



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 9, 2022	June 8, 2022

Purpose and Description

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

Schoolwide Program

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

The 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, students and parents completed a Title I Needs Assessment Survey for Hart High School. Once the survey was 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 after-school intervention, access to mental health and support services, 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 survey 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 after-school intervention, access to a Student Support Program Specialist and Social Worker, 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. Since 2019 and the postponement of state assessments, our data relied upon our D/F rates. 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 postponement of state assessments, therefore our data relied upon our D/F rates. The English department's response to this drop has been to utilize the district approved Common Core aligned textbook. The plan is 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 technological 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, D/F rates 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, mentoring programs, 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 2022-23 school year for the same purposes.

Resource Inequities

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

Inequities have been found in our students' access to technology at home, access to reliable internet at home, enhanced classroom materials, and increase participation for students and parents in and after school.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	556	569	540
Grade 10	567	556	553
Grade 11	555	540	518
Grade 12	540	578	542
Total Enrollment	2,218	2,243	2,153

Conclusions based on this data:

1. Our enrollment is slightly decreased.
2. Our Hispanic population continues to be the prominent subgroup at our school. The Hispanic subgroup accounts for 54.7% of our total enrollment.
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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	260	195	190	11.7%	8.7%	8.8%
Fluent English Proficient (FEP)	601	680	647	27.1%	30.3%	30.1%
Reclassified Fluent English Proficient (RFEP)	54	18	9	17.8%	6.9%	4.6%

Conclusions based on this data:

1. Our English Learner population has remained fairly consistent.
2. The number of students reclassified has decreased from 6.9% to 4.6% which is a 2.3% decrease.
3. The number of FEP students has slightly decreased in 20-21 by 0.2%

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	547	540	511	529	538	N/A	529	537	N/A	96.7	99.6	N/A
All Grades	547	540	511	529	538	N/A	529	537	N/A	96.7	99.6	N/A

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2639.	2659.	N/A	39.13	45.07	N/A	32.89	35.01	N/A	17.96	14.15	N/A	10.02	5.77	N/A
All Grades	N/A	N/A	N/A	39.13	45.07	N/A	32.89	35.01	N/A	17.96	14.15	N/A	10.02	5.77	N/A

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	40.15	49.16	N/A	45.27	40.78	N/A	14.58	10.06	N/A
All Grades	40.15	49.16	N/A	45.27	40.78	N/A	14.58	10.06	N/A

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	49.24	57.74	N/A	38.64	36.79	N/A	12.12	5.47	N/A
All Grades	49.24	57.74	N/A	38.64	36.79	N/A	12.12	5.47	N/A

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	31.38	36.13	N/A	57.84	55.68	N/A	10.78	8.19	N/A
All Grades	31.38	36.13	N/A	57.84	55.68	N/A	10.78	8.19	N/A

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	46.21	53.63	N/A	44.70	40.41	N/A	9.09	5.96	N/A
All Grades	46.21	53.63	N/A	44.70	40.41	N/A	9.09	5.96	N/A

2019-20 Data:

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

Conclusions based on this data:

1. In 2018-19 student achievement in English Language Arts/Literacy increased in all categories.
2. CAASPP testing was suspended in 2019-20 because of Covid-19. Therefore no CAASPP data is available for the 2019-20 school year.
3. CAASPP testing was suspended again in 2020-21 because of Covid-19. Therefore no CAASPP data is available for the 2020-21 school year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	548	540	511	522	530	N/A	522	526	N/A	95.3	98.1	N/A
All Grades	548	540	511	522	530	N/A	522	526	N/A	95.3	98.1	N/A

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2597.	2607.	N/A	13.98	20.15	N/A	27.78	23.38	N/A	27.39	27.38	N/A	30.84	29.09	N/A
All Grades	N/A	N/A	N/A	13.98	20.15	N/A	27.78	23.38	N/A	27.39	27.38	N/A	30.84	29.09	N/A

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	27.12	29.85	N/A	34.04	31.94	N/A	38.85	38.21	N/A
All Grades	27.12	29.85	N/A	34.04	31.94	N/A	38.85	38.21	N/A

2019-20 Data:

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

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	20.81	24.52	N/A	48.75	50.38	N/A	30.44	25.10	N/A
All Grades	20.81	24.52	N/A	48.75	50.38	N/A	30.44	25.10	N/A

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	21.65	24.71	N/A	57.66	54.37	N/A	20.69	20.91	N/A
All Grades	21.65	24.71	N/A	57.66	54.37	N/A	20.69	20.91	N/A

2019-20 Data:

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

Conclusions based on this data:

1. In 2018-19 student achievement in Math increased in all categories especially in Problem Solving & Modeling Data Analysis.
2. Data shows a steady progress in mathematics.
3. CAASPP testing was suspended in both the 2019-20 and 2020-21 school years because of Covid-19. Therefore no CAASPP data is available for those two school years.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1556.3	1557.2	1518.0	1550.7	1568.6	1508.8	1561.4	1545.5	1526.6	68	57	44
10	1553.3	1557.5	1525.4	1543.0	1562.1	1510.9	1563.2	1552.4	1539.4	62	61	41
11	1542.9	1567.3	1559.0	1531.3	1555.9	1548.6	1554.0	1578.2	1568.8	46	37	26
12	1579.0	1557.4	1552.0	1585.1	1550.3	1546.8	1572.3	1563.9	1556.6	49	33	30
All Grades	6231.5	6239.4	6154.4	6210.1	6236.9	6115.1	6250.9	6240.0	6191.4	225	188	141

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	38.24	15.79	6.82	32.35	47.37	31.82	*	26.32	36.36	*	10.53	25.00	68	57	44
10	33.87	29.51	9.76	32.26	26.23	34.15	*	18.03	29.27	19.35	26.23	26.83	62	61	41
11	*	27.03	15.38	36.96	27.03	46.15	23.91	24.32	26.92	*	21.62	11.54	46	37	26
12	38.78	9.09	20.00	38.78	33.33	26.67	*	48.48	33.33	*	9.09	20.00	49	33	30
All Grades	33.78	21.28	12.06	34.67	34.04	34.04	17.78	27.13	31.91	13.78	17.55	21.99	225	188	141

