for high school, college, leadership and life.

In order to ensure that funds from state and federal sources are used in a coherent manner and in alignment with our Mission and Core Values and Beliefs, the school will benefit from GDPSC's robust finance team. The Finance Team will ensure that the school is able to maximize funding from Federal, State and Local Services/Programs. The school is committed to using all services and programs available to the school. Student academic progress will be assessed at various points in the year to ensure that the academic model is supporting all students, with particular focus to at-risk students. Means of evaluating progress toward academic goals include ELA and Math performance on State standardized tests, and English Learner improvement on the English Language Proficiency Assessment for California ("ELPAC").

In order to achieve our LCAP goals, the school will utilize the following mechanisms:

- Interim assessments will be administered a minimum of 4 times per year
- Both the Instructional Leadership Team (ILT), English/Literacy and Math teachers will examine the results of the interim assessments to identify students who are not scoring proficient or higher. Teachers will target instruction to support those students in reaching proficiency.
- The Reading Inventory (RI) will be administered 3 times per year to all students.
- The iReady (RI) will be administered 3 times per year to all students.
- Monthly assessments in Math and Math Intervention courses will provide formative data on student mastery of standards.
- Students requiring additional supports may participate in after school programming focused on reaching proficiency.
- The ILT will review interim assessments and Student Advisory Council (SAC) will examine the results (disaggregated by sub-groups) to identify areas of strength and need, and to revise strategic plans.
- Incoming students identified as EL will take Reading and ELD diagnostic exams (RI and Green Dot Language Proficiency Benchmark)
- Computer-adaptive, interim assessments for ELs will be administered three times per year (August/September, December and March) in Reading and Language Usage

In order to establish our LCAP goals and priorities, we share our budgets and documents, including the LCAP, with our School Advisory Council (SAC) and District English Learner Advisory Council (DELAC). We prioritize giving these key stakeholders the opportunity to provide us with feedback.

## Stakeholder 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

[SCHOOL NAME] is a direct-funded charter school, whose stakeholders include schools administration, parents, paraprofessionals, students, teachers and support teams for English Learners and Students with Disabilities. [SCHOOL NAME] engaged parents and family stakeholders to jointly develop and agree on its engagement policy not only through SAC and DELAC, but also through student orientation, Ánimo Parent Academy, Community Organizing Institute, Coffee with the Principal, parent conferences, and/or meaningful two-way conversations between schools and parents in the parents' home language.

This engagement included parents with limited English proficiencies, parents of migrant students, English Learners, and students with disabilities. Additional parent policies are located in Student Policy Manual, which is distributed to all students and parents at start of school year (or whenever a student matriculates). The manual is also available on school's website as well as in front office. The policies are updated on an annual basis and include the following:

- Power School and Parent Communication
- Academic Conferences
- Progress Reports and Report Cards
- Parent/Guardian Volunteer Hours
- Student Privacy and Parent Volunteer Confidentiality

Parents are included in the school's decision-making processes through the School Advisory Council (SAC) and District English Learner Advisory Council (DELAC). We align efforts of family, community, and school to foster our core values. Parent education supports parents and families so that they can support student learning and combat the issues that children face in and outside of the classroom. [SCHOOL NAME] provides assistance to parents in understanding topics like state academic standards, state and local academic assessments, and monitoring their child's progress. Examples of these efforts include:

- Road to College Workshops that occur on a quarterly basis
- Parent conferences that occur each semester
- Coffee with the Principal that occurs on a monthly basis
- SAC and DELAC meetings that occur on a monthly basis

[SCHOOL NAME] will utilize aforementioned trainings as well as materials distributed through Powerschool reporting on student academic achievement, Remind announcements on opportunities to engage, and teacher websites to help parents to work with their children to improve their child's achievement through trainings at start of year. [SCHOOL NAME] will train school staff and teachers on the importance of parent and familial engagement throughout school year.

Teachers participate quarterly in Green Dot-wide professional development sessions that include content collaboration and parent engagement and communication. [SCHOOL NAME] also maintains a full time Parent Coordinator that hosts parent education workshops regarding accessing PowerSchool, A-G requirements, college access, conflict resolution and wellness, and sets parent engagement goals in collaboration with school administrators and the School Operations Manager. These individuals meet at least quarterly to assess progress, plan and communicate at least three engaging activities per semester, attend community events to build relationships, recruit community partners to become part of school's family engagement program, develop and facilitate a parent leadership team/PTO to address community-based issues, organize for education reform, etc.

[SCHOOL NAME] coordinates and integrates parent involvement programs and activities with or Federal, State, and local programs to conduct activities such as various partnerships with PIQE and United Parents and Students to develop parental advocacy and education. Additionally, [SCHOOL NAME] has both a SAC and DELAC. SAC develops, maintains, reviews and approves the School Plan for Student Achievement (SPSA), reviews school's strategic plan including Local Control Accountability Plan (LCAP), monitors its implementation throughout year, provides numerous opportunities for students and parents to contribute to school's operations and growth, and reviews school budget to assure spending is in accordance with goals of the SPSA. The SAC may recommend modifications to the strategic plan to reflect changing needs and/or priorities.

