

School Year: **2019-20**

# 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
William S. Hart High School	19-65136-1933902	May 23, 2019	June 12, 2019

# 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).

Staff completed a Title I Needs Assessment Survey for Hart High School. Parents and students were informally surveyed at Open House and in and around campus to get a feel for what they needed most at Hart. The staff was given information about the survey in a faculty meeting and also emailed a direct link to the staff survey through their school email system. Once the surveys were completed the Site Council met to go over the findings and discuss an action plan for meeting those perceived needs. Overwhelmingly our stakeholders felt that our students needed more access and opportunity for academic and personal intervention, increased communication, increased opportunities for college and career exploration, access to state of the art technology, access to drop-in tutoring, and increased opportunities for school and student involvement as well as parent involvement.

## Classroom Observations

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

Besides the surveys listed above, student data was also analyzed by staff to better understand the needs of the school. Once all data was reviewed, the Site Council met to go over the findings and discuss an action plan for meeting those perceived needs. Overwhelmingly our community felt that our students needed more access and opportunity for academic and personal intervention, increased communication, increased opportunities for college and career exploration, access to state of the art technology, access to drop-in tutoring, and increased opportunities for school and student involvement as well as parent involvement.

## 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)

Math is a critical needs area. During the 2016 CAASPP administration 49% of students scored proficient or higher in the mathematical section. That number fell to 41% during the 2017 CAASPP testing, yet slightly increased to 42% on the 2018 test. Our math department has created a plan to increase student engagement through a change in curriculum and differentiated instruction. The math department would also like to increase access to AP level math programs for all our students and assist all of our students by expanding their intervention and tutoring offerings.

Language Arts also experienced a drop in proficiency levels last year from 82% in 2016, to 79% in 2017, to 72% on the 2018 examination. The English department's response to this drop has been to adopt new Common Core aligned textbooks. They plan to have students read and write more in class and at home, with a larger emphasis on informational texts. Our students also have a critical need to access technology and technology skills here at Hart. With around 40% of our students living in lower socioeconomic households they are not able to attain the 21st century skills they need at home. Most of our lower socioeconomic students can only access the internet on their phones or at a public library. This makes creating multimedia presentations and submitting assignments through the internet difficult or impossible for them. It is vital that they have access to cutting edge technology skills and equipment at school. They need to have these skills to apply to college and compete in an increasingly technological workplace.

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

Students living in poverty come to school every day at a disadvantage. They do not have the same access to food, healthcare, shelter, technology, and other basic necessities. Consequently, their academic success is hindered in many cases by circumstances beyond their control. At Hart we see this difference in our students in the form of technology access and skills, athletic and performing arts participation and a gap in CAASPP scores in both math and English Language Arts. Our goal at Hart is to minimize these gaps through the use of our Title 1 funds. Our plan seeks to increase access to up to date technology in our math and English classrooms to support our textbooks' focus inquiry-based learning and collaborative learning. We also will facilitate small group learning through the addition of instructional assistants in the math and English classrooms of our most fragile learners. Part of our plan will also increase parent involvement by increasing communication and access. Educational research has shown all of these aforementioned strategies to be highly effective in increasing student achievement in secondary settings.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

Currently 100% of teachers at Hart are fully credentialed and teaching within their certified subject area.

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

All schools hire future teachers from those who apply through EdJoin. All schools have access to interviewing the same credentialed teachers within the district. School site administrators conduct their own interviews and make their own selections. All teachers have ample opportunity for continued professional development annually as provided by the District and the school site professional development team on a regular monthly basis. Teachers can select and personalize their professional development goals through a variety of workshops, collaborative meetings, conferences, and department and/or grade level collaboration time.

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

Our staff development is based on personalized professional development where teachers reflect on their students' performance and create classroom goals based on need. Each subject is aligned to the content standards of the CCSS and our teachers strive to work in professional learning communities to achieve their goals.

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

Hart currently has one instructional coach to support the needs of all teachers through individual coaching and providing professional development. The district provides support from content experts through district-wide professional development opportunities led by state, county, and national educational experts. The district also provides assistance from Teachers on Special Assignment (TOSAs) in English, Math, and Science, and ELD Program Specialist, and Math and Science Curriculum Specialists.

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

N/A

## Teaching and Learning

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

All content areas align with state mandated curriculum using district provided materials.

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

N/A

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

Our master schedule remains flexible based on the needs of our student population. We have added different courses based on what our students need for intervention and access to the CCSS. Our counseling department diligently works with our master scheduler to ensure that students are able take the classes they need to graduate and be ready for college or a career.

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

All content areas have standards-based instructional materials provided by the district for all student groups.

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

All students have SBE adopted materials for their courses, intervention materials, and access to standard-aligned core courses.

## Opportunity and Equal Educational Access

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

We offer a variety of intervention options for students during the regular school day through parallel classes, and after school through intervention courses and open library help nights. We also ensure that teachers are available for supporting students on a daily basis before school and throughout open periods.

Evidence-based educational practices to raise student achievement

Late start Wednesdays have been a part of our regular practice to increase student achievement. There are multiple days where teachers collaborate throughout the year in designated collaboration time as well as in faculty meetings and professional development meetings. Office hours are available on Wednesday mornings where students are able to work directly with their teachers to makeup work or take tests.

## Parental Engagement

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

Regular communication is sent out to our families and surrounding community through monthly or quarterly meetings with our various parent groups. Our Spanish speaking parent group, Padres Unidos, meets quarterly to inform our Spanish speaking population on important items and events.

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)

Parents, teachers, staff members, and students are actively involved in the development, implementation, revision, and annual evaluation of our School Plan for effectively using Title 1 funds in our schoolwide program through quarterly PAC and School Site Council meetings. Parents, teachers, staff, and students are additionally involved each year in the development, implementation, and evaluation of the district's Title 3 plan to ensure academic achievement and language proficiency for English Language Learners through quarterly DELAC meetings.

### Funding

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

The district provides categorical funding that allows each site to create an annual Intervention Plan for providing before and after school tutoring, and/or add extra 1/6th teaching assignments (where possible) into the school day for parallel support classes in Math and/or English. The district also provides professional development for teachers in best practices for supporting underperforming students through literacy across all disciplines, differentiated instruction, language support, equal access to rigorous academic content standards, support from Bilingual Instructional Assistants, the effective use of technology for increased student learning, and strategies for engaging all students in learning.