2019-20 Data:

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

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	55.88	36.84	22.73	22.06	43.86	40.91	*	12.28	13.64	*	7.02	22.73	68	57	44
10	46.77	44.26	21.95	19.35	24.59	34.15	*	11.48	19.51	17.74	19.67	24.39	62	61	41
11	47.83	32.43	34.62	30.43	35.14	38.46	*	13.51	15.38	*	18.92	11.54	46	37	26
12	71.43	21.21	40.00	26.53	45.45	26.67		30.30	16.67	*	3.03	16.67	49	33	30
All Grades	55.11	35.64	28.37	24.00	36.17	35.46	9.33	15.43	16.31	11.56	12.77	19.86	225	188	141

2019-20 Data:

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

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	20.59	0.00	4.55	26.47	28.07	15.91	22.06	40.35	38.64	30.88	31.58	40.91	68	57	44
10	20.97	8.20	4.88	30.65	24.59	17.07	20.97	29.51	46.34	27.42	37.70	31.71	62	61	41
11	*	21.62	7.69	*	21.62	15.38	45.65	29.73	61.54	30.43	27.03	15.38	46	37	26
12	*	3.03	10.00	26.53	21.21	20.00	34.69	57.58	33.33	24.49	18.18	36.67	49	33	30
All Grades	18.22	7.45	6.38	24.00	24.47	17.02	29.33	37.77	43.97	28.44	30.32	32.62	225	188	141

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	54.41	10.53	4.55	35.29	78.95	63.64	*	10.53	31.82	68	57	44
10	37.10	16.39	4.88	41.94	59.02	65.85	20.97	24.59	29.27	62	61	41
11	26.09	8.11	7.69	52.17	64.86	69.23	*	27.03	23.08	46	37	26
12	44.90	3.03	6.67	46.94	72.73	63.33	*	24.24	30.00	49	33	30
All Grades	41.78	10.64	5.67	43.11	68.62	65.25	15.11	20.74	29.08	225	188	141

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	70.59	77.19	57.14	17.65	15.79	19.05	*	7.02	23.81	68	57	42
10	51.61	73.77	56.10	32.26	9.84	14.63	*	16.39	29.27	62	61	41
11	67.39	67.57	76.92	23.91	16.22	11.54	*	16.22	11.54	46	37	26
12	87.76	66.67	63.33	*	27.27	16.67	*	6.06	20.00	49	33	30
All Grades	68.44	72.34	61.87	21.33	15.96	15.83	10.22	11.70	22.30	225	188	139

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	22.06	8.77	9.30	35.29	54.39	27.91	42.65	36.84	62.79	68	57	43
10	25.81	14.75	14.63	32.26	42.62	34.15	41.94	42.62	51.22	62	61	41
11	*	13.51	3.85	26.09	48.65	57.69	60.87	37.84	38.46	46	37	26
12	*	9.09	10.00	42.86	54.55	46.67	40.82	36.36	43.33	49	33	30
All Grades	20.00	11.70	10.00	34.22	49.47	39.29	45.78	38.83	50.71	225	188	140

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	27.94	3.51	0.00	63.24	77.19	71.43	*	19.30	28.57	68	57	42
10	24.19	8.20	0.00	62.90	73.77	72.50	*	18.03	27.50	62	61	40
11	*	16.22	11.54	80.43	67.57	76.92		16.22	11.54	46	37	26
12	38.78	3.03	10.00	59.18	90.91	63.33	*	6.06	26.67	49	33	30
All Grades	27.56	7.45	4.35	65.78	76.60	71.01	6.67	15.96	24.64	225	188	138

2019-20 Data:

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

Conclusions based on this data:

1. The data shows that the number of students tested decreased in 2020-21.
2. The data also shows that the achievement scores have dropped since the onset of Covid-19.
3. In order to help our English learners to achieve more we need to continue to focus resources and professional development towards our English Learner group.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2153	42.0	8.8	0.4
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	190	8.8
Foster Youth	8	0.4
Homeless	161	7.5
Socioeconomically Disadvantaged	905	42.0
Students with Disabilities	269	12.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	31	1.4
American Indian or Alaska Native	1	0.0
Asian	58	2.7
Filipino	65	3.0
Hispanic	1178	54.7
Two or More Races	77	3.6
Native Hawaiian or Pacific Islander	2	0.1
White	741	34.4

Conclusions based on this data:

1. Our socioeconomically disadvantaged student population is highest among the student groups.

2. Our Students with Disabilities makeup a significant portion of our student population.
3. Our enrollment by Race/Ethnicity is highest amongst the Hispanic student group.






School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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. CA Dashboard indicators were suspended in 2020 and 2021 as a result of COVID-19 and school closures. Data obtained in 2019 revealed that our Suspension Rate and College/Career are below subpar and require immediate attention.
2. The 2019 data shows that we were doing adequately in Math.
3. According to the 2019 data, our graduation rate and performance in English Language Arts were outstanding.

School and Student Performance Data

Academic Performance English Language Arts

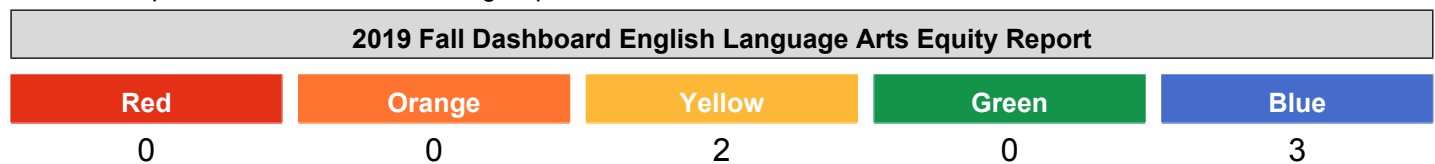
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Blue 78.3 points above standard Increased Significantly ++20.8 points 518		 Yellow 25.3 points below standard Increased Significantly ++10 points 76		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7		 Blue 47.9 points above standard Increased Significantly ++27.2 points 232		 Yellow 44.8 points below standard Increased Significantly ++10.8 points 48	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color 123.2 points above standard Declined -8.1 points 16	Filipino  No Performance Color 108 points above standard Increased Significantly ++12.1 points 14
Hispanic  Blue 46.1 points above standard Increased Significantly ++22 points 277	Two or More Races  No Performance Color 117.1 points above standard Increased ++3.5 points 15	Pacific Islander  No Performance Color 0 Students	White  Blue 116.7 points above standard Increased Significantly ++24.0 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 63.8 points below standard Increased Significantly ++40.4 points 35	Reclassified English Learners 7.5 points above standard Increased Significantly ++28.6 points 41	English Only 103.2 points above standard Increased Significantly ++22.4 points 310
--	---	---

Conclusions based on this data:

1. Our English Learners and Students with Disabilities are below standard in English Language Arts.
2. Our Hispanic and Socioeconomically Disadvantaged show a significant increase in achievement.
3. Our Reclassified English Learners are above standard in English Language Arts.

