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
William S. Hart High School	19-65136-1933902	May 22, 2020	June 10, 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

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

The school has developed this Plan by aligning the site goals with the LCAP goals established by the District. All actions and services listed in this Plan are in addition to other services provided by the District through LCAP or federal program funding. In an integrated approach, the school leadership team works directly with the Director of Special Programs who coordinates, manages, and oversees the implementation of all LCAP and federal programs, ensuring that our school's work supports the District vision and goals, but does not duplicate, contradict, or supersede District initiatives.

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 throughout the year in and around campus to get a feel for what they needed most at Hart. 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. In 2019, our percentage continued to increase ever so slightly to 43%. 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. Through extremely hard work, we increased back to 80% passage on the 2019 examination. The English department's response to this drop has been to utilize the district approved Common Core aligned textbook. 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 a Program Specialist for English Language Development 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. ELAC meetings are held four times a year and ask parents to provide input on the school-wide needs assessment, language programs and school-wide activities. 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, ELAC 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 at the district office.

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 to provide 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 2020-21 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		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.04%	0.05%	0.04%	1	1	1
African American	1.60%	1.53%	1.74%	35	34	39
Asian	3.18%	2.89%	2.67%	70	64	60
Filipino	2.86%	3.11%	3.08%	63	69	69
Hispanic/Latino	49.50%	50.45%	53.19%	1090	1,119	1,193
Pacific Islander	0.26%	0.18%	0.18%	6	4	4
White	39.10%	38.59%	35.93%	860	856	806
Multiple/No Response	3.54%	%	3.17%	78		0
			Total Enrollment	2202	2,218	2,243

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	555	556	569
Grade 10	572	567	556
Grade 11	537	555	540
Grade 12	536	540	578
Total Enrollment	2202	2,218	2,243

Conclusions based on this data:

1. Our enrollment is increasing slightly.
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		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	200	260	195	9.0%	11.7%	8.7%
Fluent English Proficient (FEP)	566	601	680	25.5%	27.1%	30.3%
Reclassified Fluent English Proficient (RFEP)	75	54	18	3.4%	17.8%	6.9%

Conclusions based on this data:

1. Our English Learner population has decreased for the 19-20 school year by 3%
2. The number of students reclassified before they enroll at Hart has increased for 19-20 by 3.2%
3. The number of EL students reclassified at Hart has decreased significantly from 17.8% to 6.9% which is a 10.9% decrease.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	571	547	540	552	529	538	552	529	537	96.7	96.7	99.6
All Grades	571	547	540	552	529	538	552	529	537	96.7	96.7	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2653.	2639.	2659.	42.21	39.13	45.07	37.14	32.89	35.01	13.77	17.96	14.15	6.88	10.02	5.77
All Grades	N/A	N/A	N/A	42.21	39.13	45.07	37.14	32.89	35.01	13.77	17.96	14.15	6.88	10.02	5.77

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	46.82	40.15	49.16	43.74	45.27	40.78	9.44	14.58	10.06
All Grades	46.82	40.15	49.16	43.74	45.27	40.78	9.44	14.58	10.06

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	57.71	49.24	57.74	34.66	38.64	36.79	7.62	12.12	5.47
All Grades	57.71	49.24	57.74	34.66	38.64	36.79	7.62	12.12	5.47

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	34.85	31.38	36.13	59.53	57.84	55.68	5.63	10.78	8.19
All Grades	34.85	31.38	36.13	59.53	57.84	55.68	5.63	10.78	8.19

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	54.26	46.21	53.63	38.84	44.70	40.41	6.90	9.09	5.96
All Grades	54.26	46.21	53.63	38.84	44.70	40.41	6.90	9.09	5.96

Conclusions based on this data:

1. The overall achievement scores of students has risen to its highest levels during the 18-19 school year.
2. The percentages of students at the "standard nearly met" and the "standard not met" levels decreased.
3. The percentages of students at the "standard exceeded" and the "standard met" levels increased.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	571	548	540	546	522	530	545	522	526	95.6	95.3	98.1
All Grades	571	548	540	546	522	530	545	522	526	95.6	95.3	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2608.	2597.	2607.	17.25	13.98	20.15	24.22	27.78	23.38	31.01	27.39	27.38	27.52	30.84	29.09
All Grades	N/A	N/A	N/A	17.25	13.98	20.15	24.22	27.78	23.38	31.01	27.39	27.38	27.52	30.84	29.09