Fiscal support (EPC)

The district funds quarterly Parent and Student Engagement evening workshops, the LINK mentoring program, Counseling services, crisis intervention, student wellness support, donated computers for student use at home, translation services to increase parent engagement, college and career fairs, community resource events, and School Formula Accounts (SFA) for discretionary site needs.

## **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**

The School Site Council met quarterly to develop, write, evaluate, and review the SPSA. All stakeholders were invited to participate in the School Site Council. All stakeholders have access to the SPSA plan located on the school website for review. Quarterly meetings will occur again in the 2019-20 school year for the same purposes.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.1%	0.1%	0.04%	2	3	1
African American	1.7%	1.7%	1.60%	39	39	35
Asian	3.4%	2.7%	3.18%	80	63	70
Filipino	1.9%	2.4%	2.86%	45	54	63
Hispanic/Latino	44.2%	47.6%	49.50%	1,035	1,095	1090
Pacific Islander	0.1%	0.2%	0.26%	2	4	6
White	45.3%	41.7%	39.10%	1,061	960	860
Multiple/No Response	3.3%	%	3.54%	78	1	78
<b>Total Enrollment</b>				2,342	2,302	2202

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 9	604	568	555
Grade 10	616	599	572
Grade 11	545	590	537
Grade 12	534	503	536
<b>Total Enrollment</b>	2,342	2,302	2202

### Conclusions based on this data:

1. Our enrollment is declining.
2. Our Hispanic population is increasing.
3. Our White population is decreasing.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	322	360	200	13.7%	15.6%	9.0%
Fluent English Proficient (FEP)	485	489	566	20.7%	21.2%	25.5%
Reclassified Fluent English Proficient (RFEP)			75	0.0%	0.0%	3.4%

### Conclusions based on this data:

1. We are doing a better job of reclassifying our English Learners to Proficient.
2. We are getting more English Learners.
3. We need to provide more resources for English Learners.

# 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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	530	571	547	513	552	529	510	552	529	96.8	96.7	96.7
All Grades	530	571	547	513	552	529	510	552	529	96.8	96.7	96.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2657.	2653.	2639.	44	42.21	39.13	38	37.14	32.89	12	13.77	17.96	6	6.88	10.02
All Grades	N/A	N/A	N/A	44	42.21	39.13	38	37.14	32.89	12	13.77	17.96	6	6.88	10.02

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	45	46.82	40.15	49	43.74	45.27	7	9.44	14.58
All Grades	45	46.82	40.15	49	43.74	45.27	7	9.44	14.58

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	56	57.71	49.24	38	34.66	38.64	7	7.62	12.12
All Grades	56	57.71	49.24	38	34.66	38.64	7	7.62	12.12

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	31	34.85	31.38	61	59.53	57.84	8	5.63	10.78
All Grades	31	34.85	31.38	61	59.53	57.84	8	5.63	10.78

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	55	54.26	46.21	40	38.84	44.70	5	6.90	9.09
All Grades	55	54.26	46.21	40	38.84	44.70	5	6.90	9.09

**Conclusions based on this data:**

1. The overall achievement scores of students at the "standard exceeded" performance band has risen and fallen over the course of the three years reported, with last year's number being higher than it was two years prior with meeting "standard exceeded".
2. The percentages of students at the "standard met" performance band decreased, while the percentage of students at the "standard nearly met" went down and then up, yet the "standard not met" levels increased.
3. The highest percentage of students in the "below standard" fall within the reading component (at 9.44%), while the highest percentage of students "above standard" fall within the writing component of the CAASPP (at 57.71%).

# 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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	530	571	548	513	546	522	512	545	522	96.8	95.6	95.3
All Grades	530	571	548	513	546	522	512	545	522	96.8	95.6	95.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2613.	2608.	2597.	16	17.25	13.98	33	24.22	27.78	25	31.01	27.39	26	27.52	30.84
All Grades	N/A	N/A	N/A	16	17.25	13.98	33	24.22	27.78	25	31.01	27.39	26	27.52	30.84

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	32	30.20	27.12	37	34.62	34.04	30	35.17	38.85
All Grades	32	30.20	27.12	37	34.62	34.04	30	35.17	38.85

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	20	20.07	20.81	60	52.49	48.75	20	27.44	30.44
All Grades	20	20.07	20.81	60	52.49	48.75	20	27.44	30.44

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	22	24.40	21.65	59	60.37	57.66	19	15.23	20.69
All Grades	22	24.40	21.65	59	60.37	57.66	19	15.23	20.69

### Conclusions based on this data:

- The majority of the students tested last year fall within the "standard nearly met" and "standard not met" band, at 58.53% combined percentage.
- Student scores have fallen over the course of the last three years in mathematics.

3. The math concept with the highest percentage of students falling in the "below standard" performance band was in Concepts and Procedures, with 35.17% of students "below standard".

# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1556.3	1550.7	1561.4	68
Grade 10	1553.3	1543.0	1563.2	62
Grade 11	1542.9	1531.3	1554.0	46
Grade 12	1579.0	1585.1	1572.3	49
All Grades				225

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	26	38.24	22	32.35	*	*	*	*	68
Grade 10	21	33.87	20	32.26	*	*	12	19.35	62
Grade 11	*	*	17	36.96	11	23.91	*	*	46
Grade 12	19	38.78	19	38.78	*	*	*	*	49
All Grades	76	33.78	78	34.67	40	17.78	31	13.78	225

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	38	55.88	15	22.06	*	*	*	*	68
Grade 10	29	46.77	12	19.35	*	*	11	17.74	62
Grade 11	22	47.83	14	30.43	*	*	*	*	46
Grade 12	35	71.43	13	26.53			*	*	49
All Grades	124	55.11	54	24.00	21	9.33	26	11.56	225

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	14	20.59	18	26.47	15	22.06	21	30.88	68
Grade 10	13	20.97	19	30.65	13	20.97	17	27.42	62
Grade 11	*	*	*	*	21	45.65	14	30.43	46
Grade 12	*	*	13	26.53	17	34.69	12	24.49	49
All Grades	41	18.22	54	24.00	66	29.33	64	28.44	225