School and Student Performance Data

Academic Performance Mathematics

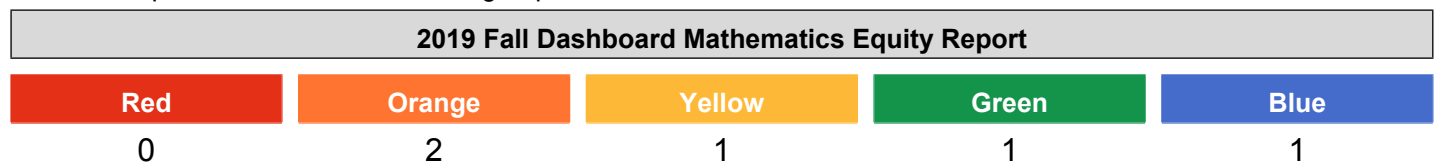
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 21.8 points below standard Increased ++7.5 points 511	English Learners  Orange 130.4 points below standard Increased Significantly ++25.3 points 76	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Socioeconomically Disadvantaged  Green 59 points below standard Increased Significantly ++15.1 points 228	Students with Disabilities  Orange 151.9 points below standard Increased Significantly ++21.1 points 45

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color 93 points above standard Declined -8.2 points 15	Filipino  No Performance Color 16.9 points above standard Increased Significantly ++27.9 points 14
Hispanic  Yellow 63.9 points below standard Increased ++14.9 points 275	Two or More Races  No Performance Color 74.2 points above standard Increased Significantly ++22.2 points 13	Pacific Islander	White  Blue 23.9 points above standard Increased Significantly ++22.2 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 154.5 points below standard Increased Significantly ++20.8 points 35	Reclassified English Learners 109.8 points below standard Increased Significantly ++16.4 points 41	English Only 7.6 points above standard Increased ++14.9 points 304
---	---	--

Conclusions based on this data:

1. Our English Learners and Students with Disabilities are below standard in Mathematics.
2. Our Socioeconomically Disadvantaged students are meeting the standard in Mathematics.
3. We need to focus on the subgroups within the yellow and orange ranges.

School and Student Performance Data

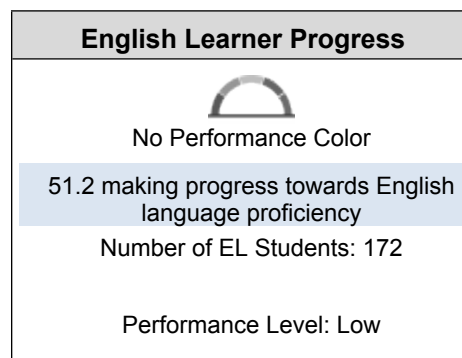
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



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
15.1	33.7	6.3	44.7

Conclusions based on this data:

1. English Learner progression is slow but steady.
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 Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	501	100
African American	9	1.8
American Indian or Alaska Native		
Asian	11	2.2
Filipino	16	3.2
Hispanic	256	51.1
Native Hawaiian or Pacific Islander	2	0.4
White	193	38.5
Two or More Races	14	2.8
English Learners	61	12.2
Socioeconomically Disadvantaged	255	50.9
Students with Disabilities	62	12.4
Foster Youth	6	1.2
Homeless	58	11.6

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	104	20.8
African American		
American Indian or Alaska Native		
Asian	5	45.5
Filipino	2	12.5
Hispanic	36	14.1
Native Hawaiian or Pacific Islander		
White	58	30.1
Two or More Races	1	7.7
English Learners	0	0
Socioeconomically Disadvantaged	29	11.5
Students with Disabilities	1	1.6
Foster Youth		
Homeless	3	5.3

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	84	16.8
African American		
American Indian or Alaska Native		
Asian	4	36.4
Filipino	0	0
Hispanic	39	15.2
Native Hawaiian or Pacific Islander		
White	35	18.1
Two or More Races	5	35.7
English Learners	6	9.8
Socioeconomically Disadvantaged	41	16.1
Students with Disabilities	7	11.3
Foster Youth		
Homeless	7	12.1

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	255	50.9
African American		
American Indian or Alaska Native		
Asian	8	72.7
Filipino	11	68.8
Hispanic	97	37.9
Native Hawaiian or Pacific Islander		
White	126	65.3
Two or More Races	6	42.9
English Learners	8	13.1
Socioeconomically Disadvantaged	95	37.3
Students with Disabilities	12	19.4
Foster Youth		
Homeless	14	24.1

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	47	9.4
African American		
American Indian or Alaska Native		
Asian	4	36.4
Filipino	0	0
Hispanic	15	5.9
Native Hawaiian or Pacific Islander		
White	25	13
Two or More Races	3	21.4
English Learners	1	1.6
Socioeconomically Disadvantaged	18	7.1
Students with Disabilities	1	1.6
Foster Youth		
Homeless	4	6.9

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	1	0.2
African American		
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	1	0.5
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	1	0.2
African American		
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	1	0.5
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	32	6.4
African American		
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	26	10.2
Native Hawaiian or Pacific Islander		
White	6	3.1
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	22	8.6
Students with Disabilities	1	1.6
Foster Youth		
Homeless	1	1.7

