

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
Lincoln High School	31 66951 3134657	September 30, 2020	November 3, 2020

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	3
Classroom Observations.....	3
Analysis of Current Instructional Program.....	4
Stakeholder Involvement	9
Student Population.....	10
Overall Performance	11
Academic Performance	12
Conditions & Climate.....	21
Goals, Strategies, & Proposed Expenditures.....	23
Goal 1.....	23
Goal 2.....	27
Goal 3.....	30
Goal 4.....	34
Goal 5.....	37
Goal 6.....	39
Budgeted Funds and Expenditures in this Plan	42
Funds Budgeted to the School by Funding Source.....	42
Expenditures by Funding Source	42
Expenditures by Budget Reference	42
Expenditures by Budget Reference and Funding Source	42
Expenditures by Goal.....	43
School Site Council Membership	44
Recommendations and Assurances	46

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).

Surveys have demonstrated that parents, students, and teachers support a progressive educational system that promotes increases in student achievement and success. Furthermore, surveys have demonstrated a need for "high expectations" emphasizing "College and Career Readiness." Surveys have expressed the need for classes and programs that address the needs of ALL students on the LHS campus. Our most recent California Healthy Kids Survey also demonstrates an emphasis on the strength of relationships between students and staff. In several key indicators of students feeling like they have an adult they can trust on campus, a significant portion of students (more than 30%) indicated that they did not have at least one strong relationship with a trustworthy adult at school. The EOS (Equal Opportunity School) survey we completed last year and referenced in last year's SPSA also provided excellent insight in how some of our historically under-represented subgroups in Advanced Placement classes are suffering from a lack of "belonging" in our more rigorous pathways. Our continued EOS work will continue to develop outreach and support to these subgroups to create a better sense of belonging.

Classroom Observations

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

In agreement with the Western Placer Teachers Association, all formal observations are based upon the California Standards of the Teaching Profession. All probationary teachers are observed three times a year, while permanent teachers are observed every other year. Any teacher who is being observed has conferences both before and after the observation, and there is also an end of year "summative" evaluation that is the most formal and comprehensive step of the evaluation process. In addition, all four administrators perform approximately 20 informal "walkthrough" evaluations a week, which last about five minutes and provides administration the chance to see trends on campus throughout the year, and provide targeted feedback when needed. Observations will have a new nuance this year, with teachers meeting the needs of both in-person and distance learners, and we will work with teachers so that the formal observation cycle and informal observations are the constructive, developmental tools they are meant to be.

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)

The SBAC/CAASPP assessment is one of the most important pieces of data that we currently get from the state, and we are continually utilizing this data to improve instruction and, ultimately, student achievement. However, we will not have SBAC data this year, due to COVID. Our reliance on local indicators will be more critical than ever.

With distance learning becoming a normal occurrence, and the need for greater similarity across classes, staff were given multiple days to work in PLC's before the school year began, with an emphasis on creating common assessments that are also diverse in nature, since traditional pen/paper assessments will often not work in a distance learning world. Teachers will continue to utilize common assessment data to inform instruction, as detailed below.

While not a state or local assessment, Advanced Placement exams are another assessment used to measure student performance at LHS. The feedback from these scores is very general in nature, so it does not provide enough specifics to identify specific changes to curriculum, but we do use scoring trends to determine where potential AP professional development may be needed.

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

Through the use of both larger, summative assessments (including state tests and district benchmarks) and frequent, formative assessments, PLC's compile data to inform best curriculum choices and best instructional practices. PLC's are making significant progress on the use of frequent common assessments that are based upon essential learning standards and evaluated in a similar fashion. With a guaranteed curriculum and calibrated assessment review, PLC's are able to compare and share data and make improvements to delivery and, if needed, fill curricular gaps.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at LHS are fully credentialed with at least an undergraduate degree and a valid California Teaching Credential. The state of California requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. In addition, CTE teachers have the appropriate CTE credential. Teachers who are designated as interns have contracted intern support providers who are veteran educators that support intern teachers as they develop their teaching skills within the classroom.

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

With the addition of 3 FTE this year, our class sizes trended slightly downward this year, ensuring we have enough teachers in their credentialed areas, and minimizing how many teachers are teaching on a prep period. Significant professional development (mostly virtual) was provided on our newly acquired Social Science Curriculum.

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

The district offered nearly a month of professional development opportunities this summer, where teachers were paid to attend trainings to ensure that teachers were prepared to maintain high standards within a distance learning classroom. The entire district focus of professional development this year will be towards meeting the goal of creating an effective distance learning environment. Site funds will need to be allocated towards this purpose as well, with targeted development opportunities provided for teachers who need it, especially our probationary teachers.