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	37	54.41	24	35.29	*	*	68
Grade 10	23	37.10	26	41.94	13	20.97	62
Grade 11	12	26.09	24	52.17	*	*	46
Grade 12	22	44.90	23	46.94	*	*	49
All Grades	94	41.78	97	43.11	34	15.11	225

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	48	70.59	12	17.65	*	*	68
Grade 10	32	51.61	20	32.26	*	*	62
Grade 11	31	67.39	11	23.91	*	*	46
Grade 12	43	87.76	*	*	*	*	49
All Grades	154	68.44	48	21.33	23	10.22	225

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	15	22.06	24	35.29	29	42.65	68
Grade 10	16	25.81	20	32.26	26	41.94	62
Grade 11	*	*	12	26.09	28	60.87	46
Grade 12	*	*	21	42.86	20	40.82	49
All Grades	45	20.00	77	34.22	103	45.78	225

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	19	27.94	43	63.24	*	*	68
Grade 10	15	24.19	39	62.90	*	*	62
Grade 11	*	*	37	80.43			46
Grade 12	19	38.78	29	59.18	*	*	49
All Grades	62	27.56	148	65.78	15	6.67	225

**Conclusions based on this data:**

1. We are doing a good job preparing our students to develop the English Language.
2. We need to continue to push our English Learners to achieve more.

- 
- 
3. We need to focus resources towards our English Learner group.

# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2322	40.9%	13.0%	0.2%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	303	13.0%
Foster Youth	5	0.2%
Homeless	21	0.9%
Socioeconomically Disadvantaged	949	40.9%
Students with Disabilities	281	12.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	47	2.0%
American Indian	1	0.0%
Asian	70	3.0%
Filipino	65	2.8%
Hispanic	1,131	48.7%
Two or More Races	72	3.1%
Pacific Islander	6	0.3%
White	929	40.0%

### Conclusions based on this data:

1. Our socioeconomically disadvantaged student population is growing.
2. Our English Learners makeup a significant portion of our student population.
3. Our largest demographic is Hispanic students.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Graduation Rate</b>  Blue	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  No Performance Color		
<b>College/Career</b>  Green		

#### Conclusions based on this data:

1. An orange performance level in Suspension Rate indicates a need to review subgroups in this category as well as the increase or decrease from the previous reporting year.
2. We are doing adequately in ELA and College/Career.
3. We are doing an outstanding job of graduating our students.

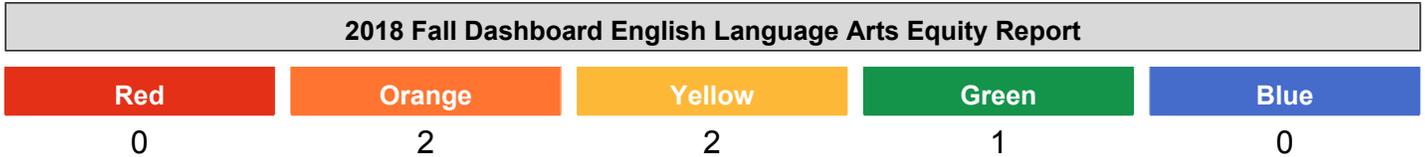
# School and Student Performance Data

## Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Green 57.5 points above standard Declined -12.9 points 522 students	<p><b>English Learners</b></p>  Orange 38.4 points below standard Declined -25.2 points 99 students	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 20.7 points above standard Declined -4.3 points 182 students	<p><b>Students with Disabilities</b></p>  Orange 64.6 points below standard Increased 19.2 points 57 students

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color 0 Students	 No Performance Color <span style="background-color: #e6f2ff;">131.3 points above standard</span> Declined -38.3 points 19 students	 No Performance Color <span style="background-color: #e6f2ff;">64.9 points above standard</span> Declined -18.4 points 16 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <span style="background-color: #e6f2ff;">13.2 points above standard</span> Declined -20.9 points 226 students	 No Performance Color <span style="background-color: #e6f2ff;">113.5 points above standard</span> Declined -14.9 points 28 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green <span style="background-color: #e6f2ff;">91.8 points above standard</span> Declined -3.8 points 221 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e6f2ff;">104.2 points below standard</span> Declined -33.8 points 41 students	<span style="background-color: #e6f2ff;">7.5 points above standard</span> Declined -50.6 points 58 students	<span style="background-color: #e6f2ff;">79.8 points above standard</span> Declined -9.2 points 338 students

**Conclusions based on this data:**

1. Our English Learners and Students with Disabilities need to show increase in achievement.
2. Our Hispanic and Socioeconomically Disadvantaged can improve.
3. Overall, we need to focus on the subgroups scoring orange and yellow.

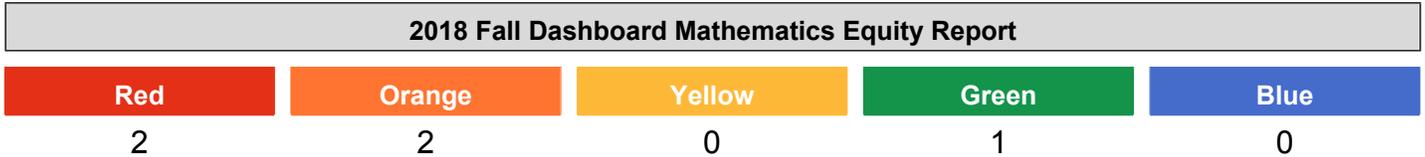
# School and Student Performance Data

## Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 29.3 points below standard Declined -9.2 points 515 students	<p><b>English Learners</b></p>  Red 116.9 points below standard Declined -18.8 points 97 students	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 74.1 points below standard Declined -12.6 points 177 students	<p><b>Students with Disabilities</b></p>  Red 172.9 points below standard Maintained -0.6 points 55 students

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color 0 Students	 No Performance Color <span style="background-color: #e1eef6;">101.2 points above standard</span> Declined -31.4 points 19 students	 No Performance Color <span style="background-color: #e1eef6;">20.9 points below standard</span> Declined -12.7 points 16 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange <span style="background-color: #e1eef6;">78.8 points below standard</span> Declined -16.9 points 219 students	 No Performance Color <span style="background-color: #e1eef6;">40.9 points above standard</span> Increased 10.2 points 27 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green <span style="background-color: #e1eef6;">0.6 points above standard</span> Declined -5.8 points 222 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e1eef6;">175.3 points below standard</span> Declined -30.3 points 40 students	<span style="background-color: #e1eef6;">76.4 points below standard</span> Declined -33.1 points 57 students	<span style="background-color: #e1eef6;">7.4 points below standard</span> Declined -4.1 points 336 students

**Conclusions based on this data:**

1. Our English Learners and Students with Disabilities need to show increase in achievement.
2. Our Hispanic and Socioeconomically Disadvantaged can improve.
3. Overall, we need to focus on the subgroups scoring Red and Orange.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
225	33.8%	34.7%	17.8%	13.8%

### Conclusions based on this data:

1. English Learner progress is commendable.
2. We need to continue to make this group an area of focus.
3. We would like to increase those at the beginning and somewhat developed level.