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

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 Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	501	468	2	93.4
English Learners	61	48	2	78.7
Foster Youth	6		0	
Homeless	58	49	1	84.5
Socioeconomically Disadvantaged	255	232	2	91
Students with Disabilities	62	48	0	77.4
African American	9		0	
American Indian or Alaska Native				
Asian	11	11	0	100
Filipino	16	16	0	100
Hispanic	256	230	1	89.8
Native Hawaiian or Pacific Islander	2		0	
White	193	188	0	97.4
Two or More Races	14	12	1	85.7

Conclusions based on this data:

1. Our overall Graduation rate is at 93.4%.
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

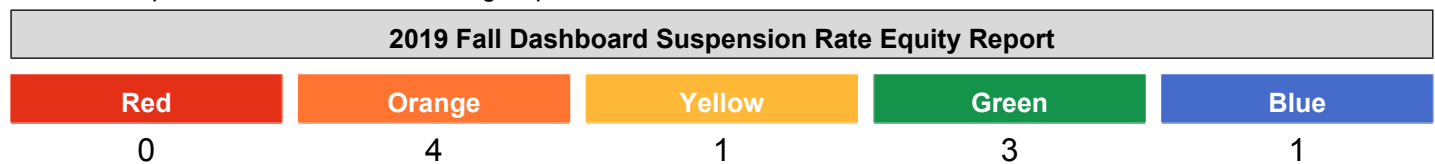
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 2.5 Maintained -0.1 2367	English Learners  Orange 5 Increased +1.7 301	Foster Youth  No Performance Color 22.2 Declined -16.7 18
Homeless  No Performance Color 11.4 Increased +7.9 44	Socioeconomically Disadvantaged  Orange 4.5 Increased +0.7 1025	Students with Disabilities  Orange 7.4 Increased +1.7 311

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

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

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. CA Dashboard indicators were suspended in 2020-21 due to Covid-19. The data collected in 2019 revealed that our Hispanic subgroup of students showed an increase in suspensions.
2. Suspension rates increased in our English Learners, Socioeconomically Disadvantaged and Students with Disabilities subgroups.
3. Suspension rate can be positively influenced by school culture, indicating a need for us to review possible ways to improve overall climate, school connectedness, and student behavior through positive behavior interventions and relationship-building.

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, standards-aligned curriculum and instruction in English, Math, Science, and Social Studies, with additional targeted support for English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities.

Goal 1

Continue the effective use of technology in the 2022-23 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	2021-22 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

Strategy/Activity

1.1 Continue to increase student access to technology in and out of 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.

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)

Description:
Equipment (OBJ 4410)

Amount:
150,000

Available Balance:

Description:
Supplemental Supplies and Materials (OBJ 4310)

Amount:
8,000

Source(s)

Federal 2022-23 Title I, Part A - Allocation
4000-4999: Books And Supplies

Federal 2022-23 Title I, Part A - Allocation
4000-4999: Books And Supplies

Available Balance:	
Description: Site licenses and subscriptions (OBJ 5840) Such as, but not limited to: 5 Star Student, Kajeet Amount: 15,000 Available Balance:	Federal 2022-23 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures
Description: Amount: Available Balance:	
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)

All students

Strategy/Activity

1.2 - Obtain and Implement online Academic programs to support students in the classroom and home.

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 more readily available formats.

After reviewing the school-wide quarterly grades, CAASPP scores in English and Math, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in English Language Arts and Math the data obtained supported the need for high-quality online education programs. Such programs include, but are not limited to, Edpuzzle, Mathspace, and Deltamath, . These programs evaluate and analyze the students' quarterly reading and math progress to ensure that they are working toward meeting their academic goals. Students receive instant feedback and in turn receive personalized learning plans based on their performance. It also enables teachers to lead whole-class and small group writing instruction needed to create a culture of reading through choice. Teachers can motivate, monitor and manage students' independent practice.

Research shows that because students come to school from a variety of different backgrounds, home life situations, and experiences, providing extra support for them academically before school and after school can be just as important as the academic education they receive during the school day. "Extended Learning Opportunities" help struggling students by getting them involved in programs that have a positive impact on their grades, academic achievement, and self-esteem. (See attached research article from the NEA Education Policy and Practice Department.)

Data obtained from the Journal of Education and Practice (<https://files.eric.ed.gov/fulltext/EJ1082408.pdf>) confirms that e-learning has a statistically significant moderate positive effect on students' academic achievement. From a practical perspective, the significance of Information and Communication Technology (ICT) in enhancing use of e-learning remains an important factor in the field of higher education teaching and learning as it fosters and improves learning. Additionally, e-learning can therefore enable students to demonstrate their capabilities and skills much faster as a result of availability and application of alternative methods of learning. As ICT integrates content and information literacy often in textual and visual forms, it further enhances significant learning and academic achievement. Therefore, higher educational institutions should realize the importance of using e-learning in teaching and learning processes.

Parents and staff are supportive of providing students with a easy and accessible programs which provide immediate feedback regarding the student's achievement levels. Special attention will be given to Students with Disabilities, English Learners and low income students to determine growth in said levels.

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)

Description:
Subscriptions and site licenses - Academic
Online programs (OBJ 5840)

Source(s)

Federal 2022-23 Title I, Part A - Allocation
5000-5999: Services And Other Operating
Expenditures

Such as, but not limited to: Delta Math, Math Space, Ed Puzzle

Amount:
20,000

Available Balance:

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

1.3 - Provide technological support and software programs for teachers and students

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

Programs such as, but not limited to, Newsbank, Adobe, Soundtrap-Spotify, SWANK and Screencastify enhance the classroom curriculum and provide students and teachers with the latest technology software and resources needed to support students' academic growth.

After reviewing 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. 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 the right blend of teachers and technology as one of the key components to student academic achievement. 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.

In more affluent schools 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".

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)
<p>Description: Site licenses and subscriptions (OBJ 5840) Programs such as, but not limited to: SWANK, Adobe, Soundtrap-Spotify, and ScreenCastify</p> <p>Amount: 8,000</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: Certificated Salary - Tech training (OBJ 1230 & 1130) 220 hours @ \$34 per hour = \$7,480</p> <p>Amount: 7,480</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Certificated Benefits (OBJ 3xxx) $\\$7,480 \times 24.30\% = \\$1,818$</p> <p>Amount: 1,818</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>
<p>Description:</p> <p>Amount:</p> <p>Available Balance:</p>	
<p>Description:</p>	

Amount:

Available Balance:

Description:

Amount:

Available Balance:

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 and Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Most strategies delineated in Goal 1 were implemented effectively.