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

The past few years the WPUUSD has implemented the help Teachers on Special Assignment at the secondary level for ongoing instructional support and assistance, including TOSA's for support in English/Language Arts, Math, English Learner Support, and Science/STEAM. These TOSA's are available to individual teachers and PLCs for support as needed. Probationary teachers that are new to the profession are connected with induction coaches as part of their introduction into the profession; this process includes regular meetings between the teacher, the induction coach, and the administrator evaluating the teacher, so a common groundwork of goals can be developed and all are on the same page. Interns are paired with intern support professionals that work on a similar model of induction and support.

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

Due to the need for increased collaboration time to support distance learning, teachers have the ability to meet daily in Department Professional Learning Communities. PLC's focus on common planning, common assessment, data dissemination, and intervention planning. This year, teachers can meet in a variety of PLC configurations, including subject/grade specific, departmental, and cross departmental. Occasionally, departments will also request and are usually granted with "work days" where the PLC will go to an off site location to spend an entire day on PLC work.

Teaching and Learning

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

Lincoln High School affords all of its students a comprehensive curriculum that is intended to teach the State Standards and is aligned to the State Frameworks as reflected in Lincoln High School's expected school-wide learning results. Lincoln High School has been working diligently the past few years to implement the Common Core State Standards and prepare students for the CAASPP/SBAC and the CAST. Pacing guides have been completed and implemented for the core curriculum. Formative/summative common assessments are now being used in the core curriculum. The Illuminate program is being used throughout the school to help with data analysis and dissemination. Materials in English Language Arts (Study Sync), Math (Carnegie Math Program), and Sciences (MBER program) are all aligned to CCSS and/or Next Generation standards to help teachers/PLC's create a program that is aligned with performance standards. The math department has had to extend its pilot of materials, as the pilot from last year was cut off due to school closures. Social Sciences adopted a new curriculum this year, TCI.

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

English Language Arts - One Course per semester Grades 9-12
Mathematics - One Course per semester Grades 9-12

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

Pacing guides have been implemented as well as common planning, common assessment, and data dissemination to help plan interventions, and additional intervention classes (ELD, AVID, Credit/A-G Recovery, etc.). The current schedule allows for a student to earn 320 credits total before graduation, while the graduation requirement is only 260 credits, ensuring students have ample time to recover credits and take intervention courses if needed. In addition, during the school day credit recovery courses are offered through both Cyber High, allowing students maximum opportunities to recover credits and graduate on time.

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

Lincoln High School teachers have worked to reach general inter-departmental agreements regarding texts, requirements, and classroom materials that meet the standards. Our site administrators take active roles in implementing curriculum, procedures, policies, and materials to enhance student opportunities. Departments continue to investigate curriculum that best meets their needs while addressing the CCSS and the state frameworks.

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

While there is no requirement for high school courses to utilize SBE-adopted materials, Lincoln High School does use standards-based curriculum in the three core areas where clearly defined state standards exist (ELA, Math, and Science). Social Science is working towards contributing to the CCSS Literacy standards, although the curriculum within Social Science is not directly connected to those standards. Physical education adheres to the state PE curriculum requirements for 9th grade PE. CTE courses use the CTE Frameworks to define objectives within their classrooms and to adhere to the expectations of those pathways.

Opportunity and Equal Educational Access

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

Lincoln High School teachers, counselors, and administrators work together to offer curriculum appropriate to all of our students regardless of ability level or special needs. Each student has a four-year plan developed when they enter the 9th grade. These plans are reviewed on a regular basis and include a pathway for each student and a list of A-G requirements. Additionally, LHS has implemented ELD/EL Support classes and Co-Teaching classes to address the needs of our EL/ELD students and Special Education students.

Evidence-based educational practices to raise student achievement

Over the past few years the following practices have been implemented: Explicit Direct Instruction, Professional Learning Communities, Common Pacing Guides, Common Formative/Summative Assessments, Response to Intervention, Mattos Workshops, Common Core Workshops, AVID training school wide, and EL supports/ELD institute, among others. In addition, our continued partnership with Equal Opportunity Schools will allow us to ensure we are reaching the learning potential for all of our students, especially those who may have the desire and aptitude to take higher level courses such as AP and PLTW, but who have not taken such courses before due to systemic or personal barriers. Our continued EOS work will help support teachers and students in AP classes that have a far more representative makeup of our school populations.