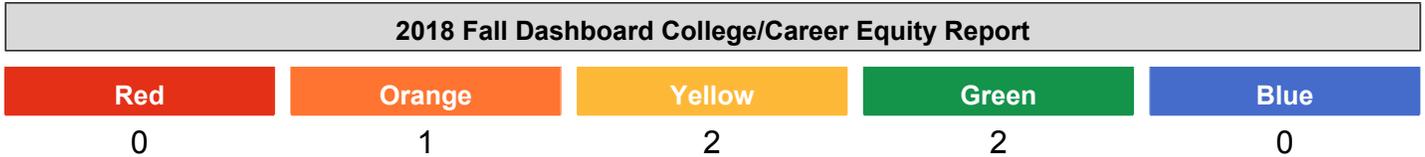
# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
<p><b>All Students</b></p>  Green 61.1% prepared Maintained -0.1% 530 students	<p><b>English Learners</b></p>  Yellow 10.5% prepared Increased 2.5% 57 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
<p><b>Homeless</b></p>  No Performance Color 52.9% prepared Maintained -0.4% 17 students	<p><b>Socioeconomically Disadvantaged</b></p>  Green 51.2% prepared Increased 6.6% 246 students	<p><b>Students with Disabilities</b></p>  Orange 7.8% prepared Increased 4.1% 51 students

**2018 Fall Dashboard College/Career by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 61.5% prepared 13 students	 No Performance Color 0 Students	 No Performance Color 100% prepared 19 students	 No Performance Color 69.2% prepared Declined -7.7% 13 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 48.2% prepared Maintained 0.6% 222 students	 No Performance Color 66.7% prepared Declined -5.6% 18 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green 69.1% prepared Maintained -1.9% 243 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

**2018 Fall Dashboard College/Career 3-Year Performance**

Class of 2016	Class of 2017	Class of 2018
65.3% <b>Prepared</b>	61.3 <b>Prepared</b>	61.1 <b>Prepared</b>
18.1% <b>Approaching Prepared</b>	16.4 <b>Approaching Prepared</b>	24.9 <b>Approaching Prepared</b>
16.6% <b>Not Prepared</b>	22.3 <b>Not Prepared</b>	14 <b>Not Prepared</b>

**Conclusions based on this data:**

1. We have more students approaching prepared than ever before.
2. We do not have as many students prepared as we have in the past years.
3. We have the least amount of students not prepared than ever before.

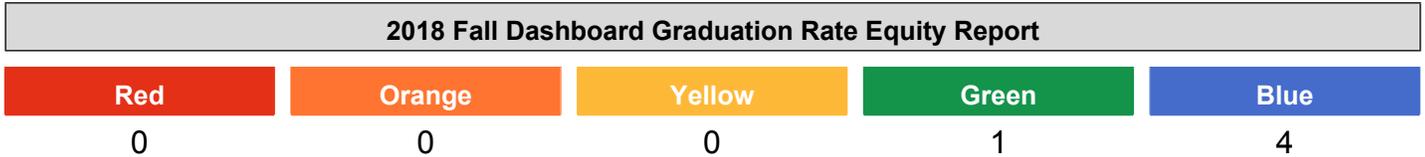
# School and Student Performance Data

## Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p>  Blue 97.9% graduated Increased +3.8% 530 students	<p><b>English Learners</b></p>  Green 93% graduated Increased +17% 57 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
<p><b>Homeless</b></p>  No Performance Color 100% graduated Increased +6.7% 17 students	<p><b>Socioeconomically Disadvantaged</b></p>  Blue 96.7% graduated Increased +6.7% 246 students	<p><b>Students with Disabilities</b></p>  Blue 96.1% graduated Increased +36.8% 51 students

**2018 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 100% graduated 13 students	 No Performance Color 0 Students	 No Performance Color 100% graduated 19 students	 No Performance Color 92.3% graduated Maintained 0% 13 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 96.8% graduated Increased +7% 222 students	 No Performance Color 94.4% graduated Declined -5.6% 18 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Blue 99.2% graduated Increased +1.6% 243 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

**2018 Fall Dashboard Graduation Rate by Year**

2017	2018
94.1% graduated	97.9% graduated

**Conclusions based on this data:**

1. Overall Graduation rate has a high performance rating of blue.
2. We increased in every category from last year.
3. We will continue to communicate the importance of this measure to all stakeholders.

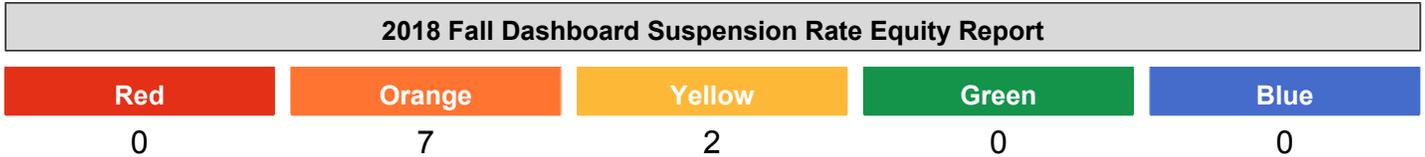
# School and Student Performance Data

## Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Orange 2.5% suspended at least once Increased 0.9% 2433 students	<p><b>English Learners</b></p>  Yellow 3.3% suspended at least once Maintained 0% 333 students	<p><b>Foster Youth</b></p>  No Performance Color 38.9% suspended at least once Increased 32.6% 18 students
<p><b>Homeless</b></p>  No Performance Color 3.4% suspended at least once Increased 3.4% 29 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 3.8% suspended at least once Increased 0.7% 1030 students	<p><b>Students with Disabilities</b></p>  Orange 5.7% suspended at least once Increased 2.4% 297 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 5.6% suspended at least once Increased 5.6% 54 students	 No Performance Color Less than 11 Students - Data 1 students	 Orange 4.2% suspended at least once Increased 4.2% 72 students	 Orange 3% suspended at least once Increased 1.2% 67 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 2.8% suspended at least once Maintained 0.2% 1196 students	 Orange 2.6% suspended at least once Increased 2.6% 78 students	 No Performance Color Less than 11 Students - Data 6 students	 Orange 2% suspended at least once Increased 0.9% 959 students

This section provides a view of the percentage of students who were suspended.

