

School Year: **2021-22**

# 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
Phoenix High School	31-66951-3130036	November 10, 2021	December 21, 2021

## 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  
Comprehensive Support and Improvement

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.

PHS has utilized CSI funding to hire a full time counselor and an intervention specialist, The counselor focuses on monitoring student performance in all 6 DASS indicators. In addition, the counselor works directly with all 12th grade students to develop an academic plan that leads to graduation. The counselor also is responsible for implementing AB 104 for current 12th graders who may have been affected by the pandemic. The intervention specialist helps provide and coordinate tutoring for students. With the re-opening of schools and the increased academic needs due to the disruption of in-person learning, it is anticipated that there will need to be an increased emphasis on intervention to achieve an increased graduation rate.

# Table of Contents

- SPSA Title Page ..... 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components ..... 3
  - Data Analysis ..... 3
  - Surveys ..... 3
  - Classroom Observations..... 3
  - Analysis of Current Instructional Program..... 3
- Stakeholder Involvement ..... 7
- Resource Inequities ..... 7
- School and Student Performance Data ..... 8
  - Student Enrollment..... 8
- Goals, Strategies, & Proposed Expenditures..... 11
  - Goal 1..... 11
  - Goal 2..... 17
- Budgeted Funds and Expenditures in this Plan ..... 22
  - Funds Budgeted to the School by Funding Source..... 22
  - Expenditures by Funding Source ..... 22
  - Expenditures by Budget Reference ..... 22
  - Expenditures by Budget Reference and Funding Source ..... 22
  - Expenditures by Goal ..... 23
- School Site Council Membership ..... 24
- Recommendations and Assurances ..... 25

# 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).

Phoenix High School conducted parent and student surveys (CHKS) during the 2019-2020 school year. Although the survey is typically given to just 11th graders, PHS solicited input from all grade levels who were enrolled at that time. The results revealed that both parents and students feel that Phoenix High School provides a safe and orderly educational environment that helps individualize learning to help meet the needs of each student. Phoenix High School has also conducted students surveys about career interests and post-secondary college/career plans as well as asking for input on course schedules and the implementation of a 5th period credit recovery period. In addition, at the beginning of every school year, students are involved in developing a Phoenix school-wide constitution. This process involves soliciting input from the entire student body.

## Classroom Observations

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

Full-time teachers are observed formally every other year and are responsible for preparing their goals and objectives for the year. They are also observed informally with classroom visits and walk throughs. New teachers are formally observed formally three times per year.

## 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)

Phoenix High School utilizes CAASPP testing results to monitor performance and make program/instructional adjustments. In addition, data from the Dashboard for Alternative Schools (DASS) is used to make program decisions such as selecting appropriate curriculum, implementing project based learning, providing additional academic growth. During the 2019-2020 school year, data collection through formative and summative assessments as well as state testing was disrupted by the need for distance learning due to the COVID outbreak. This continued into the 2020-2021 school year. During the 2021-2022 school year, Phoenix High School has been actively involved in identifying 12th grade students who may qualify for AB 104.

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

Student credit sheets are used to monitor academic progress: 1) Student grade levels 2) Total credits needed to graduate 3) Credits needed per week to graduate on time 4) Whether or not students are planning to return to comprehensive high school 5) Total credits completed this year 6) The total credits earned by all of the students for the week. In addition, on-line curricular assessments are used to compare and analyze Language Arts/Math scores for teachers to collaborate and discuss strategies that help struggling students become more successful.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

At Phoenix High School, 100% of the classes in the core academic subject content areas are taught by Highly Qualified Teachers.

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

All teachers have access to adopted instructional materials, professional development activities, and training whenever possible. Phoenix High School qualifies as a high poverty school and receives Title I funding which can be used for professional development.

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

The staff periodically attend professional development workshops, conferences and training that address specific student and program needs. Teachers monitor student credit completion on a weekly basis and are always exploring new ways for motivating and providing students with a quality educational program. Teachers have been involved designing project based learning and aligning with core academic standards.

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

WPUSD has three district Teachers on Special Assignment (TOSAs) who provide coaching and ongoing support in specific content areas (Math, English Language Arts), and with English Learner support. WPUSD also has three district coordinators who provide ongoing support in educational technology, student interventions and supports, and college and career readiness.

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

Phoenix High School has Early Release every Monday set aside for two specific reasons: 1) Staff (teachers and administration) meet as a Professional Learning Community to work collaboratively on student achievement and program related issues. 2) To implement and monitor progress on the WASC action plan.

## Teaching and Learning

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

All core curricular content areas have been aligned with core academic standards. In addition, many of the classes have been aligned with a-g certification. Staff are in the process of field testing a new curriculum provider called Edgenuity which also aligns with state, national and NGSS standards.