Parental Engagement

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

AVID (9-12 grade)- promoting a college going mindset in students who come from families/circumstances that have little/no college attendance in their background
Odysseyware/CyberHigh -credit recovery built in before school and during the school day
School Counselors, Mental Health Specialist, School Psychologists- a variety of counseling options to meet the individual needs of students who have socio/emotional blocks impeding their success at school
Intervention minutes (STRIPES)- time built into the school day for students to make up assignments and/or receive small group/1 on 1 intervention time
Youth Development Network- A program focused on relationships where students are invited to work with teachers on improvement plans for the relational aspects of schools and help teachers build student success through relationships
Link/Zebra Crew- A program for freshman students to be welcomed into the school and integrated more completely- this program was not held this year due to COVID
Schoolology- An easy to use learning management system that allows students and parents to easily view grades, see assignments, and email staff at the school
Tutoring before, during, and after school- Offered four days a week, this critical program offers all students the opportunity to get help from teachers and peer tutors in whatever subject they need help in. In addition, students tutors are sent to support EL and AVID students in their core academic classes, so that students can receive peer tutoring for on the spot interventions.
SchoolMessenger phone system- A way for LHS administration to communicate with all parents via email and telephone with important information
EL Liasion- A full time, Spanish speaking classified employee who helps facilitate comfortable communication between the Spanish speaking parents and the school.
Translation Services (written and spoken)- translating services to help the school better communicate through written documents and at meetings through a telephone translation line. Major documents such as our Student Handbook and Course catalogue are now translated into Spanish, and teachers are able to have assessments translated as well, allowing greater access to learning materials for our EL students.

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)

Parent and community involvement is of the utmost important to Lincoln High School. Lincoln High School works diligently to communicate with parent(s)/guardian(s) and community representatives on a regular basis through decision making bodies such as SBLT, ELAC, DELAC, and WASC focus groups. In particular, our ELAC meetings have become a point of pride for the school, with attendance often exceeding 60 parents. These parents are now critical members of other advisory groups, including our AVID site council, our SBLT, and our WASC committees, while also helping to inform LCAP decisions. Our SBLT team a multitude of volunteers this year. We will continue to have meetings, albeit virtually, to ensure parent access to involvement despite the challenges of meeting in our current COVID situation.

Funding

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

Lincoln High School provides and supports a variety of programs to offer our students' academic success: "Link/Zebra Crew" program is offered before the start of the school year and provides insight for high school success. AVID is offered to students who have the potential to go to college but may lack the home expertise or support to make college seem realistic. Intervention classes are offered in a number of subject areas to provide students with multiple options/opportunities to meet the graduation credit requirements. ELD classes are offered for those students needing help in acquiring the English language, including a pure ELD class for first year "newcomers." Tutoring is offered free of charge to students after school in the library four days a week. A Freshman Seminar class is a new offering this year to help support incoming freshman who under-performed on the SBAC exams. Other supports services, such as our mental health services and augmented guidance counseling services, are supported by categorical funds to meet the socio/emotional needs of some of our most at-risk students.

Fiscal support (EPC)

Lincoln High School continues to receive funds from the district LCFF/LCAP to specifically address the needs of under-achieving students. This year, the site has increased supplemental funding, as the district has decentralized much of the spending in these fund to give greater flexibility to sites in how they appropriate these monies. In addition, Lincoln High School receives Ag Incentive grants, CTEIG funds, COVID/Learning Loss Funds, Medical Grants, and other monies to help support the variety of programs LHS offers to its students.

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

Meetings were held with both our Site Based Leadership Team (SBLT) and our English Learner Advisory Council (ELAC) to review the SPSA, specifically the SPSA budget. Our SBLT is the largest it has been in several years, and includes parents, students, certificated staff, classified staff, and administration. Our ELAC group has been particularly strong the past two years, and with the continued assistance of our EL parent liaison, we look forward to strong participation this year as well.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2018	31.3	4.2	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	85	4.2
Foster Youth	5	0.2
Homeless	7	0.3
Socioeconomically Disadvantaged	632	31.3
Students with Disabilities	169	8.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	47	2.3
American Indian	32	1.6
Asian	61	3.0
Filipino	49	2.4
Hispanic	589	29.2
Two or More Races	26	1.3
Pacific Islander	20	1.0
White	1154	57.2






Conclusions based on this data:

1. These demographics remain consistent with what we have seen the past several years. Our SED students remain our largest at-risk group.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Discipline: Our increase in suspensions led to an orange rating, but we expected this due to the huge increase in vaping-related suspensions. Our overall suspension rate compared to neighboring districts is still low. The city's investment in an additional SRP specifically targeted at tobacco use prevention will be a resource we utilize.
2. Student Achievement: Our English/Language arts continues to be an element of strength in our dashboard, but we do need to monitor the actual annual small dips in the actual number of students meeting expectations. Our math departments consistent growth has earned a "green" rating, which is a testament to the district's investment in math instruction and curriculum improvement. If they did an indicator for EL progress this year, we are confident it would have been blue, based on our reclassification success.
3. Graduation/ College and Career: Last year, we used the words that our "College and Career Readiness indicator is unacceptably low." This year, our indicator is in the green due to a 15% increase in A-G completion in the last two years, along with significantly more CTE pathway completers. The job isn't done, but we are making significant progress. A slight dip in graduation rate led to a yellow indicator, but our overall rate is very strong compared to state averages.