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	30.20	27.12	29.85	34.62	34.04	31.94	35.17	38.85	38.21
All Grades	30.20	27.12	29.85	34.62	34.04	31.94	35.17	38.85	38.21

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	20.07	20.81	24.52	52.49	48.75	50.38	27.44	30.44	25.10
All Grades	20.07	20.81	24.52	52.49	48.75	50.38	27.44	30.44	25.10

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	24.40	21.65	24.71	60.37	57.66	54.37	15.23	20.69	20.91
All Grades	24.40	21.65	24.71	60.37	57.66	54.37	15.23	20.69	20.91

Conclusions based on this data:

1. The percentages of students at the "standard nearly met" and the "standard not met" levels decreased.
2. Student scores had risen back to where they were two years ago in mathematics.
3. We are steadily making progress in mathematics.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1556.3	1557.2	1550.7	1568.6	1561.4	1545.5	68	57
Grade 10	1553.3	1557.5	1543.0	1562.1	1563.2	1552.4	62	61
Grade 11	1542.9	1567.3	1531.3	1555.9	1554.0	1578.2	46	37
Grade 12	1579.0	1557.4	1585.1	1550.3	1572.3	1563.9	49	33
All Grades							225	188

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	38.24	15.79	32.35	47.37	*	26.32	*	10.53	68	57
10	33.87	29.51	32.26	26.23	*	18.03	19.35	26.23	62	61
11	*	27.03	36.96	27.03	23.91	24.32	*	21.62	46	37
12	38.78	9.09	38.78	33.33	*	48.48	*	9.09	49	33
All Grades	33.78	21.28	34.67	34.04	17.78	27.13	13.78	17.55	225	188

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	55.88	36.84	22.06	43.86	*	12.28	*	7.02	68	57
10	46.77	44.26	19.35	24.59	*	11.48	17.74	19.67	62	61
11	47.83	32.43	30.43	35.14	*	13.51	*	18.92	46	37
12	71.43	21.21	26.53	45.45		30.30	*	3.03	49	33
All Grades	55.11	35.64	24.00	36.17	9.33	15.43	11.56	12.77	225	188

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	20.59	0.00	26.47	28.07	22.06	40.35	30.88	31.58	68	57
10	20.97	8.20	30.65	24.59	20.97	29.51	27.42	37.70	62	61
11	*	21.62	*	21.62	45.65	29.73	30.43	27.03	46	37
12	*	3.03	26.53	21.21	34.69	57.58	24.49	18.18	49	33
All Grades	18.22	7.45	24.00	24.47	29.33	37.77	28.44	30.32	225	188

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	54.41	10.53	35.29	78.95	*	10.53	68	57
10	37.10	16.39	41.94	59.02	20.97	24.59	62	61
11	26.09	8.11	52.17	64.86	*	27.03	46	37
12	44.90	3.03	46.94	72.73	*	24.24	49	33
All Grades	41.78	10.64	43.11	68.62	15.11	20.74	225	188

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	70.59	77.19	17.65	15.79	*	7.02	68	57
10	51.61	73.77	32.26	9.84	*	16.39	62	61
11	67.39	67.57	23.91	16.22	*	16.22	46	37
12	87.76	66.67	*	27.27	*	6.06	49	33
All Grades	68.44	72.34	21.33	15.96	10.22	11.70	225	188

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	22.06	8.77	35.29	54.39	42.65	36.84	68	57
10	25.81	14.75	32.26	42.62	41.94	42.62	62	61
11	*	13.51	26.09	48.65	60.87	37.84	46	37
12	*	9.09	42.86	54.55	40.82	36.36	49	33
All Grades	20.00	11.70	34.22	49.47	45.78	38.83	225	188

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	27.94	3.51	63.24	77.19	*	19.30	68	57
10	24.19	8.20	62.90	73.77	*	18.03	62	61
11	*	16.22	80.43	67.57		16.22	46	37
12	38.78	3.03	59.18	90.91	*	6.06	49	33
All Grades	27.56	7.45	65.78	76.60	6.67	15.96	225	188

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 work with our English Learners to achieve more.
3. We need to continue to focus resources and professional development towards our English Learner group.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2218	**40.8**	**11.7**	**0.5**
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.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	260	11.7
Foster Youth	11	0.5
Homeless	31	1.4
Socioeconomically Disadvantaged	906	40.8
Students with Disabilities	251	11.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	34	1.5
American Indian	1	0.0
Asian	64	2.9
Filipino	69	3.1
Hispanic	1119	50.5
Two or More Races	71	3.2
Pacific Islander	4	0.2
White	856	38.6