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)

N/A

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

All instructional materials and on-line curriculum are aligned with common core standards and are available to all students in compliance with the Williams Act. Administration and staff are committed to providing up-to-date materials and utilizing their budget allocations wisely to secure proper and appropriate classroom materials.

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

Phoenix High School utilizes Odysseyware and project based learning to provide both core and supplementary instructional materials. All materials are aligned with state and NGSS standards.

## Opportunity and Equal Educational Access

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

As part of the enrollment process, students and parents first meet with the principal to register. This involves reviewing academic records and transcripts. Students then meet with the counselor to develop an educational plan on their first day of school. Student academic and social emotional needs are discussed during PLC meetings every Monday. Due to the wide range of needs unique to the students at Phoenix High School, staff regularly evaluate each student's progress and make any necessary adjustments to ensure academic success.

## Evidence-based educational practices to raise student achievement

The following strategies are used to raise student academic achievement: PLC's, on-line credit recovery classes, advisory intervention classes, extending the academic day for struggling students, the use of Quality School principles and YDI to help facilitate intrinsic motivation.

## Parental Engagement

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

Phoenix High School has the following resources available to assist students and families:

Placer 211

School Counselor - Full-Time

Wellness Together Counseling Services

SCHOOLS Volunteer Tutoring Program

School Nurse - On-Call

Parent/School/Community Liaison - On-Call

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)

Phoenix High School administration and staff work diligently to provide a program and school culture that welcomes parents and families. Teachers keep an open line of communication with parents by email or phone and are available for scheduled meetings before and after school. Throughout the year, follow-up automated calls are made to keep families informed about events at school, progress, report/credit checks and graduation. parents are also directed to the Phoenix High School's Website and social media sites for information about up-coming events and activities.

## Funding

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

Phoenix High School Utilizes Title I/Supplemental funding to provide on-line programs as a pathway to earn academic credits and improve core academic skills. In addition, categorical funds are used to help provide additional learning opportunities before, during, and after school. Input is gathered from parents, staff, and community members to discuss and coordinate programs that meet the needs of students.

Fiscal support (EPC)

Phoenix High programs are supported with a combination of state, federal, and general funds.

# 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

Leadership students are involved in developing and reviewing the SPSA annually. Parents and staff members are also involved in this process. Typically, the site council meets every quarter. The site plan is summarized by listing each goal along with a bulleted list of corresponding strategies from the plan. This provides talking points throughout the year so that any necessary adjustments can be made.

Students and parents expressed their interest and support in returning to in-person field trips and project based learning after restrictions due to COVID. There was interest and concern about the need to improve campus facilities especially since there are more students enrolled and there is little protection from the elements when we serve lunch or hold activities outside.

## Resource Inequities

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

Phoenix High School continues to be in need of outdoor chairs and shade/rain protection structures for students in the quad. The enrollment at Phoenix High School has expanded significantly over the past several years. All rooms are being used every day throughout the week. As a result, Phoenix High School is in need of addressing several facility issues including expanding the front office and adding more classroom space to accommodate this growth.

In addition, there is need to increase the custodial services to a 1.0 FTE in order to provide maximal support in maintaining facilities and grounds.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	%	2.38%	1.2%	4	2	1
Asian	%	3.57%	3.7%	1	3	3
Filipino	%	2.38%	2.5%		2	2
Hispanic/Latino	%	40.48%	35.8%	37	34	29
Pacific Islander	%	0%	%		0	
White	%	41.67%	45.7%	54	35	37
Multiple/No Response	%	4.76%	3.7%		4	3
	<b>Total Enrollment</b>			100	84	81

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	1		
Grade 10	8	7	1
Grade 11	36	25	26
Grade 12	55	52	54
<b>Total Enrollment</b>	100	84	81

Conclusions based on this data:

1.

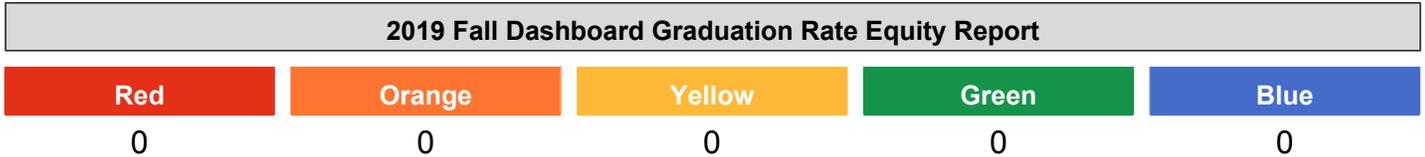
# School and Student Performance Data

## 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		
<p><b>All Students</b></p>  <p>Red</p> <p>52.9</p> <p>Declined -5.8</p> <p>51</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>No Performance Color</p> <p>53.1</p> <p>Declined -12.1</p> <p>32</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>0 Students</p>

**2019 Fall Dashboard Graduation Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 No Performance Color 42.3 Maintained +2.3 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 70 Declined -5 20

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**

<b>2018</b>	<b>2019</b>
58.7	52.9

**Conclusions based on this data:**

- 1.