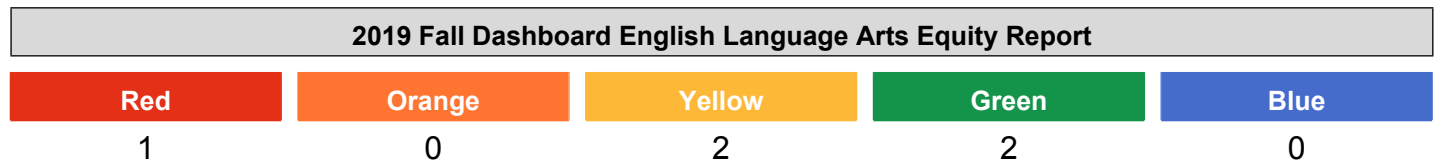
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Green 34.7 points above standard Declined -11.5 points 447	 Yellow 27.8 points below standard Increased Significantly ++40.3 points 30	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green 18.1 points above standard Increased ++5.9 points 140	 Red 96.3 points below standard Declined -3 points 52

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 14 points below standard 13	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Asian  No Performance Color 111.5 points above standard Increased Significantly ++30.8 points 14	Filipino  No Performance Color 73.4 points above standard 17
Hispanic  Yellow 17.3 points above standard Declined -5.4 points 146	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	White  Green 40.7 points above standard Declined Significantly -17.8 points 227

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 66.4 points below standard Increased Significantly ++36.3 points 14	Reclassified English Learners 5.9 points above standard Increased Significantly ++45.6 points 16	English Only 36.2 points above standard Declined Significantly -18.2 points 344
--	---	---

Conclusions based on this data:

1. Our overall performance is well above the state average, but has declined slightly for the third year in a row. As we are now able to track entire cohorts, we should be able to see trends of cohorts to compare "apples to apples," but we need to use our PLC time to analyze why we have had a drop of about 10% in the past three years, and not have a false sense of security with the green indicator on overall ELA dashboard. This concern remains, even though we will not have new SBAC data to use this year.
2. All of our significant sub groups performed lower than their white counterparts; however, each of your major subgroups did close the gap with their white counterparts, and our EL and SED students made gains this year compared to their white counterparts.
3. SWD students were the lowest performing group- despite our co-teach model which is yielding results in classroom grades and more students being A-G completers, this program has yet to make a significant impact on our SWD performance on the SBAC. Their results were basically static compared to last year.

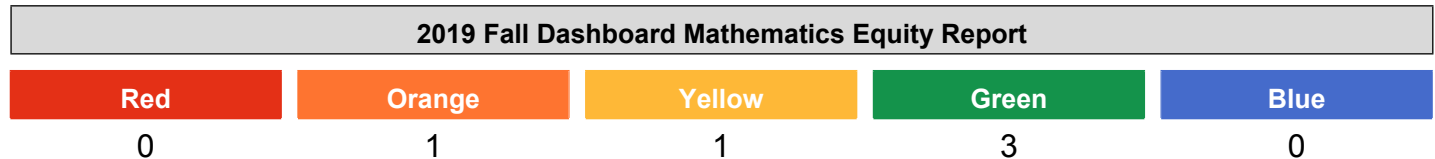
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 32.3 points below standard Increased Significantly ++16.7 points 456	English Learners  Yellow 102.3 points below standard Increased Significantly ++33.1 points 30	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 4	Socioeconomically Disadvantaged  Green 52.1 points below standard Increased Significantly ++30.5 points 144	Students with Disabilities  Orange 170.5 points below standard Increased Significantly ++23.5 points 53

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 78.4 points below standard 14	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Asian  No Performance Color 85.3 points above standard Increased Significantly ++95.1 points 14	Filipino  No Performance Color 31.9 points above standard 17
Hispanic  Green 54.5 points below standard Increased ++14.1 points 147	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	White  Green 26.4 points below standard Increased ++14.8 points 232

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 104.3 points below standard Increased Significantly ++55.4 points 14	Reclassified English Learners 100.6 points below standard Increased Significantly ++15.7 points 16	English Only 28.4 points below standard Increased ++14.3 points 353
---	---	---

Conclusions based on this data:

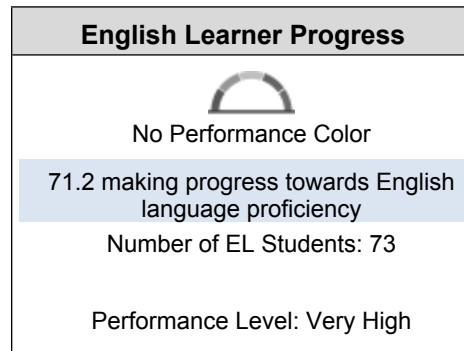
1. It is a point of pride that our EL students had a marked improvement on the math SBAC for this year, with an increase of 33 points.
2. As in English, our major supplement subgroups of EL and SED students closed the gap with their white counterparts, increasing their performance by nearly double the increase of their white counterparts. Our Hispanic students increased on par with the school overall, which is also significant growth.
3. Last year, we wrote that we had "no groups in green"- this year, Our SED, Hispanic, and White students were in the green indicator, as were our students overall- this is a huge accomplishment for our math progress.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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
12.3	16.4	2.7	68.4

Conclusions based on this data:

1. We wish that there was a performance color for this indicator, since we are performing at a "very high" level of progress to ELP, and this would most likely be a blue indicator for us!

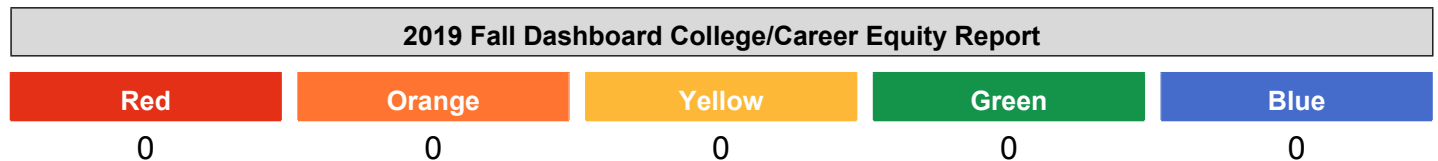
School and Student Performance Data

Academic Performance College/Career







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students  Green 52.4 Increased +5.6 429	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
46.8 Prepared	46.9 Prepared	52.4 Prepared
21 Approaching Prepared	21 Approaching Prepared	18.9 Approaching Prepared
32.2 Not Prepared	32.1 Not Prepared	28.7 Not Prepared

Conclusions based on this data:

1. We achieved the significant gain we predicted last year, and are particularly proud of our SED students and Hispanic students having strong gains in college and career readiness.
2. Our SWD students continue to be significantly behind all other student groups in this indicator- our challenge of ensuring ALL students are college and career ready will only be met when we reduce this number.
3. Our diligence in creating career-readiness pathways, in tandem with improved SBAC/CAASPP performance, is our key to sustained college readiness improvement, particularly for our subgroups.

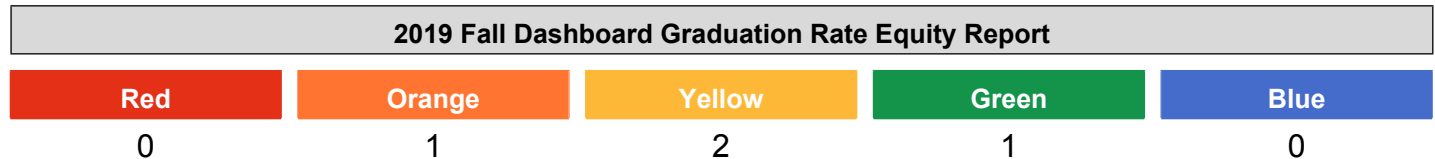
School and Student Performance Data

Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Graduation Rate for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Yellow		 No Performance Color		 No Performance Color	
93		85.7		Less than 11 Students - Data Not Displayed for Privacy	
Declined -1		Increased +2.9		6	
429		28			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color		 Yellow		 Orange	
85.7		91		83.3	
14		Declined -3.3		Declined -4.6	
		166		54	

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 94.1 Declined -5.9 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Green 93.2 Maintained +0.1 118	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Yellow 92.3 Declined -2 260

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

2019 Fall Dashboard Graduation Rate by Year

2018	2019
94	93

Conclusions based on this data:

- Overall, the student graduation rate is strong, and the fact that SED students graduate at nearly the same percentage as the school average indicates that SED status is not a major barrier to graduation.
- Our SPED graduation rate decreased by 5% this year; after significant gains in the previous year, this is a setback. We believe a reinvestment in our co-teach system, including some new teacher pairings, will help get this subgroup to increase in graduation again.
- The gaps between all of our subgroups is relatively small in this indicator, and with an overall graduation rate of 93%, while we remain alert to this indicator, it is not an area that indicates an intense change of program need. We will need to be more vigilant with our struggling distance learners this year.