Conclusions based on this data:

1. Our socioeconomically disadvantaged student population is steady.
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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Graduation Rate** Blue	**Suspension Rate** Yellow
Mathematics Green		
College/Career Yellow		

Conclusions based on this data:

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

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	0	3

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Yellow	No Performance Color
78.3 points above standard	25.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++20.8 points	Increased Significantly ++49 points	1
518	76	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Yellow
Less than 11 Students - Data Not Displayed for Privacy	47.9 points above standard	44.8 points below standard
7	Increased Significantly ++27.2 points	Increased Significantly ++19.8 points
	232	48

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	123.2 points above standard	108 points above standard
9	1	Declined -8.1 points 16	Increased Significantly ++43.1 points 14
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
46.1 points above standard	117.1 points above standard	0 Students	116.7 points above standard
Increased Significantly ++33 points 277	Increased ++3.5 points 15		Increased Significantly ++24.9 points 186

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
63.8 points below standard	7.5 points above standard	103.2 points above standard
Increased Significantly ++40.4 points 35	Increased Significantly ++38.6 points 41	Increased Significantly ++23.4 points 310

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 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:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	2	1	1	1

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
21.8 points below standard	130.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++7.5 points	Increased Significantly ++25.3 points	1
511	76	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	59 points below standard	151.9 points below standard
7	Increased Significantly ++15.1 points	Increased Significantly ++21.1 points
	228	45

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	93 points above standard	16.9 points above standard
9	1	Declined -8.2 points 15	Increased Significantly ++37.8 points 14
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color		Blue
63.9 points below standard	74.2 points above standard		23.9 points above standard
Increased ++14.9 points 275	Increased Significantly ++33.3 points 13		Increased Significantly ++23.3 points 184

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
154.5 points below standard	109.8 points below standard	7.6 points above standard
Increased Significantly ++20.8 points 35	Increased Significantly ++16.4 points 41	Increased ++14.9 points 304

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 Yellow and Orange.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
51.2 making progress towards English language proficiency
Number of EL Students: 172
Performance Level: Low

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26	58	11	77

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 with better classroom reading support.

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	0	1

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Red	No Performance Color
58.9	8.5	Less than 11 Students - Data Not Displayed for Privacy
Declined -2.2	Declined -2.1	7
540	71	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
38.1	47.9	6.3
Declined Significantly -14.8	Declined -3.3	Maintained -1.6
21	265	64

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
27.3	0 Students	81	68.8
Declined Significantly -34.3		Declined Significantly -19	Maintained -0.5
11		21	16
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Blue
43.2	80.8	Less than 11 Students - Data Not Displayed for Privacy	72.4
Declined -5	Increased Significantly +14.1	2	Increased +3.3
243	26		221

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
Prepared	61.1 **Prepared**	58.9 **Prepared**
Approaching Prepared	24.9 **Approaching Prepared**	20 **Approaching Prepared**
Not Prepared	14 **Not Prepared**	21.1 **Not Prepared**

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. This will be an area of focus for us moving forward.

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	1	2

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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Green	No Performance Color
95.6	93.2	Less than 11 Students - Data Not Displayed for Privacy
Declined -2.4	Maintained -0.4	7
543	73	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Orange
86.4	95.1	81.5
Declined -13.6	Declined -1.7	Declined -14.7
22	267	65

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
81.8	0 Students	90.5	100
Declined -18.2		Declined -9.5	Increased +7.7
11		21	17
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Blue
94.3	100	Less than 11 Students - Data Not Displayed for Privacy	97.3
Declined -2.7	Increased +5.6	2	Declined -1.9
244	26		222

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.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
97.9	95.6

Conclusions based on this data:

1. Overall Graduation rate has a high performance rating of blue.
2. We will strive to keep this as an area of focus for all students.
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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	1	3	1

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
2.5	5	22.2
Maintained -0.1	Increased +1.7	Declined -16.7
2367	301	18

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
11.4	4.5	7.4
Increased +7.9	Increased +0.7	Increased +1.7
44	1025	311

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	No Performance Color	Green	Blue
2.4	Less than 11 Students - Data 1	3.1	0
Declined -3.2		Declined -1.1	Declined -3
42		65	74
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Yellow	No Performance Color	Green
3.2	2.6	Less than 11 Students - Data 6	1.7
Increased +0.5	Maintained +0.1		Declined -0.3
1206	76		897

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.5	2.5

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, starting with other means of correction.