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

One major difference between the intended implementation and the budgeted expenditure was the purchase of the Dell Laptop Cart and Laptops. Due to increased technology costs nationwide the cost per item increased significantly. We had to adjust our budget to cover this expense.

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, standards-aligned curriculum and instruction in English, Math, Science, and Social Studies, with additional targeted support for English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities.

Goal 2

Decrease campus-wide D/F rates.

Identified Need

To assist struggling learners within and 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	2021-22 School Year D/F Rates (will be released in June after final grades are posted)	Decrease campus-wide D/F rate to under 10%
iReady Assessment Scores	Reading Baseline measure: Fall 2021-22 1415 Students were assessed <ul style="list-style-type: none">197 students (14%) were Mid or Above Grade Level241 students (17%) were Early on Grade Level327 students (23%) were One Grade Level Below143 students (10%) were Two Grade Levels Below507 students (36%) were Three Grade Levels Below Math Baseline measure: Fall 2021-22 694 Students were assessed	Decrease the number of students below grade level by 3-5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> • 11 students (2%) were Mid or Above Grade Level • 221 students (32%) were Early on Grade Level • 107 students (15%) were One Grade Level Below • 101 students (15%) were Two Grade Levels Below • 254 students (37%) were Three Grade Levels Below 	

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 - Plan and implement Library Nights

Library Nights encourages and promotes the involvement of parents in their children's education as well as providing students with homework assistance, test prep and learning activities needed to enhance their abilities across subject areas.

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)
<p>Description: Certificated Salary - Library Nights Support (OBJ 1230 & 1130) 5 staff x \$34 x 4 hrs./week x 16 weeks = \$10,880 x 2 semesters = \$21,760</p> <p>Amount: 21,760</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Certificated Benefits (OBJ 3xx1) \$21,760 x 24.30% = \$5,288</p> <p>Amount: 5,288</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>
<p>Description: Classified Salary (OBJ 2230) \$22.50 x 8 hrs./week x 16 weeks = \$1440 x 2 semesters = \$5,760</p> <p>Amount: 5,760</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I, Part A - Allocation 2000-2999: Classified Personnel Salaries</p>
<p>Description: Classified Benefits (OBJ 3xx2) \$5,760 x 36.77% = \$2,118</p> <p>Amount: 2,118</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>

Description: Amount: Available Balance:	
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)

English Learners and Socioeconomically Disadvantaged students

Strategy/Activity

2.2 - Plan and Implement the Fresh Start Program

After conducting our school wide needs assessment with input from staff, parents and students the information obtained indicated a need to target incoming 9th grade students that are credit deficient and performing below grade level. We found that 2 subgroups in particular are not achieving academically across subject areas, the English Learners and Socioeconomically disadvantaged students.

Some possible reasons for the findings include, but are not limited to, language barriers which may preclude some students from accessing additional help with the required curriculum outside of the classroom, lack of support for education outside of the school setting, and lack of access to resources necessary for academic achievement.

“Fresh Start” will target incoming 9th grade students, D/F students, and EL students who did not qualify for promotion from Junior High School due to insufficient school credits. The counselor will review the student’s cum file in detail with the student and parents to determine where the academic deterioration occurred, what contributed to the deterioration and what resources are needed to get the student back on track. They will make the necessary recommendations for referrals for students who exhibit barriers to learning. They will prepare the students for High School by supplying them with the necessary school supplies, giving them access to their class

schedules ahead of the school year, review in detail the high school graduation requirements and provide them with a personal school tour. The goal is to decrease D/F rates, assist struggling learners within and outside of the classroom, and improve school attendance.

According to “The Use of Data in School Counseling; Hatching Results for students, programs, and the profession”, while guidance is often provided for every student, the concept behind intentional guidance is “some kids need more”. Determining which students need more is paramount in conceptualizing intentional guidance. Thus, when aligned to the work of a school counselor, intentional guidance is a deliberate act by a school counselor to guide, lead, direct or provide purposeful interventions for students in need academically, personally, or socially. Drop-out experts recommend that schools develop early warning systems to help identify students at risk of dropping out, and they encourage schools to develop the mechanisms that trigger appropriate supports for these 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)
<p>Description: Certificated Salary (OBJ 1230 & 1130) 65 hours x \$34 per hour x 3 staff = \$6,630</p> <p>Amount: 6,630</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Certificated Benefits (OBJ 3xxx) \$6,630 x 24.30% = \$1,611</p> <p>Amount: 1,611</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I, Part A - Allocation 3000-3999: Employee Benefits</p>
<p>Description: Supplemental Supplies and Materials (OBJ 4310)</p> <p>Amount: 1,000</p>	<p>Federal 2022-23 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>

Available Balance:

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

2.3 Provide additional texts for English classrooms and Library

After reviewing school-wide quarterly grades, CAASPP scores in English, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in reading, writing, and language abilities, evidence shows that most students in our categorical subgroups do not have access to additional reading material in the home. All students school-wide are required to read novels and/or non-fictional material of their choice everyday during DEAR-time (Drop Everything And Read.) Our classrooms and library need updated, contemporary, multi-cultural novels that address students' personal interests reflective of their cultural experience and background. Students will set personal reading goals each quarter based on their lexile levels and reading fluency. Students without novels or personal reading material in the home are further behind more affluent families where reading for pleasure and for education is regularly modeled and supported.

Our staff has studied books and research by national reading experts like Kelly Gallagher, Penny Kittle, Donalyn Miller, and Pernille Ripp on how regular periods of personal reading everyday increases students abilities and achievement in English by providing them with a wide variety of hundreds of books titles in various genres from which to choose.

The "School Library Impact Research Study" shows that children of poverty perform poorly on reading tests because they have very little access to books at home and in their communities. Access to books at school not only fosters an early love of learning, and has a positive effect on reading achievement, but also appears to offset the impact of poverty. (See attached research summaries.)