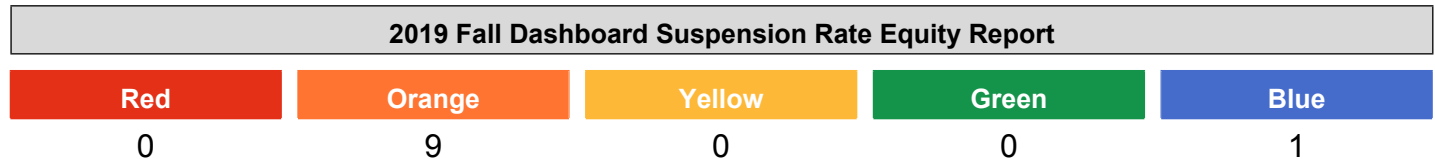
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 4.4 Increased +1.8 2117	English Learners  Orange 4.3 Increased +4.3 92	Foster Youth  No Performance Color Less than 11 Students - Data Not 9
Homeless  No Performance Color 9.1 22	Socioeconomically Disadvantaged  Orange 5.9 Increased +2.7 690	Students with Disabilities  Orange 5.8 Increased +2.1 240

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Orange 8.2 Increased +3.9 49	American Indian  Blue 0 Maintained 0 33	Asian  Orange 4.5 Increased +4.5 66	Filipino  Orange 1.9 Increased +1.9 52
Hispanic  Orange 4.2 Increased +2 615	Two or More Races  Orange 8.7 Increased +5.2 69	Pacific Islander  No Performance Color 5 Declined -0.3 20	White  Orange 4.3 Increased +1.4 1213

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.6	4.4

Conclusions based on this data:

1. Our suspension rate increased this year, hence the orange indicator. But this is still a very low rate, and given the increase in vaping/tobacco offenses, we are proud of how rarely we have to utilize suspension.
2. Our major subgroups all have a suspension rate within 2% of one another, which is also a good indicator that we are equitable in our discipline procedures.
3. Our work towards school culture and safety appears to still be worth the investment.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement

LEA/LCAP Goal

1 & 3

Goal 1

All students will meet or exceed grade level standards in core academic areas.

Identified Need

After reviewing various data sources, including the CDE Dashboard, our percentages of students who are meeting/exceeding standards in English and math and who are qualifying are college/career ready are not where they should be. We also have too many students getting D's and F's in English and math classes. Distance learning and shortened school days will present new challenges for these students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/SBAC in ELA and Math	English 64%/ Math 43%	English 70%, Math 48%
Transcripts/Report Cards	33% D/F in Math 1 and 2 combined	25% or less D/F in Math 1 and 2 combined

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

Peer Tutoring Offered four days a 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.

Amount(s)

44,210

Source(s)

LCFF-Supplemental (Site Fund)
2000-2999: Classified Personnel Salaries
student tutor pay (minor advisor costs)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

SWD

Strategy/Activity

Professional Development Training targeting supports for SWD

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,000

Source(s)

LCFF-Supplemental (Site Fund)
5800: Professional/Consulting Services And
Operating Expenditures
trainings

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

SED Students

Strategy/Activity

AVID tutoring in class

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

30,500

Source(s)

LCFF-Supplemental (Site Fund)
2000-2999: Classified Personnel Salaries
avid tutors helping with tutorials in core and
AVID electives

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

SED and ALL

Strategy/Activity

AVID Coordinator - Dedicated advisor to help effectively implement AVID strategies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,630

Source(s)

LCFF-Supplemental (Site Fund)
1000-1999: Certificated Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

SWD

Strategy/Activity

Materials to support teachers of students with IEP's and 504s

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000

Source(s)

LCFF-Supplemental (Site Fund)
4000-4999: Books And Supplies
materials for teachers with students with disabilities to help mitigate learning loss due to covid and better support distance learning

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

SBAC scores from last year in math did meet the 5% growth goal, but ELA did not (although ELA scores remain significantly higher than math). There were fewer F's than last year, but the percentage of D's and F's combined remains too high.

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

This plan indicates a significant increase in budget to PD and materials for SWD, as these students can be predicted to struggle more with less instructional time and distance learning.

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.

Again, both in professional development and in materials budgets for our at-risk sub groups, this SPSA shows significant increases in resource allocation, especially to combat learning loss and support distance learning.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Acquisition

LEA/LCAP Goal

2

Goal 2

All English Learners will make adequate yearly progress toward language proficiency and being reclassified as fluent English proficient.