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 2 - Increase and improve student achievement by providing rigorous and standards aligned curriculum and instruction in core subjects with additional support for EL, SPED, and SED students.

Goal 1

Increase the effective use of technology in the 2020-21 school year.

Identified Need

Classrooms are lacking the technology needed to allow students to have higher academic achievement. Teachers will lead training sessions, share tips, and introduce best practices for engaging students in the use of technology for increased academic achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
D/F Rates	2019-20 School Year D/F Rates (will be released in June after final grades are posted)	To have less than 10% schoolwide D/F rate

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 have less than 10% D/Fs campus-wide.

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 and Amount(s)	Source(s)
Description: Mounted TV screens in classrooms. (~$750/each, 2x classroom, 20 classrooms) Amount: 30,000.00 Available Balance: 30,000	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies
Description: Kindles for students to access books electronically at home. (~$80 each, 125 devices) Amount:	Federal 19-20 Title I, Part A - Allocation 4000-4999: Books And Supplies

10,000.00 Available Balance: 10,000	
Description: Kindle Amazon Service (~$125 each, 125 devices) Amount: 15,625 Available Balance: 15,625	Federal 19-20 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures

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.

Having mobile hotspots proved to be extremely successful, especially transitioning to distance learning in the school closure emergency.

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 had to make major changes to this goal as we were not funded by CDE for the gym projection system planned in 2019-20 and still need to find additional services and actions for spending those funds that were earmarked for that expenditure.

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

With the added technology this year, we were on track to meet last year's goal (based on D/F rates and the plan analysis). Therefore, we will continue to strive for an increase in academic achievement through a 10% decrease in course D/F rates.

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 2 - Increase and improve student achievement by providing rigorous and standards aligned curriculum and instruction in core subjects with additional support for EL, SPED, and SED students.

Goal 2

Decrease campus-wide D/F rates.

Identified Need

To assist struggling learners outside of the classroom and improve professional development delivery at the site level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
D/F Rates	2019-20 School Year D/F Rates (will be released in June after final grades are posted)	Decrease campus-wide D/F rate to under 10%

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.

Description and Amount(s)	Source(s)
Description: Library Night Support (Certificated Staffing) 5 staff x $34 x 4 hrs./week x 16 weeks = $10,880 x 2 semesters = $21,760 (OBJ 1930) Amount: 21,760 Available Balance: 21,760	Federal 2020-21 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries
Description: Certificated Benefits (20.73%) (OBJ 3XX1) Amount: 4,511 Available Balance: 4,511	Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits
Description: Bilingual Support (Classified Staffing) $22.50 x 4 hrs./week x 16 weeks = $1440 x 2 semesters = $2,880 (OBJ 2130) Amount: 2,880.00 Available Balance: 2,880	Federal 2020-21 Title I, Part A - Allocation 2000-2999: Classified Personnel Salaries
Description: Classified Benefits (31.13%) (OBJ 3XX2) Amount: 897.00 Available Balance: 897	Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits

Description: Additional Classified Support $22.50 x 4 hrs./week x 16 weeks = $1440 x 2 semesters = $2,880 (OBJ 2130) Amount: 2,880.00 Available Balance: 2,880	Federal 2020-21 Title I, Part A - Allocation 2000-2999: Classified Personnel Salaries
Description: Classified Benefits (31.13%) (OBJ 3XX2) Amount: 897.00 Available Balance: 897	Federal 2020-21 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 among 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 and Amount(s)	Source(s)

Description: Attendance Incentives for Students - $200 month x 5 months (OBJ 4310) Amount: 1000.00 Available Balance: 1,000	Federal 2020-21 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

2.3 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 and Amount(s)	Source(s)
Description: Certificated Teachers providing support in Achieve classes $34/hour X 363 hours (OBJ 1130) Amount: 12,342.00 Available Balance: 12,342	Federal 2020-21 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries
Description: Certificated Benefits Amount:	Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits

2,558.00 Available Balance: 2,558	
Description: Student support materials, composition books Amount: 100.00 Available Balance:	Federal Title III, District Funds 4000-4999: Books And Supplies
Description: Classroom collections of contemporary novels Amount: 11,000.00 Available Balance:	Federal 2020-21 Title I, Part A - Allocation 4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.4 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.