Therefore, our staff and school site council members agree that student achievement will improve with the addition of a huge variety of books available in all English classrooms during the regular school day. Parents are supportive of students having books readily available at school all year long for students to choose and borrow, in order to develop a love for reading, and increased comprehension levels through regular daily reading time. There is currently no district funding for updating the student choice novels in our school libraries.

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)

<p>Description: Additional reading materials - Library (OBJ 4210)</p> <p>Amount: 10,000</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>
<p>Description: Additional reading materials - English Classes (OBJ 4210)</p> <p>Amount: 2,500</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I, Part A - Allocation 4000-4999: Books And Supplies</p>
<p>Description: Online Subscriptions and Site licenses (OBJ 5840) Programs such as, but not limited to: Newsbank, Scholastic, e-books</p> <p>Amount: 1,000</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures</p>
<p>Description: Printing Costs for Literacy Connections (OBJ 5811)</p> <p>Amount: 3,000</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I, Part A - Allocation 5000-5999: Services And Other Operating Expenditures</p>

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 before school and after-school tutoring and small group assistance in reading, writing, study skills, organization, and understanding content material.

After reviewing school-wide quarterly grades, CAASPP scores in English, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels in reading, writing, and language abilities, evidence shows that most students in our categorical subgroups need additional assistance outside the regular 48-minute class period. Most of these students do not have access to private tutoring, or academic support in the home. Data shows significant improvement in students' grades and ELA achievement / progress with additional support of extra tutoring opportunities.

Research shows that because students come to school from a variety of different backgrounds, home life situations, and experiences, providing extra support for them academically before school and after school can be just as important as the academic education they receive during the school day. "Extended Learning Opportunities" help struggling students by getting them involved in programs that have a positive impact on their grades, academic achievement, and self-esteem. (See attached research article from the NEA Education Policy and Practice Department.)

Therefore, our staff and school site council members agree that student achievement will improve with the addition of before school and after-school tutoring sessions while students are already on campus after the regular school day. Parents are most supportive of their students using their time efficiently after school multiple days per week.

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)

Description:
Certificated Salary (OBJ 1130)
350 hours x \$34 per hour = \$11,900

Amount:
11,900

Available Balance:

Description:
Certificated Benefits (OBJ 3xxx)
\$11,900 x 24.30% = \$2,892

Amount:
2,892

Available Balance:

Source(s)

Federal 2022-23 Title I, Part A - Allocation
1000-1999: Certificated Personnel Salaries

Federal 2022-23 Title I, Part A - Allocation
3000-3999: Employee Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

2.5 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 per month x 10 months (Obj 2130) Amount: 6,500.00 Available Balance:	Federal Title III, District Funds 2000-2999: Classified Personnel Salaries
Description: Benefits paid for 4 BIA's at an average cost of \$139 per month x 10 months (Obj 3XX2) Amount: 2,023.00 Available Balance:	Federal Title III, District Funds 3000-3999: Employee Benefits

Strategy/Activity 6

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:

Description:

Amount:

Available Balance:

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Strategies outlined in Goal 2 were implemented with efficacy and within the expected timeframe. Library Nights returned to in-person instruction.

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

There were no major differences in Goal 2 that deviated from our initial plan.

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

We will focus our efforts on afterschool one-to-one individual tutoring. We will continue with an evaluation metric that will help track 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, equity and diversity, and parent and family engagement.

Goal 3

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
Assemblies	50% of parent phone calls asking for information	Decrease parent phone calls by 50%
Back-to-School Nights Meet the Principal Event Open House	500 parents participating in family engagement events	Increase parent involvement by at least 10%
School Site Council Hart Parent Organization (HPO)	75 parents participating in site council and parent organization	Increase committed participation by at least 10%
Wellness Center	1000 students and parents participating in the assemblies	Increase communication between school, students and parents by at least 10%
	1000 students accessing the Wellness Center	Increase students' personal and academic growth by at least 5%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

3.1 Plan and Implement the Latino Literacy Project

The Latino Literacy Project will increase parent literacy and college awareness. It will target EL students and their families.

The Latino Family Literacy Project™ provides proven, cost-effective parent involvement programs and training for teachers to provide meaningful programs for parents of English Learners. The program training introduces educators to a language acquisition method and a step-by-step reading and literacy instruction process. It involves family reading for parent involvement, reading comprehension, vocabulary development, and English language development for parents and their children. The programs support the skills of both parents and students and offers fully bilingual materials. According to Latinoliteracy.com, their evidence based outcomes showed that 99% of parents read more often with kids, and 96% of parents enhanced their own literacy skills.

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 Salary (OBJ 1230) 25 hours x \$34 per hour x 2 staff = \$1,700 Amount: \$1,700 Amount: Available Balance:	1000-1999: Certificated Personnel Salaries
Description: Certificated Benefits (OBJ 3xxx) \$1,700 x 22.33% = \$380 Amount:\$380 Amount: Available Balance:	3000-3999: Employee Benefits
Description: Supplies and Materials (OBJ 4310)	4000-4999: Books And Supplies

Amount: \$1,000

Amount:

Available Balance:

Description:

Food and Refreshments (4322)

Amount:\$500

Amount:

Available Balance:

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 Provide parent information events with guest speakers on pertinent topics such as ways to improve parent / student relationships, how to support students at home both personally and academically, how to point students towards college & careers, and how to help students form both short-term and long-term goals with attainable steps to achieve them.

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.

Parents of these students often lack experience themselves in how to help their students discover and set goals & plans for their education, college and/or career paths. Many parents come from families that are not college-minded, and often have limited education themselves beyond high school. Books and other literature will be provided to support the same goals that the speakers will be providing information on.

Research done by the Hanover Research Company shows that family involvement is a critical piece to improving student attendance, intervention efforts, and overall academic success. (See research attached in "Best Practices for Improving Attendance in Secondary Schools" and "Increasing School Attendance for K-8 Students".)

Because of this, our staff, parents, and school site council agree that many families need guidance in developing relationships with school counselors, teachers, and administrators, in order to learn

how to provide personal and academic support for their students at home, and how to help them set short and long term goals for success.