### 2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1% suspended at least once	1.7% suspended at least once	2.5% suspended at least once

**Conclusions based on this data:**

1. Certain subgroups of students show an increase in the percentage number of suspensions from the previous reporting period.
2. Suspension rate can be positively influenced by school culture, indicating a need for us to review possible ways to improve overall climate, school connectness, and student behavior through positive behavior interventions and relationship-building.
3. We need to improve in all areas in this measure.

# 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

LCAP Goal 1 - Ensure all students have access to highly qualified teachers, school site guidance counselors, Common Core State Standards aligned textbooks and materials, and uncrowded school facilities in good repair.

## Goal 1

Increase the effective use of technology in the 2019-20 school year by calling on teachers to lead training sessions, share tips, and introduce best practices for engaging students in the use of technology during staff meetings or via email.

## Identified Need

Classrooms are lacking the technology needed to allow students to have higher academic achievement.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores	2019 CAASPP scores	Rise in 5% of scores in ELA and math based on the 2020 administration of the CAASPP

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 will perform higher on the CAASPP test in 2020.

### Strategy/Activity

1.1 Increase student access to technology in the classroom.

After reviewing the survey data listed above and the comprehensive needs survey with input from parents, teachers and students, evidence shows that our students need more direct access to technology and digital tools during the school day in order to develop technological skills needed for success in academics, college, and careers. Many of our students do not have access to technology in the home.

A study at Stanford University conducted by Professor Darling-Hammond found that as school districts around the country consider investments in technology in an effort to improve student outcomes, a new report from the Alliance for Excellent Education and the Stanford Center for Opportunity Policy in Education (SCOPE) finds that technology - when implemented properly - can produce significant gains in student achievement and boost engagement, particularly among students most at risk. The study identifies three important components to successfully using

technology with at-risk students: interactive learning, use of technology to explore and create rather than to "drill and kill," and the right blend of teachers and technology.

The report, *Using Technology to Support At-Risk Students' Learning*, also identifies significant disparities in technology access and implementation between affluent and low-income schools. First, low income teens and students of color are noticeably less likely to own computers and use the internet than their peers. Because of their students' lack of access, teachers in high-poverty schools were more than twice likely (56 percent versus 21 percent) to say that their students' lack of access to technology was a challenge in their classrooms. More dramatically, only 3 percent of teachers in high-poverty schools said that their students have the digital tools necessary to complete homework assignments, compared to 52 percent of teachers in more affluent schools.

Secondly, applications of technology in low-income schools typically involves a "drill and kill" approach in which computers take over for teachers and students are presented with information they are expected to memorize and are then tested on with multiple-choice questions. In more affluent schools, however, students tend to be immersed in more interactive environments in which material is customized based on students' learning needs and teachers supplement instruction with technology to explain concepts, coordinate student discussion, and stimulate high-level thinking.

"When given access to appropriate technology used in thoughtful ways, all students-regardless of their respective backgrounds-can make substantial gains in learning and technological readiness," said Darling-Hammond, the faculty director of SCOPE. "Unfortunately, applications of technology in schools serving the most disadvantaged students are frequently compromised by the same disparities in dollars, teachers, and instructional services that typically plague these schools. These disparities are compounded by the lack of access to technology in these students' homes."

### 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.

Description:  
Technology to support Mobile Hotspots for students to access the internet at home (OBJ 4310 for 50 devices at \$99.97 each) Tax = \$474.86

Amount:  
5,473.00

Available Balance:  
5,473.00

Federal 19-20 Title I, Part A - Allocation  
4000-4999: Books And Supplies

Description:  
Mounted Projectors in classrooms. Breakdown: 20 classrooms at around \$2,500 each (OBJ 4410)

Federal 19-20 Title I, Part A - Allocation  
4000-4999: Books And Supplies

Amount:  
50,000.00

Available Balance:  
50,000.00

Description:  
Adobe Certification for classrooms  
(OBJ 5840 if software license)

Amount:  
3,700.00

Available Balance:  
3,700.00

Federal 19-20 Title I, Part A - Allocation  
5800: Professional/Consulting Services And  
Operating Expenditures

Description:  
Mounted projectors in gym. Breakdown: QTY X  
\$ \_\_\_\_\_ X.095%=\$ \_\_\_\_\_  
(OBJ 4410 or 6410 if each item is over \$5000)

Amount:  
30,000.00

Available Balance:  
30,000.00

Federal 19-20 Title I, Part A - Allocation  
6000-6999: Capital Outlay

Description:  
Mounted screens in gym. Breakdown: QTY X  
\$ \_\_\_\_\_ X.095%=\$ \_\_\_\_\_  
(OBJ 4410 or 6410 if each item is over \$5000)

Amount:  
50,000.00

Available Balance:  
50,000.00

Federal 19-20 Title I, Part A - Allocation  
6000-6999: Capital Outlay

Description:  
Mobile Hotspot internet service for students to  
access the internet at home.  
(OBJ 5800 Wireless Internet Service \$19.97 for  
450 plans)

Federal 19-20 Title I, Part A - Allocation  
5700-5799: Transfers Of Direct Costs

Amount:  
8,987.00

Available Balance:  
8,987.00

## Strategy/Activity 2

### 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.

Description:

Amount:

Available Balance:

## Strategy/Activity 2

### 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.

Description:

Amount:

Available Balance:

## Strategy/Activity 3

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

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

# Annual Review

## SPSA Year Reviewed: 2018-19

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.

Adding Chromebook Carts to every classroom was highly beneficial to our students in increasing their use of technology during the school day. Also, we were able to increase parent communication and overall communication by adding an electronic marquee.