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 and Amount(s)	Source(s)
Description:	Federal 19-20 Title I, Part A - Allocation

Subscription to EdPuzzle Amount: 1440.00 Available Balance: 1440	5000-5999: Services And Other Operating Expenditures
Description: Subscription to ScreenCastify (50 x $50 each) Amount: 2500.00 Available Balance: 2500	Federal 19-20 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

2.6 EL Students

Strategy/Activity

Add additional hours to select Bilingual Instructional Assistants' regular work day to support English Learners at school sites based on need.

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 and Amount(s)	Source(s)
Description: Hourly wages paid for 4 BIA's at an average cost of $650.00/month x 10 months (OBJ 2130) Amount: 6,500.00 Available Balance: 6,500	Federal Title III, District Funds 2000-2999: Classified Personnel Salaries
Description: Benefits paid for 4 BIA's at an average cost of $139.00/month x 10 months (OBJ 3XX2) Amount: 2,023	Federal Title III, District Funds 3000-3999: Employee Benefits

Available Balance: 2,023	

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.

Programs were implemented to support and increase student 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 classified support 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 2% for all students and subgroups during the 2020-21 school year.

Identified Need

Lower behavior incidents and improve positive campus culture.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rate.	2019 suspension rate = 2.5% school-wide Students with Disabilities - 7.4% English Learners - 5% Low Income - 4.5% Hispanic - 3.2%	Lower suspensions to less than 2% from 2019-20.

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; 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 and Amount(s)	Source(s)
Description: Purchase SMORE newsletter feature to communicate more creatively with parents. ($50/month) Amount: 600.00 Available Balance: 600	Federal 19-20 Title I, Part A - Parent Participation 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 2

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

All Students

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 and Amount(s)	Source(s)
Description: Provide Transportation for educational field trips. (OBJ 5710) Amount: 4,000.00 Available Balance: 4000	Federal 2020-21 Title I, Part A - Allocation 5700-5799: Transfers Of Direct Costs
Description: Substitute Costs (8 subs X $125/day) (OBJ 1160) Amount: 1,000.00 Available Balance:	Federal 2020-21 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries

1000	
Description: Substitute Benefits Costs ($1,000 X 20.73% = $208.00) (OBJ 3XX1) Amount: 208.00 Available Balance: 208	Federal 2020-21 Title I, Part A - Allocation 3000-3999: Employee Benefits

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

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.

Description and Amount(s)	Source(s)
Description: Create Assemblies, bring in speakers, provide mental health services. (OBJ 5810)	Federal 2020-21 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures

Amount: 5,000.00 Available Balance:	
Description: Speakers for Freshman Motivation (OBJ 5810) Amount: 5,000.00 Available Balance:	Federal 2020-21 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures
Description: Speakers for Parent Academies (OBJ 5810) Amount: 7,500.00 Available Balance:	Federal 2020-21 Title I, Part A - Parent Participation 5000-5999: Services And Other Operating Expenditures
Description: Refreshments for parent academies. (OBJ 4322) Amount: 2,000.00 Available Balance:	Federal 2020-21 Title I, Part A - Parent Participation 4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

3.4 - Allow for teachers to attend conferences or seminars to bring back better educational experiences to 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.

Description and Amount(s)	Source(s)

Description: Conferences Amount: 20,000.00 Available Balance: 20,000.00	Federal 19-20 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures
Description: Conferences Amount: 20,000.00 Available Balance: 20,000.00	Federal 2020-21 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures

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.

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. However, it was not directly measurable for increasing students' academic achievement. Bringing in speakers to campus was an effective way to spread positive messages, and student feedback indicated they were successful.

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 the school year being shortened with distance learning, we could not use much of the allotted funds for speakers and field trips.

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.

If possible when we return to school, we will send more students on academically supported field trips, and teachers to conferences to support hybrid and distance learning needs.

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 4

To increase student involvement and communication in a positive school culture. Our school goal aligns with our district's LCAP Goal 4 to cultivate a safe and positive school culture that supports all students' personal and academic growth and encourages parent engagement.