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: Speakers for Parent Academies (OBJ 5810) Amount: \$3,000 Amount: Available Balance:	5800: Professional/Consulting Services And Operating Expenditures
Description: Refreshments and food for Parent Academies (OBJ 4322) Amount: \$1,000 Amount: Available Balance:	4000-4999: Books And Supplies
Description: Amount: Available Balance:	
Description:	

Amount:

Available Balance:

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)

All students

Strategy/Activity

3.3 Increase communication to students and families through updated effective technology to ensure that our students are able to access school announcements, share information, and communicate effectively in large groups through the use of an increased social media presence.

Hart High School has multiple social media accounts via Twitter, Instagram, The Hart to Hart Podcast, etc. that are used to transmit pertinent school information to our students, parents, families and community. After reviewing the Comprehensive Needs Assessment, and obtaining feedback from teachers and students, the need for an increased social media presence was evident. It is important for students to feel connected to the school to further promote academic success.

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

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.

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 Salary - Social Media Influencer (1xxx) (2 hours per week) 80 hours x \$34 per hour = \$2,720 Amount : \$2,720 Amount: Available Balance:	1000-1999: Certificated Personnel Salaries
Description: Certificated Benefits (3xxx) \$2,720 x 22.33% = \$608 Amount: \$608 Amount: Available Balance:	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)

All Students

Strategy/Activity

3.4 To improve student achievement through enhanced parent communication.

After reviewing school-wide quarterly grades, CAASPP scores, Dashboard progress indicators, and direct reflection from teachers about students' achievement levels, evidence shows that most students in our categorical subgroups need additional assistance with parent communication. According to Talking Points, their data shows that 100% of Low Income, non-English speaking parents are more engaged. 98% of teachers using Talking Points are reaching families they haven't been able to reach before. By eliminating language barriers between school personnel and

parents. Talking Points will allow teachers and counselors to communicate with parents, in their own language, using auto translation in over 40 languages.

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: Site License Renewal for TalkingPoints (OBJ 5840) Amount: \$11,000 Amount: Available Balance:	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)

All Students

Strategy/Activity

3.5 Purchase supplies and materials for the Wellness Center for students in need of socioemotional support

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: Supplies and Materials (OBJ 4310) Amount: \$1,000 Amount: Available Balance:	4000-4999: Books And Supplies
Description: Teen and Health Data Base subscription renewal (OBJ 5840) Amount: \$800 Amount: Available Balance:	5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Socioeconomically Disadvantaged Students

Strategy/Activity

3.6 Provide supplemental supplies and materials for the Resource Center for our socioeconomically disadvantaged students

Information obtained from our comprehensive needs assessment showed that our students in low income families do not possess many of the basic school supplies students need on a daily basis. Most of our students in our significant subgroups do not have outside access to rich learning environments or supplemental academic support in the home. Students in low-income families need support in providing backpacks, notebooks, paper, pens, pencils, journals, reading material,

hands-on manipulatives, and additional supplies depending on the intervention curriculum and creative lessons meant to engage students in their own learning and monitor progress.

Students need basic school supplies in order to achieve academically. The ability to support our most at-risk students also increases their self-esteem, personal motivation, attendance, and sense of connectedness to school. Evidence shows that all students learn best when given access to engaging curriculum, highly interesting lessons, and hands-on activities with personalized learning opportunities. (See attached research articles on School Connectedness and Best Practices for Improving Attendance in Secondary 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:
Supplies and Materials (OBJ 4310)

4000-4999: Books And Supplies

Amount: \$1,000

Amount:

Available Balance:

Strategy/Activity 7

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:

As Covid-19 restrictions started to ease, students were once again able to go to in-person conferences and field trips. We were able to implement the Latino Literacy Project with great success. Most of the strategies outlined in Goal 3 were implemented effectively.

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

There were no major differences in Goal 3 that deviated from our initial plan.

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

We would like to have a Social Media Influencer to enhance communication to students and families through updated effective technology to ensure that our students are able to access school announcements, share information, and communicate effectively in large groups through the use of an increased social media presence. This change is expected to take effect in the 2022/23 school year.

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 #3: Increase the number of students prepared for college and career through a rigorous broad course of study that includes college classes, career pathways, and CTE courses.

Goal 4

To increase the number of college-ready students by decreasing achievement gaps in completing college preparatory coursework.

Identified Need

To identify and provide support for students who are struggling to meet college preparatory requirements. Students, especially our EL and socioeconomically disadvantaged students, lack the preparedness and support needed to access college preparatory coursework.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Field Trips	200 students participating in field trips	Increased committed participation by at least 10%
AP Exam Fees	1000 students taking /passing the AP exams	Increase students taking/passing AP exams by at least 5%
Assemblies/workshops	100 students and parents participating in assemblies/workshops	Increase committed participation by at least 5%

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

4.1 Allow for under-performing students to gain exposure and experiences outside of their community through curriculum aligned 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)
<p>Description: Certificated Salary - Substitute Costs (OBJ 1160) 8 subs x \$250 per day = \$2,000</p> <p>Amount: 2,000</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I, Part A - Allocation 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Substitute Benefits (OBJ 3xx1) \$2,000 x 22.33% = \$447</p> <p>Amount: 447</p>	<p>Federal 2022-23 Title I - Parent Engagement 3000-3999: Employee Benefits</p>

Available Balance:

Description:

Provide transportation for field trips (OBJ 5710)

Amount:

8,000

Available Balance:

Federal 2022-23 Title I, Part A - Allocation
5700-5799: Transfers Of Direct Costs

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 Provide information events with guest speakers on pertinent topics such as ways to improve parent / student relationships, how to support students at home both personally and academically, how to point students towards college & careers, and how to help students form both short-term and long-term goals with attainable steps to achieve them.

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.

Parents of these students often lack experience themselves in how to help their students discover and set goals & plans for their education, college and/or career paths. Many parents come from families that are not college-minded, and often have limited education themselves beyond high school. Books and other literature will be provided to support the same goals that the speakers will be providing information on these topics.

Research done by the Hanover Research Company shows that family involvement is a critical piece to improving student attendance, intervention efforts, and overall academic success. (See research attached in "Best Practices for Improving Attendance in Secondary Schools" and "Increasing School Attendance for K-8 Students".)

Students need guidance in developing relationships with school counselors, teachers, and administrators as well as personal and academic support to help them set short and long term goals for success.