The school's DELAC is a committee comprised of parents (at least 51%), and staff and community members specifically designated to advise school officials on English learner program services. DELAC also advises the school's governing board.

[SCHOOL NAME] uses results from a home language survey distributed at start of year to identify the primary language spoken at a student's home. With assistance from translation/interpretation services, [SCHOOL NAME] ensures that all information related to school and parent programs, meetings, and activities is sent to parents in a language they can understand, and that all parents and family members have the opportunity to participate.

Additionally, [SCHOOL NAME] provides accommodations to parents with disabilities by ensuring the school is ADA accessible, training staff in ADA accessibility, and providing printed materials accessible to all.

## Resource Inequities

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

[SCHOOL NAME] was developed in collaboration with the community that had requested a Green Dot Public Schools California (GDPSC) high school in their neighborhood. In order to serve the school community, GDPSC conducted a needs assessment and created a comprehensive plan that focused on: student academic performance, teacher quality and school safety.

The needs assessment informed a comprehensive plan that will ensure the school is successful in ensuring all students in the schoolwide program are prepared for college, leadership and life. This includes economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, limited English proficient students and immigrant students.

[SCHOOL NAME] has not determined any resource inequities. During the needs assessment, the school reviewed current programming on the master schedule and additional interventions (After School Programs, Summer Bridge, office hours) to ensure that all resources were available to all students. Inequities were not identified; however, additional resources were identified to supplement what is currently being offered.

## Goals, Strategies, Expenditures, and Annual Review

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

### Goal 1

Maintain the appropriate assignment of teachers, fully credentialed in the subject areas and for the pupils they are teaching.

## Identified Need

All students must be taught by adequately prepared and credentialed teachers. In particular, English Learners and Students with Disabilities must be taught by teachers appropriately credentialed in these respective subject areas, in order to ensure students' needs are being fully met.

## Annual Measurable Outcomes

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

100% of teachers will be fully credentialed in the subject areas and for the pupils they are teaching.	100%	100% Compliant
--	------	----------------

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

### Strategy/Activity 1

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

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

All students

#### Strategy/Activity

The Green Dot Human Resources and Human Capital departments will conduct an annual audit to ensure that teachers meet required credentials. Green Dot Human Resources will also work with employees on appropriate renewals for credentials and other requirements. Green Dot will maintain a system to automate employee lifecycle process (HRIS).

#### 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)
-----------	-----------

Will vary by school.	[Add source(s) here]
----------------------	----------------------

## ANALYSIS

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

Overall, the actions/services were implemented as described. The school was effective in its goal of ensuring all teachers are fully credentialed in the subject areas and for the pupils they are teaching.

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

The school updated its calculation to more accurately reflect expenditures related to the above actions/services.

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 school will not be making changes at this time.

## Goal 2

Increase student achievement.

### Identified Need

Students entering [SCHOOL NAME] do so performing below their peers in academic achievement. In order to increase student achievement, the school will support students in continual growth.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the percent of students scoring Met Standard and above on SBAC ELA assessment annually by 3% or outperform the local school district average.	[Add baseline here]	District rate or baseline + 3%
Increase the percent of students scoring Met Standard and above on SBAC Math assessment annually by 3% or outperform the local school district average.		District rate or baseline + 3%
Increase the CORE student growth percentile in ELA to be at or above 50%.		50% or higher in CORE ELA

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the CORE student growth percentile in Math to be at or above 50%.		50% or higher in CORE Math

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

### Strategy/Activity 1

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

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

All students

#### Strategy/Activity

ELA and math intervention courses (Literacy Intervention, Math Support, Academic English Essentials, Composition 9) are offered at the 9th and 10th grade levels to ensure students below grade level have Tiered supports to meet their needs. Green Dot high schools used Illustrative Math for their core Math curriculum and Ready Math for their intervention Math curriculum.

#### 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)

*Will vary by school.*

[Add source(s) here]

### Strategy/Activity 2

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

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

All students

#### Strategy/Activity

Teachers all receive professional development aligned to the implementation of the Common Core standards. Professional development emphasizes the need to provide tiered interventions.

#### 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)

*Will vary by school.*

[Add source(s) here]

### Strategy/Activity 3

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

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

All students

Strategy/Activity

Green Dot interim assessments are aligned to the Common Core standards and expose students to the structure and format of the CAASPP.

#### 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)

*Will vary by school.*

[Add source(s) here]

### Strategy/Activity 4

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

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

Students with Disabilities

Strategy/Activity

Appropriate courses and Individualized Education Programs are offered based on student needs. Students have teachers credentialed in Special Education to support their 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)

*Will vary by school.*

[Add source(s) here]

## ANALYSIS

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

Overall, the actions/services were implemented as described. The school was not able to obtain state assessment data due to COVID-19, but collected growth data via the nationally recognized assessments of Reading Inventory and i-Ready.