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

We made minor changes to this goal. Our SSC approved of the following changes to the plan: Extra money left over from Chromebook purchases went towards a virtual reality program for science classrooms, math calculators, and headphones for English Learners. We did not end up purchasing GoGuardian, as the district ended up providing this service. So we reallocated the money towards a copyright compliance fee for the use of movies on campus.

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.

With the added technology this year, we are on track to meet last year's goal (based on DF rates and the plan analysis). Therefore, we will continue to strive for a 5% rise in achievement.

# 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

LCAP Goal 4 - Cultivate a safe and positive school culture that supports all students' personal and academic growth and encourages parent engagement.

## Goal 2

Increase CAASPP ELA and Math scores during the 2019-20 school year through improved professional development delivery at the site level.

## Identified Need

To assist struggling learners outside of the classroom.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores, DF Rates	2019 CAASPP scores	Increase scores by 5% in ELA and 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

2.1 Create Library Nights where parents and students can come eight weeks each semester to get assistance on homework, study for tests or get further instruction.

After reviewing the Comprehensive Needs Assessment, and Teacher input in particular, it has been noted that parents and staff indicate a strong desire to have the Parent Center open more often and with expanded services. Students that come to us from low socioeconomic backgrounds have obstacles to their learning that go beyond the academic day. Teachers and parents both indicated that they would like parents and student to have access to a comprehensive resource center to address the multitude of social and physical needs that students experience.

The SEDL report, A New Wave of Evidence, found that students with involved parents, no matter their income or background, are more likely to: earn higher grades and test scores, and enroll in higher-level programs; be promoted; pass their classes and earn credits; attend school regularly; have better social skills; show improved behavior and adapt well to school; graduate and go on to post-secondary education.

### 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.

<p>Description: Library Night Support (Certificated Staffing) 5 staff x \$34 x 4 hrs./week x 16 weeks = \$10,880 (OBJ 1130)</p> <p>Amount: 20,876.00</p> <p>Available Balance: 20,876.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Certificated Benefits (21.4%) (OBJ 3XX1)</p> <p>Amount: 4,468.00</p> <p>Available Balance: 4,468.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>
<p>Description: Bilingual Support (Classified Staffing) \$22.50 x 4 hrs./week x 16 weeks = \$1440 (OBJ 2130)</p> <p>Amount: 2,205.00</p> <p>Available Balance: 2,205.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 2000-2999: Classified Personnel Salaries</p>
<p>Description: Classified Benefits (31.2%) (OBJ 3XX2)</p> <p>Amount: 688.00</p> <p>Available Balance: 688.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>
<p>Description: Campus Supervision (Classified Staffing) \$22.50 x 4 hrs./week x 16 weeks = \$1440 (OBJ 2230)</p>	<p>Federal 19-20 Title I, Part A - Allocation 2000-2999: Classified Personnel Salaries</p>

Amount:  
2,205.00

Available Balance:  
2,205.00

Description:  
Classified Benefits (31.2%) (OBJ 3XX2)

Amount:  
688.00

Available Balance:  
688.00

Federal 19-20 Title I, Part A - Allocation  
3000-3999: Employee Benefits

## 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

#### 2.2 Provide attendance incentives for both students and parents

After reviewing the Comprehensive Needs Assessment, it has been noted that student attendance and chronic absenteeism is higher for many students that come to us from low socioeconomic backgrounds. These students often have obstacles to their learning that go beyond the academic school day. Many obstacles involving a wide variety of personal and family issues prevent students from attending school altogether.

Research has proven time and time again that there is a positive correlation between regular school attendance and student success. The correlation is actually stronger when students are living in poverty according to Research on School Attendance and Student Achievement: A Study of Ohio Schools which examined several schools districts (urban, rural and suburban) and found that while an achievement gap existed amongst all students that correlated to their average attendance, the gap for students living in poverty was actually wider. This means that it is critically important to encourage students living in poverty to attend school regularly.

### 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.

Description:  
Attendance Incentives for Students - \$100  
month/5 months (OBJ 4310)

Amount:

Federal 19-20 Title I, Part A - Allocation  
4000-4999: Books And Supplies

<p>508.00</p> <p>Available Balance: 508.00</p>	
<p>Description: Attendance Incentives for Parents - \$100 month/5 months (OBJ 4310)</p> <p>Amount: 500.00</p> <p>Available Balance: 500.00</p>	<p>Federal 19-20 Title I, Part A - Parent Participation 4000-4999: Books And Supplies</p>

**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**

2.3 Create a more inviting flexible learning environment for parents and students.

After reviewing the Comprehensive Needs Assessment, and Teacher input in particular, it has been noted that parents and students need a space for Parent meetings, student support after school, and expanded services beyond the regular classroom. Students that come to us from low socioeconomic backgrounds have obstacles to their learning that go beyond the academic day. Many need additional resources, a quiet place to study and receive tutoring, a comprehensive support team, and access to community resources in the form of evening presentations.

According to the CDE report on Flexible Learning Environments, schools should facilitate modern learning methods that prepare students for college, careers, and citizenship in the twenty-first century. To optimize twenty-first-century teaching methods such as project-based learning and personalized instruction, space should be adaptable to allow multiple learning activities to occur simultaneously. Flexible schools also provide space outside the classroom for collaborative learning. Outside learning allows students to work on community service projects and use community sites, such as using libraries as classrooms.

The SEDL report, A New Wave of Evidence, found that students with involved parents, no matter their income or background, are more likely to: earn higher grades and test scores, and enroll in higher-level programs; be promoted; pass their classes and earn credits; attend school regularly; have better social skills; show improved behavior and adapt well to school; graduate and go on to post-secondary education.

**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.

Description:  
Supplemental furnishings to create collaborative space for a quiet place to study and receive tutoring, a comprehensive support team, and access to community resources in the form of evening presentations.  
(OBJ 4310 and/or OBJ 4410 if over \$500)  
(Budget split 50:50 between Obj Codes to cover possibility)

Amount:  
20,000.00

Available Balance:  
20,000.00

Federal 19-20 Title I, Part A - Parent Participation  
4000-4999: Books And Supplies

Description:  
Supplemental Science Tables and Chairs to create collaborative work space  
(OBJ 4310 and/or OBJ 4410 if over \$500)  
(Budget split 50:50 between Obj Codes to possibly cover both)

Amount:  
17,000.00

Available Balance:  
17,000.00

Federal 19-20 Title I, Part A - Allocation  
4000-4999: Books And Supplies

### **Strategy/Activity 3**

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

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

English Learners

#### Strategy/Activity

2.4 Create time for different content area teachers to go into designated EL classes to work with students three times a week to improve academic skills.