# 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

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

## Goal 1

Focus on the continual delivery of quality instruction and streamline systems to provide more educational options.

## Identified Need

Students are referred to PHS with a variety of unique experiences and academic needs. PHS is continually evaluating and developing programs that create a variety of college/career pathways that address the needs of all students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator (ELA & Math SBAC)	Spring 2021 SBAC Results 46% of 11th graders "Exceeded" or "Met" the standard in English. 0% of 11th graders "Exceeded" or "Met" the standard in Math.	Increased percentage of students who score "Exceeded" and "Met" by 10%.
Graduation Rate Indicator	Class of 2019 4-year cohort graduation rate: 42.9% 5-year cohort graduation rate: 65.1% (includes 5th year seniors who graduated in 2020)	Increase graduation rate to exceed 67%

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

#### Monitor Student Progress

1. Weekly credit reports
2. Reconciling credit sheets and recording academic progress - making credit sheets available to parents electronically.
3. Research and graph credit trends.
4. Research and reconcile student transcripts.

### 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)

1000.00

Source(s)

LCFF-Supplemental (Site Fund)

Time care for extra hours spent on reconciling information

### Strategy/Activity 2

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

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

Seniors & 5th Year Students

### Strategy/Activity

Provide intervention periods outside of the regular instructional day.

1. 0 period

### 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)

16000

Source(s)

Title I

Teacher buyout period for additional intervention class

### 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

Utilize core academic instructors to proctor SBAC test.

**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)

1000.00

Source(s)

Title I

Substitutes

**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

Provide 1.0 FTE school counselor to focus on intensive case management and increase graduation rate.

1. Analyze transcripts
2. Develop an educational/career plan
3. Coordinate co-enrollment

**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)

96300.00

Source(s)

Comprehensive Support and Improvement (CSI)

Full-time school counselor

**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

Provide 1.0 FTE Intervention Service Provider

1. Coordinates tutoring in core academics for credit deficient students.
2. Prioritizes intervention for seniors and 5th year seniors to help facilitate graduation.
3. Assists with providing technology so that students can access curriculum electronically.

**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)

54085.00

Source(s)

Comprehensive Support and Improvement (CSI)  
Full-time Intervention Service Provider (ISP)

### Strategy/Activity 6

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

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

All Students

Strategy/Activity

Career Readiness: Conduct career interest assessment - Strengths Finder

#### 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)

200

Source(s)

Title I  
Testing fees

### Strategy/Activity 7

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

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

All Students

Strategy/Activity

Career Readiness:  
1. Explore offering CTE courses on PHS campus  
2. Co-enroll students in district CTE courses  
3. Utilize counselor to assist with CTE enrollment

#### 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)

### Strategy/Activity 8

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

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

All Students

Strategy/Activity

College Readiness:

1. Work on aligning all courses with a-g certification
2. Utilize counselor to assist with a-g advisement
3. Emphasize co-enrollment in a-g courses at comprehensive sites

**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)

**Strategy/Activity 9**

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

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

All Students

Strategy/Activity

Core Curriculum & Resources:

Purchase of materials needed for standards-based instruction.

1. Mini-courses/project based learning for ELA, math, science, history.
2. Materials needed for science labs.

**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)

2501.00

Title I

Course materials

**Strategy/Activity 10**

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

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

All Students

Strategy/Activity

College/Career Readiness:

Provide transportation for college/career field trips.

**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)

1700.00

Source(s)

LCFF-Supplemental (Site Fund)

Transportation costs

### Strategy/Activity 11

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

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

All Students

Strategy/Activity

Career Readiness:  
Implement California Career Zone Resources

#### 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)

300.00

Source(s)

Title I

Program purchase

# 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

School & Community Engagement

## LEA/LCAP Goal

All students and families will be actively engaged in learning and in their school communities.

## Goal 2

Focus on addressing the social-emotional needs of all students. Focus on the continual delivery of quality instruction and streamline systems to provide more educational options.