Identified Need

EL students continue to struggle in our core academic classes at a greater rate than non-EL students, even though they have decreased the achievement gap in some areas

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC and RFEP	Very high percentage of students making adequate yearly progress, per state dashboard	maintaining the "very high" level standard

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)

EL Students

Strategy/Activity

EL Tutoring throughout the day, pushing in to core classes

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
17,415	LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Professional development for teachers to meet the needs of EL students, especially in distance learning and with COVID-related learning loss

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,000

Source(s)

LCFF-Supplemental (Site Fund)
5800: Professional/Consulting Services And
Operating Expenditures
training opportunities for teachers to better
support EL students

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

EL Teachers prep together and work with TOSA to plan best instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

This work is part of the basic job description for
our EL TOSA and EL Teachers.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

LCFF-Supplemental (Site Fund)
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Our EL progress towards ELP was very strong last year.

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

Last year, we followed the plan for this SPSA goal.

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.

Again, we are increasing our tutoring support to be very robust for our EL students, which we feel is critical in our current educational environment. Likewise, our offering of materials and PD to teachers to support EL learners is nearly doubled.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College & Career Readiness

LEA/LCAP Goal

5

Goal 3

All students will graduate from high school college/career ready.

Identified Need

Our dashboard college/career readiness increased to green, we still want to increase this more, especially in our A-G rate

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A-G completers	57%	60%
CTE Pathway completers	181 students	200 students
AP Students receiving a 3 or better on AP exam	60	65%
Amount of students taking an AP exam	320	400

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)

AVID students/SED

Strategy/Activity

Include AVID director in leadership group with stipend for increased inclusion in school decision making and site planning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified

AVID coordinator paid stipend as department chairs are- this budgeted elsewhere in SPSA, but this is an additional benefit in a different aspect of SPSA

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

AVID

Strategy/Activity

Improvement of Instructional Strategies/Materials, including support resources for current Carnegie and Study Sync curriculum as needed by teachers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10,000

LCFF-Supplemental (Site Fund)
4000-4999: Books And Supplies
Supplies/Materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

AVID students

Strategy/Activity

Field trips to various universities and other college awareness activities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

8,000

LCFF-Supplemental (Site Fund)
0001-0999: Unrestricted: Locally Defined
transportation costs; substitute costs

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

Professional Development opportunities for instructors on rigorous, college-preparatory instruction, including AP workshops.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8,000

Source(s)

LCFF-Supplemental (Site Fund)
0001-0999: Unrestricted: Locally Defined
Professional Development programs, local and
off site.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students not currently enrolled in an AP course

Strategy/Activity

Partner with Equal Opportunity Schools to identify and reach out to under-represented students groups in our AP courses to increase access and exposure to AP classes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

25,000

Source(s)

LCFF-Supplemental (District Fund)
5800: Professional/Consulting Services And
Operating Expenditures
EOS partnership

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

We followed our SPSA plan on this goal last year closely, and our A-G rate went from 54% to 57%. Our CTE completer rates increased, partly through increased attention to pathway structure and course code identification. AP pass rate increased by 2%., from 58 to 60%, while the amount of students taking AP classes increased to more than 300.

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

Our AVID costs for field trips, etc, were higher than we expected.

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.

AVID resources have been increased across the board, as we have found this to be a critical cog in increasing our SED performance rate on several metrics, including our college and career readiness metric.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Culture & Climate

LEA/LCAP Goal

4

Goal 4

All students will feel and be safe at school, and will be positively engaged at school.

Identified Need

Suspension rate was at 4.4%- wish to remain at least below 5%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student monthly ADA attendance	approximately 96%	Unknown due to COVID/distance learning
Student suspension rate	4.4%	maintain less than 4.4%

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

Positive Behavioral Interventions, such as Zebra Pride passes, incentives for attendance and for improvement on SBAC exams, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,500	LCFF-Supplemental (Site Fund)

4000-4999: Books And Supplies
awards/incentives

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

Guest speakers during Advisory, cultural development programs, school unity clothing

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,500

Source(s)

LCFF-Supplemental (Site Fund)
5800: Professional/Consulting Services And
Operating Expenditures
guest speaker

3,000

LCFF-Supplemental (Site Fund)
4000-4999: Books And Supplies
shirts for all new students and staff celebrating
value teams/culture

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

Workshops and Professional development targeting culture development

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,000

Source(s)

LCFF-Supplemental (Site Fund)
5800: Professional/Consulting Services And
Operating Expenditures
conferences /PD

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The initial year of our value teams, even with being cut short, demonstrated strong support from students and staff, making it worthy of continued investment

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

This plan was followed closely, with no significant differences.