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

The school updated its calculation to more accurately reflect expenditures related to the above actions/services.

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 school will not be making changes at this time.

## Goal 3

Increase the English language proficiency of English Learners.

### Identified Need

In order to support student outcomes, the school will support EL students in continual language development.

### Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Increase percent of EL students who reclassify as Fully English Proficient annually by 3% or outperform the local school district average.

[Add baseline here]

District rate or baseline + 3%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the percent of students growing at least one ELPI level or maintaining the highest ELPI level based on ELPAC testing by 3% per year or be at/above local district ELPI rate.		District rate or baseline + 3%

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)

English Learners

#### Strategy/Activity

Appropriate Designated ELD courses and curriculum are offered based on student needs. The Green Dot ELD Handbook (with instructional strategies and supports for ELs) is available online and in hard copy for all teachers and administrators.

#### 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)

*Will vary by school.*

[Add source(s) here]

### Strategy/Activity 2

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

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

English Learners

#### Strategy/Activity

Each school site has an Administrator over ELs, who coordinates ELPAC testing, co-facilitates ELD professional development, supports with EL and reclassification progress monitoring, co-facilitates DELAC and other parent engagement meetings and meets with teachers and teacher leaders to

determine EL SBAC and CAST accommodations as well as review EL student data when ELs are eligible for reclassification to ensure accurate reclassification.

EL Leads on each campus support their school site with ELD professional development, EL and reclassification progress monitoring and DELAC/parent engagement.

### 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)

*Will vary by school.*

[Add source(s) here]

## ANALYSIS

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

Overall, the actions/services were implemented as described. The school was not able to obtain reliable achievement data due to COVID-19 and the closure of state testing.

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

The school updated its calculation to more accurately reflect expenditures related to the above actions/services.

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 school will not be making changes at this time.

## Goal 4

Increase graduation rates.

### Identified Need

The student population at this school is historically underserved and graduates at lower rates across the state. However, [SCHOOL NAME] is committed to ensuring every student graduates prepared for college, leadership, and life.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase cohort graduation rate by 3% per year, or to be at/above 85%.	[Add baseline here]	At/above 85% or baseline + 3 %

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

### Strategy/Activity 1

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

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

All students

#### Strategy/Activity

All students participate in an Advisory course which provides individualized academic consultancy and a review of graduation progress.

#### 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)

*Will vary by school.*

[Add source(s) here]

### Strategy/Activity 2

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

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

All students

#### Strategy/Activity

##### Personnel Investments:

The school has two counselors who provide academic and college counseling. The school has a Counselor Support Specialist to provide coaching and professional development to 2-3 counselors who provide academic and college readiness advising. Students in the 11th and 12th grades have individual meetings with their counselors to track graduation progress and develop plans for credit recovery as need.

*For Alain Leroy Locke only:*

African American Achievement Specialist - Given graduation and college acceptance rates for AA students, the LEA has invested in a three-year position aimed at improving supports and outcomes. This position will case manage all 9th and 10th grade AA students - grades, attendance and behavior monitoring. The specialist will use academic data including Lexile, i-ready scale score, grades and California Healthy Kids Survey (validated by West Ed) data to provide insight into individual mentoring and strategic programs for all students in this subgroup. In addition to this, the school is also collaborating with an organization called Purple Gavel to provide intensive academic and college counseling for 20 black seniors, as well as Study Smart Tutors as part of our efforts to increase proficiency and 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)

*Will vary by school.*

[Add source(s) here]

**Strategy/Activity 3**

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

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

All students

Strategy/Activity

Parent Engagement:

Progress reports are sent home quarterly to inform students and parents of academic progress in each course

Parent workshops educate parents on how to best support their students

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

*Will vary by school.*

[Add source(s) here]

**Annual Review**

**SPSA Year Reviewed: 2019–20**

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.

Overall, the actions/services were implemented as described. The school was effective in its goal of increasing graduation rates or meeting the district average graduation rate.

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

The school updated its calculation to more accurately reflect expenditures related to the above actions/services.

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 school will not be making changes at this time.

## 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	<i>Will vary by school.</i>
Total Federal Funds Provided to the School from the LEA for CSI	<i>For Alain Leroy Locke only.</i>
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	<i>Will vary by school.</i>

## 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 (\$)
<i>Will vary by school.</i>	<i>Will vary by school.</i>
[List federal program here]	<i>Will vary by school.</i>
[List federal program here]	<i>Will vary by school.</i>
[List federal program here]	<i>Will vary by school.</i>
[List federal program here]	<i>Will vary by school.</i>

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

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 (\$)
[List state or local program here]	<i>Will vary by school.</i>
[List state or local program here]	<i>Will vary by school.</i>
[List state or local program here]	<i>Will vary by school.</i>
[List state or local program here]	<i>Will vary by school.</i>
[List state or local program here]	<i>Will vary by school.</i>

Subtotal of state or local funds included for this school: \$ *Will vary by school.*

Total of federal, state, and/or local funds for this school: \$ *Will vary by school.*