The CA ELD Framework shares vignettes on how the Integrated and Designated teachers collaborate and work closely to ensure the success of their EL students. This collaboration is difficult right now with different prep periods and location of these teachers on campus. Putting these teachers in the ELD classroom with our EL students and the Designated teachers would help facilitate this collaboration. The Designated teacher then could reinforce what the content area teacher is working on with the students by seeing what is being done in this Designated classroom.

#### **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.

Description:  
 Designated English Learner (EL) Support for Achieve Classes. Breakdown: 363 HRS X \$34/h = \$12,342.00  
 (OBJ 1130)

Amount:  
 12,342.00

Available Balance:  
 12,342.00

Federal 19-20 Title I, Part A - Allocation  
 1000-1999: Certificated Personnel Salaries

Description:  
 Designated EL Support Benefits (21.4%)  
 (OBJ 3XX1)

Amount:  
 2,568.00

Available Balance:  
 2,568.00

Federal 19-20 Title I, Part A - Allocation  
 3000-3999: Employee Benefits

**Strategy/Activity 4**

**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.

Description:

Amount:

Available Balance:

**Strategy/Activity 5**

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

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

2.5 Provide Academic Technology programs to teachers in need of supporting at-risk students in the classroom.

Studies show that technological support can benefit students and teachers in accessing programs that can enhance learning.

In an article from EdSurge in October of 2018, it showed that the homework gap is threatening student achievement and that students need better access to technology in the classroom and at home. To cite the article, "The issue is pervasive—and it disproportionately affects underrepresented minorities and students in rural areas." We plan on providing students and teachers with more access to technology in a more readily available format.

**Strategy/Activity**

Purchase supplemental software programs for classrooms.

**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.

Description:  
No Red Ink - Supplemental web-based program to build stronger writers through interest-based curriculum, adaptive exercises, and actionable data.  
(OBJ 5840)

Amount:  
2,600.00

Available Balance:  
2,600.00

Federal 19-20 Title I, Part A - Allocation  
5800: Professional/Consulting Services And  
Operating Expenditures

Description:  
CodeHS for AP Computer Science - Supplemental web-based curriculum, teacher tools and resources, and professional development.  
(OBJ 5840)

Amount:  
5,000.00

Available Balance:  
5,000.00

Federal 19-20 Title I, Part A - Allocation  
5800: Professional/Consulting Services And  
Operating Expenditures

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.

Continued with programs that seemed to support increased achievement and a good campus culture. Added some small programs that should boost achievement in classes across campus.

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

No major differences with the exception of adding campus supervision to the Library Nights. They were such a success last year that we needed the increased supervision on campus to accommodate the high number of students in attendance.

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.

Continue with an evaluation metric that could be tracked back to student achievement.

# 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

LCAP Goal 4 - Cultivate a safe and positive school culture that supports all students' personal and academic growth and encourages parent engagement.

## Goal 3

Use Other Means of Correction and character education to decrease suspension rates by 5% for all students and subgroups during the 2019-20 school year.

## Identified Need

Lower behavior incidents and improve positive campus culture.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rate.	Lower suspension rate from the year prior.	Lower suspensions by 5% from 2018-19.

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)

Socioeconomically Disadvantaged Students

### Strategy/Activity

3.1 Increase student involvement in the school culture removing financial obstacles to participation.

After reviewing the Comprehensive Needs Assessment, and Teacher and Parent input in particular, it has been noted that many students do not feel connected to school if they are not currently involved in a co-curricular program. Students that come to us from low socioeconomic backgrounds have obstacles preventing them from seeing the connection to involvement and participation in student activities with their learning and academic success. Many need support and additional resources to participate and attend activities in order to develop a better sense of belonging and connectedness with school and positive role models.

A study by the U. S. Department of Education revealed that students who participate in co-curricular activities are "three times more likely to have athletes a grade point average of 3.0 or better" than students who do not participate in co-curricular activities for performing arts (Stephens & Schaben, 2002, para. 4). Additionally, in terms of co-curricular or extracurricular activities, analyses revealed that regardless of students' background and prior achievement, various parenting, volunteering, and home learning activities positively influenced student grades (Simon,

2001, para. 1). Numerous studies have examined the factors influencing students' academic achievement, and many activities were found to have a significant influence.

According to internal surveys, many students and families indicate lack of transportation as a primary reason they do not participate in co-curricular activities. By providing a means to transport students to events (not required by the district), students from low-income families, and underperforming students, can participate without personal barriers and obstacles related to "just getting there" safely. It has been famously stated that "80% of success in life is just showing up." Therefore, our staff, parents, and school site council prioritize transportation as a means for increasing the number of low-achieving students in participation in a wide variety of school activities.

### **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.

**Description:**

Provide ASB Cards to students on NSLP (\$45 x (~40% 2,300 students = 920 students) (OBJ 4310)

**Amount:**

41,400.00

**Available Balance:**

41,400.00

Federal 19-20 Title I, Part A - Allocation

4000-4999: Books And Supplies

**Description:**

Provide Instruments for the band for students on NSLP (OBJ 4310 or 4410 for items over \$500) (Budget Split 50:50 between Obj Codes to cover possibilities)

**Amount:**

15,000.00

**Available Balance:**

15,000.00

Federal 19-20 Title I, Part A - Allocation

4000-4999: Books And Supplies

### **Strategy/Activity 2**

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

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

All Students

Strategy/Activity

### 3.2 Allow for under-performing students to gain exposure and experiences outside our community through field trips.

After conducting our school-wide comprehensive needs assessment, evidence shows that we have a significant number of low-income families, homeless students living in double occupancy situations, and foster youth with many inherent barriers to educational success.

These students also lack rich, rewarding life experiences to help them discover and set goals & plans for their education, college and/or career paths. Many students often lack older role models to emulate a course for long-term educational and career success. Many also come from families that are not college-minded and often have parents whose education level does not go much beyond some experience in high school.