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 significantly decreased the funds on this for this year, as the current climate does not allow for the kinds of activities that last year's budget had.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Learning Environment

LEA/LCAP Goal

5

Goal 5

All students will receive instruction in up-to-date and well-maintained environments.

Identified Need

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Technology hardware to support programs for at risk students, including Chromebook supports/replacements/backfills, and technology to support distance learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8,307

Source(s)

None Specified
4000-4999: Books And Supplies
COVID technology for distance learners

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

EL Parents were significantly involved again; there is still work needed to reach our SED parents more effectively, outside of AVID open house.

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

We ended up having to spend much more money on the translation of documents to Spanish than expected.

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 intended robust increases in investment in ELAC meetings, but our inability to hold them in person makes that unnecessary.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Involvement

LEA/LCAP Goal

1, 2 & 5

Goal 6

Identified Need

Our EL and SED parent involvement, while increasing, continues to be below that of other parent groups. With the challenges of our current educational environment, communication with parents is more important than ever.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at ELAC meetings	average 50 attendees per meeting	maintain this participation
Participation on SBLT by multiple parents of different groups/backgrounds	poor/ only 2 parents	many volunteers, including EL parents

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)

EL Students/Parents

Strategy/Activity

Translation of significant school documents, including student handbook, course catalog, and other important documents, and phone translations for IEPs and other parent meetings as needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

LCFF-Supplemental (Site Fund)
2000-2999: Classified Personnel Salaries
translation services

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

Monthly ELAC/EL Parent workshops

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,107

Source(s)

LCFF-Supplemental (Site Fund)
0000: Unrestricted
Food/programs/supplies for meetings

1,000

LCFF-Supplemental (Site Fund)
2000-2999: Classified Personnel Salaries
child care supervision

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

SED students

Strategy/Activity

Parent outreach on all events via multiple methods, including PeachJar, Facebook, School Messenger.

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.

None Specified

All of these methods are free or budgeted
through district funds.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

SED students/parents

Strategy/Activity

Use of parent liaison to reach beyond our EL parents to other at-need/under involved parent groups.

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.

LCFF-Supplemental (District Fund)

Parent Liaison Salary- approximation

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

EL Parents were signigantly involved again; there is still work needed to reach our SED parents more effectively, outside of AVID open house.

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

We ended up having to spend much more money on the translation of documents to Spanish than expected.

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 intended robust increases in investment in ELAC meetings, but our inability to hold them in person makes that unnecessary.

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-Supplemental (Site Fund)	161,669.00	-193.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF-Supplemental (District Fund)	25,000.00
LCFF-Supplemental (Site Fund)	161,862.00
None Specified	8,307.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	1,107.00
0001-0999: Unrestricted: Locally Defined	16,000.00
1000-1999: Certificated Personnel Salaries	1,630.00
2000-2999: Classified Personnel Salaries	98,125.00
4000-4999: Books And Supplies	39,807.00
5800: Professional/Consulting Services And Operating Expenditures	38,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Supplemental (District Fund)	25,000.00
0000: Unrestricted	LCFF-Supplemental (Site Fund)	1,107.00

0001-0999: Unrestricted: Locally Defined	LCFF-Supplemental (Site Fund)	16,000.00
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	1,630.00
2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	98,125.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	31,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Supplemental (Site Fund)	13,500.00
4000-4999: Books And Supplies	None Specified	8,307.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	90,340.00
Goal 2	26,415.00
Goal 3	51,000.00
Goal 4	12,000.00
Goal 5	8,307.00
Goal 6	7,107.00

School Site Council Membership

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

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

Name of Members	Role
Nora Davis	Other School Staff
Michael Maul	Principal
Sherri Sandoval	Other School Staff
Isabella Andriani	Secondary Student
Hank Florence	Classroom Teacher
Sylvia Ward	Classroom Teacher
Charlene Emerson	Other School Staff
Mandy Molteni	Parent or Community Member
Amy Ridgway	Parent or Community Member
Mattie Ridgway	Secondary Student
Marilou Edwards	Classroom Teacher
Melissa Everts	Parent or Community Member
Paola Gachet	Other School Staff
Laura Hilario	Parent or Community Member
Angela Agudelo	Parent or Community Member
Stephanie Brown	Other School Staff
Traci Armstrong	Parent or Community Member
Cameron Layton	Other School Staff
Victoria Eutsey	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

Other: Community Advisory Committee for Special Education Programs

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

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

This SPSA was adopted by the SSC at a public meeting on 9/30/20.

Attested:



Principal, Michael G Maul on 10/16/20



SSC Chairperson, Mandy Molteni on 10/16/20