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)
<p>Description: Certificated Salary - Financial Literacy Workshops (OBJ 1130) 45 hours x \$34 per hour= \$1,530</p> <p>Amount: 1,530</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I - Parent Engagement 1000-1999: Certificated Personnel Salaries</p>
<p>Description: Certificated Benefits (OBJ 3xxx) \$1,530 x 22.33% = \$342</p> <p>Amount: 342</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I - Parent Engagement 3000-3999: Employee Benefits</p>
<p>Description: Supplies and Materials (OBJ 4310)</p> <p>Amount: 1,000</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I - Parent Engagement 4000-4999: Books And Supplies</p>
<p>Description: Guest Speaker - College Essay Writing (OBJ 5810)</p> <p>Amount: 2,500</p> <p>Available Balance:</p>	<p>Federal 2022-23 Title I - Parent Engagement 5800: Professional/Consulting Services And Operating Expenditures</p>
<p>Description: Guest Speaker - Freshman Motivation (OBJ 5810)</p> <p>Amount: 5,000</p>	<p>Federal 2022-23 Title I, Part A - Allocation 5800: Professional/Consulting Services And Operating Expenditures</p>

Available Balance:

Strategy/Activity 3

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

4.3 Pay the cost of Advanced Placement Exam fees and PSAT Exam fees to create financial equity for low socio-economic students.

After reviewing the Comprehensive Needs Assessment, and Teacher and Parent input in particular, it has been noted that many students are unable to pay for the fees associated with the Advanced Placement exam and PSATs . Students from all socio-economic backgrounds may require additional support and resources needed to promote a higher education.

Research by the College Board shows that the number of low-income students taking AP exams grew by almost 4 percent in states which paid for some or all of exam costs. According to the Journal of Educational Research, students who take AP exams are more likely to enroll in a four-year college (Chawjewski, Mattern, & Shaw, 2011), earn higher grade point averages (GPAs; Flowers, 2008), and earn a bachelor's degree and subsequent higher incomes than non-AP students.

Our staff, parents, and school site council agree that paying the excess cost of AP exams fees will encourage all students to take the AP exam, helping them further their educational and career goals.

Proposed Expenditures for this Strategy/Activity

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

Description and Amount(s)

Description:
Advanced Placement Exam Fees (OBJ 7141)

Amount:
8,000

Available Balance:

Source(s)

Federal 2022-23 Title I, Part A - Allocation
7000-7439: Other Outgo

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

4.4 Provide conference and seminar opportunities for teachers to enhance teaching techniques needed to promote positive educational experiences for students.

Providing teachers with the ability to attend current educational professional development equips them with effective research-based practices for staff to use in their instructional lesson designs to increase student achievement in content classes and achieve greater performance on statewide and local assessments.

Studies have demonstrated the effects of teachers on student achievement. They [the researchers] show that there are large additional components in the longitudinal effects of teachers, that these effects are much larger than expected, and that the least effective teachers have a long-term influence on student achievement that is not fully remediated for up to three years late" (Tucker and Stronge, 2005).

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)

Description:
Conferences - Teachers (OBJ 5220)

Amount:
20,000

Available Balance:

Source(s)

Federal 2022-23 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)

All Students

Strategy/Activity

4.5 Increase student attendance to various seminars and conferences

After reviewing the Comprehensive Needs Assessment, and Teacher and Parent input in particular, it has been noted that many students that come to us from low socioeconomic backgrounds have obstacles preventing them from seeing the connection to participation in student activities with their learning and academic success. Many need support and additional resources to participate and attend seminars in order to develop a better sense of belonging and connectedness with school and positive role models. Conferences are an essential part of academic life. Some conferences provide students with the opportunity to increase networking skills, meet with leaders in their fields, improve their communication and presentation abilities.

According to the National Center for Education Statistics "Indicators of successful participation in school include consistent attendance, academic achievement, and aspirations for continuing education beyond high school. Extracurricular participation(1) was positively associated with each of these success indicators among public high school seniors in 1992 (table 1). During the first semester of their senior year, participants reported better attendance than their non-participating classmates--half of them had no unexcused absences from school and half had never skipped a class, compared with one-third and two-fifths of nonparticipants, respectively. Students who participated were three times as likely to perform in the top quartile on a composite math and reading assessment compared with nonparticipants. Participants were also more likely than nonparticipants to aspire to higher education: two-thirds of participants expected to complete at least a bachelor's degree while about half of nonparticipants expected to do so. It cannot be known from these data, however, whether participation leads to success, successful students are more inclined to participate, or both occur. It is clear that participation and success are strongly associated as evidenced by participants' better attendance, higher levels of achievement, and aspirations to higher levels of 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: Student Admission fees to conferences (OBJ 7141) Amount: \$4,000 Amount: Available Balance:	Federal 2022-23 Title I, Part A - Allocation 7000-7439: Other Outgo

Strategy/Activity 6

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:

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This new goal encompasses College Readiness strategies which supports LCAP Goal 3.

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

N/A

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.

N/A

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	\$343,099.00

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 Title III, District Funds	\$8,523.00

Subtotal of additional federal funds included for this school: \$8,523.00

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 2022-23 Title I - Parent Engagement	\$5,819.00
Federal 2022-23 Title I, Part A - Allocation	\$328,757.00

Subtotal of state or local funds included for this school: \$334,576.00

Total of federal, state, and/or local funds for this school: \$343,099.00

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
Francoise Halliday	Classroom Teacher
Sheena Mohsen	Classroom Teacher
Christine Colton	Classroom Teacher
Christina Noriega	Other School Staff
Cerstin Breslin	Classroom Teacher
Michelle Hughes	Classroom Teacher
James Lane	Classroom Teacher
Isaac Kim	Secondary Student
Natalie Cervantes	Secondary Student
Sydney Smith	Secondary Student
Jennifer Hines	Parent or Community Member
Melissa Jenkins	Parent or Community Member
Danielle Ewing	Parent or Community Member
Rodney Lots	Parent or Community Member
Neal Scott	Parent or Community Member

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 9, 2022.

Attested:



Principal, Jason d'Autremont on 5/9/22

SSC Chairperson, Cerstin Breslin on 5/12/22