Results of research studies from the University of Arkansas Department of Education shows that taking students on school field trips increases students' critical thinking skills and retain more factual information from what they experience and see in person. (See attached research articles.) The AVID Program nationwide also provides data to support the impact that visiting college campuses can have on giving students first-hand experience with post-secondary opportunities, goal-setting, and college & career planning.

National experts in education (such as Johana Hayes, Nadia Lopez, Janet Eyler, and Dwight Giles, Jr.) promote the value of real-world experiences and service learning, pointing to experiential learning as one of the most valuable ways for students to push past their personal fears, limitations, and inhibitions, and accomplish immeasurable, great things in all areas of life. They also develop a greater understanding of career and college opportunities available to them. Students need to see how big the world is outside their own neighborhood and community. Many of our students never venture further than the surrounding streets between home and school.

Because of this, our staff, parents, and school site council agree that all students deserve the opportunity to visit local colleges and universities and/or museums and community events to gain a first-hand look at the opportunities available to them.

#### **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.

Description:  
Provide Transportation for educational field trips. (OBJ 5710)

Amount:  
4,000.00

Available Balance:  
4,000.00

Federal 19-20 Title I, Part A - Allocation  
5700-5799: Transfers Of Direct Costs

Description:

Federal 19-20 Title I, Part A - Allocation  
1000-1999: Certificated Personnel Salaries

<p>Substitute Costs (8 subs X \$125/day) (OBJ 1160)</p> <p>Amount: 1,000.00</p> <p>Available Balance: 1,000.00</p>	
<p>Description: Substitute Benefits Costs (\$1,000 X 21.4% = \$214.00) (OBJ 3XX1)</p> <p>Amount: 214.00</p> <p>Available Balance: 214.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>

**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**

3.3 Bring on campus mental health providers, guest speakers, and/or counselors to work with at-risk, fragile students who are in need of coping strategies.

In summarizing the relationship between mental health and academic achievement through studies on the relationship between children’s emotional distress and achievement behavior, researchers found that students with frequent feelings of internalized distress (e.g., sadness, anxiety, depression) show diminished academic functioning. Those with externalized distress (e.g., anger, frustration, and fear) exhibit school difficulties including learning delays and poor achievement (Roeser, Eccles, & Strobel, 1998).

Research on the relationship between emotional dispositions and academic performance provides support for the conclusion that emotional regulation significantly contributes to grade-point averages of students, over and above the contribution made by cognitive abilities (Gumora & Arsenio, 2002).

Our staff, parents, and school site council agree that in light of contemporary issues in education related to social-emotional and mental health, a priority should be placed on caring for students displaying at-risk behavior, depressed dispositions, and emotional instability, as well as providing students with coping skills and resources for support.

**Proposed Expenditures for this Strategy/Activity**

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

<p>Description: Create Assemblies, bring in speakers, provide mental health services. (OBJ 5810)</p> <p>Amount: 5,000.00</p> <p>Available Balance: 5,000.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures</p>
<p>Description: Speakers for Freshman Motivation (OBJ 5810)</p> <p>Amount: 5,000.00</p> <p>Available Balance: 5,000.00 (OBJ 5810)</p>	<p>Federal 19-20 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures</p>
<p>Description: Speakers for Parent Academies (OBJ 5810)</p> <p>Amount: 5,000.00</p> <p>Available Balance: 5,000.00</p>	<p>Federal 19-20 Title I, Part A - Parent Participation 5800: Professional/Consulting Services And Operating Expenditures</p>
<p>Description: Refreshments for parent academies. (OBJ 4322)</p> <p>Amount: 1,326.00</p> <p>Available Balance: 1,326.00</p>	<p>Federal 19-20 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures</p>

**Strategy/Activity 3**

**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.

# Annual Review

## SPSA Year Reviewed: 2018-19

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.

Providing ASB cards for students on the NSLP was a powerful way to increase campus culture. It increased attendance at athletic events and at school dances as just one way that we achieved this goal. Also bringing in speakers to campus was an effective way to spread positive messages.

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

With money left over from providing ASB cards to all low-income students, we reallocated funds towards a new training for staff. We felt that it was important to address the need for our athletic coaches and advisors of co-curricular activities to gain a new perspective on how to work with students and families, and that this might be best done by the Flippen Group through a training called, "Coaching Greatness". We also reallocated money to buying parenting DVDs to use with our parent groups. For classrooms, we allocated additional money to buying personalized white boards and a sports psychology supplemental reading book. Finally, to increase parent communication and involvement, we purchased an electronic marquee for the front of the school as we are one of a few schools in our district without one.

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.

Change will be to add instruments for band as we have found that increasing access to this program will allow for more student engagement in school, and consequently better achievement in the classroom. We believe our measurement metric is good and will show that we can continue this positive trend on campus.

# 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$317,748.00

## 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 (\$)
Federal 19-20 Title I, Part A - Allocation	\$292,248.00
Federal 19-20 Title I, Part A - Parent Participation	\$25,500.00

Subtotal of additional federal funds included for this school: \$317,748.00

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$317,748.00

## Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Federal 19-20 Title I, Part A -	292,248.00	0.00
Federal 19-20 Title I, Part A -	25,500.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Federal 19-20 Title I, Part A - Allocation	292,248.00
Federal 19-20 Title I, Part A - Parent Participation	25,500.00

## Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	34,218.00
2000-2999: Classified Personnel Salaries	4,410.00
3000-3999: Employee Benefits	8,626.00
4000-4999: Books And Supplies	149,881.00
5700-5799: Transfers Of Direct Costs	12,987.00
5800: Professional/Consulting Services And Operating	27,626.00
6000-6999: Capital Outlay	80,000.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

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

Name of Members	Role
Jason d'Autremont	Principal
Shane Nazarian	Classroom Teacher
Kathryn Smith	Classroom Teacher
Lisa Soares	Classroom Teacher
Erika Kazlarich-Bird	Parent or Community Member
Adrienne Rothschild	Parent or Community Member
Laina Burckert	Parent or Community Member
Jennifer Huhn	Other School Staff
Tia Bakhaya	Secondary Student
Crystal Salinas	Secondary Student
Cameron Schwartz	Secondary Student
Diana Lueke	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 23, 2019.

Attested:



Principal, Jason d'Autremont on 5/23/19



SSC Chairperson, Shane Nazarian on 5/23/19