## Identified Need

There has been an increase in the social-emotional needs of students. More background information (counseling, behavior, anxiety, grades, skills, etc.) is needed when students are referred to PHS. More service are needed to address the social-emotional needs of students. As part of the WASC action plan, a goal has been established for developing and implementing social-emotional support programs for all students. There is a school-wide belief that every parent wants their child to succeed and that every parent is trying their best with in their own circumstance and available resources. With this vie, every effort at times for parents to get involved in the traditional schedule of school activities, PHS encourages informal involvement whenever parents are able to attend. Moreover, with a full-time school counselor, the school is able to reach out to parents on a consistent basis.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate Indicator	Class of 2019 4-year cohort graduation rate: 42.9% 5-year cohort graduation rate: 65.1% (includes 5th year seniors who graduated in 2020)	Increase graduation rate to exceed 67%
Chronic Absenteeism Indicator	This data was not made available in for the 2019-20 or 2020-21 school years due to the COVID-19 pandemic.  2.7% of PHS students were considered chronically absent in 2018-2019.	Reduce the number of students who are absent 10% of the year or more (compared to the 2018-2019 school year) by 0.5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate Indicator	In 2019-2020, 10.3% of PHS students were suspended at least one time.	Reduce the suspension rate by 5%, resulting in a "Very Low" indicator on the DASS.
Increased ADA	In 2018-2019, PHS students averaged 15.5 days absent per school year.	Reduce the average amount of days absent per school year by at least 3, therefore increasing ADA during monthly reports.

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

Youth Development: Develop and communicate positive image of the school.

1. Engage students through community service projects - subs needed to assist.
2. Collaborate with students to identify and complete projects.
3. Continue to develop outdoor education projects and field trips.
4. Collaborate with students to facilitate the weekly "Huddle" assemblies.
5. Develop and implement alternative means of correction for student behavior other than suspension.

### 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)

1000

#### Source(s)

Title I

Substitute Costs

1000.00

LCFF-Supplemental (Site Fund)

Transportation & Substitute 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

Develop a "Memory Book" that highlights all of the student activities for the year.

**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)

1133

Source(s)

LCFF-Supplemental (Site Fund)  
Costs associated with yearbook

**Strategy/Activity 3**

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

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

Seniors and 5th Year Seniors

Strategy/Activity

Leadership retreat to southern California

**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)

19615.00

Source(s)

Comprehensive Support and Improvement (CSI)  
Costs related to leadership retreat (i.e. - transportation, lodging) -- NOT TO INCLUDE ENTRY FEES

**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

Communicate with parents about attendance and academic progress. Communicate expectations for parents, students, and school.  
  
Copies and postage to increase communication with parents who may lack the resources to fully utilize online platforms.

**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)

### 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

Organize open house event  
1. Food & Supplies

#### 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)

277

Title I - Parent Involvement

Supplies to support Open House & other community events

### Strategy/Activity 6

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

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

All students

Strategy/Activity

Develop unified school community by providing students with school t-shirt.

#### 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)

2000.00

LCFF-Supplemental (Site Fund)

Student t-shirts

### Strategy/Activity 7

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

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

All Students

Strategy/Activity

Provide transportation and sub coverage to take students on outdoor education field trips.

**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)

3000.00

Source(s)

LCFF-Supplemental (Site Fund)

Costs related to fieldtrips, including transportation and sub coverage

**Strategy/Activity 8**

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

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

Develop a school newspaper

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.

500

LCFF-Base (Site Fund)

Supplies to publish school newspaper

**Strategy/Activity 9**

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

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

Improve facilities and grounds

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.

500

LCFF-Base (Site Fund)

Purchase of pop-up canopies

# 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
Comprehensive Support and Improvement (CSI)	170,000	0.00
Title I	21,001	0.00
Title I - Parent Involvement	277	0.00
LCFF-Supplemental (Site Fund)	9,833	0.00

## Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	170,000.00
LCFF-Base (Site Fund)	1,000.00
LCFF-Supplemental (Site Fund)	9,833.00
Title I	21,001.00
Title I - Parent Involvement	277.00

## Expenditures by Budget Reference

Budget Reference	Amount
	200,311.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Comprehensive Support and Improvement (CSI)	170,000.00
	LCFF-Base (Site Fund)	500.00
	LCFF-Base (Site Fund)	500.00
	LCFF-Supplemental (Site Fund)	1,000.00
	LCFF-Supplemental (Site Fund)	8,833.00

	Title I	300.00
	Title I	20,701.00
	Title I - Parent Involvement	277.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	173,086.00
Goal 2	29,025.00

# 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
- 1 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 10 Secondary Students

Name of Members	Role
Chuck Whitecotton	Principal
Tracy Gruber	Classroom Teacher
Kristine O'Toole	Other School Staff
Beverly Perez-LaVigne	Parent or Community Member
John Moran	Parent or Community Member
Tyler Poe	Secondary Student
Anthony Bennett	Secondary Student
Sara Sanchez	Secondary Student
Andrew Coffey	Secondary Student
Ashten Ellison	Secondary Student
Seth Mills	Secondary Student
Draven Klein	Secondary Student
Sydney Parker	Secondary Student
Chris LaVigne	Secondary Student
Nick Vargas	Secondary Student

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**

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 11/10/21.

Attested:

Principal, Chuck Whitecotton on 11/10/21

SSC Chairperson, Tyler Poe on 11/10/21