Identified Need

Improve communication for students and parents through building a positive school culture

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Minimum Days Back-to-School Nights Meet the Principal Event Open House School Site Council Hart Parent Organization (HPO)	# of parent phone calls asking for information # of parents participating in family engagement events # of parents participating in site council and parent organization	Decrease parent phone calls by 50% Increase parent involvement by at least 10% Increase committed participation by at least 10%

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

4.1 Increase communication to students through updated effective technology to ensure that our students in all physical education classes are able to access school announcements, learn from fitness lessons, and participate in motivational assemblies, and that teachers have a way to instruct, share information, and communicate effectively in large groups via technology,

After reviewing the survey data listed above and the comprehensive needs survey with input from parents, teachers and students, evidence shows that our technological resources are not equal to those at newer schools in more affluent neighborhoods. As the oldest school in the district, Hart's

old technology and infrastructure represents a disparity among all schools in the district. This is a reasonable expenditure for school sites and does not exceed that which would be incurred by a prudent person under the circumstances. The cost will be allocated to the school-wide program. A comprehensive needs assessment was completed and identified a need for increased technology within the school. The low socioeconomic background of students and their families create obstacles for communication, connection and involvement.

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.

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 and Amount(s)	Source(s)
Description: Mounted projectors in gym. (OBJ 6410 - each item is over $5000) Amount: 30,000.00 Available Balance: 30,000	Federal 19-20 Title I, Part A - Allocation 6000-6999: Capital Outlay
Description: Mounted screens in gym. (OBJ 6410 - each item is over $5000) Amount: 50,000.00	Federal 19-20 Title I, Part A - Allocation 6000-6999: Capital Outlay

Available Balance: 50,000	

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

4.2 Podcast Hosting Platform

"Spreaker" podcast service offers an annual subscription to host 500 hours worth of audio recordings that will allow for the "Hart to Hart podcast" to expand and continue to provide parents and families with many more episodes. The podcast is a way of reaching families with information about what's offered at school or how to improve their child's education by simply listening on their way to work or to school.

Parent, family, and community involvement in education correlates with higher academic performance and school improvement as discussed in Parent, Family, Community Involvement in Education, NEA Education Policy and Practice Department,2008, PB11,

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 and Amount(s)	Source(s)
Description: Spreaker podcast hosting platform annual subscription / update (Obj 5840) Amount: 216.00 Available Balance: 216.00	Federal 19-20 Title I, Part A - Parent Participation 5800: Professional/Consulting Services And Operating Expenditures

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.

The request for the gym projection system was written into the 2019-20 SPSA when it was submitted for approval by the CDE as a capital outlay expense, and carried over into this 2020-21 plan.

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

None

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.

This goal is carried over from the 2019-20 SPSA to ensure that our students in various PE classes are able to access school announcements and have a way to share, in large groups information via technology, and providing a series of weekly podcasts to increase the availability of information for parents and families.

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	$274,437.00

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	$159,565.00
Federal 19-20 Title I, Part A - Parent Participation	$816.00

Subtotal of additional federal funds included for this school: $160,381.00

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 ($)
Federal 2020-21 Title I, Part A - Allocation	$95,933.00
Federal 2020-21 Title I, Part A - Parent Participation	$9,500.00
Federal Title III, District Funds	$8,623.00

Subtotal of state or local funds included for this school: $114,056.00

Total of federal, state, and/or local funds for this school: $274,437.00

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 -	309,501.00	149,936.00
Federal 19-20 Title I, Part A -	25,766.00	24,950.00
Federal 18-19 Title I, Part A -	39.452.00	

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Federal 19-20 Title I, Part A - Allocation	159,565.00
Federal 19-20 Title I, Part A - Parent Participation	816.00
Federal 2020-21 Title I, Part A - Allocation	95,933.00
Federal 2020-21 Title I, Part A - Parent Participation	9,500.00
Federal Title III, District Funds	8,623.00

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

6 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

3 Secondary Students

Name of Members	Role
Jason d'Autremont	Principal
Shane Nazarian	Classroom Teacher
Marcelle Khalil	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
Ria Bakhaya	Secondary Student
Crystal Salinas	Secondary Student
Cameron Schwartz	Secondary Student
Laura LaCroix	Parent or Community Member
Myriam Levy	Parent or Community Member
John Vincent	Classroom Teacher
Laura Graves	Classroom Teacher
Christine Colton	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	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 21, 2020.

Attested:

	Principal, Jason d'Autremont on 5/22/20
	SSC Chairperson, Shane Nazarian on 5/22/20