



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
Independence High School	07-30572	10/18/23	11/8/2023

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.

The school's plan to meet the requirements is based on both social-emotional and academic support.

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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).

Classroom Observations

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

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)

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

Teaching and Learning

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

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

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

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

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

Opportunity and Equal Educational Access

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

Evidence-based educational practices to raise student achievement

Parental Engagement

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

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)

Funding

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

Fiscal support (EPC)

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The school community, including staff, students and parents are engaged in the governance of the school through their participation in various site and district committees and councils. The school community is informed of how they can participate in the school's governance for the first time each school year during walk-through registration. In addition, all information is posted on our school website and social media accounts. Throughout the year we invite and remind parents about ways in which they can participate in school decision-making groups such as School Site Council (SSC) and the Safety Committee through letters, emails, phone calls and Blackboard Connect Ed messages.

District administration is consulted and regular meetings are held surrounding the district LCAP to solicit input from all stakeholders several times a year. District administrators have presented LCAP goals to our staff through meetings and emails.

Our SSC collaborates and develops our SPSA in line with district LCAP goals, school specific goals (through staff meetings, professional development, etc.), including WASC Goals and/or recommendations.

Resource Inequities

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

Transportation

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.57%	1.43%	1	1	2
African American	6.7%	7.39%	7.86%	12	13	11
Asian	1.7%	2.27%	1.43%	3	4	2
Filipino	%	2.27%	1.43%		4	2
Hispanic/Latino	36.9%	32.39%	32.86%	66	57	46
Pacific Islander	1.1%	1.70%	1.43%	2	3	2
White	48.6%	47.16%	45%	87	83	63
Multiple/No Response	3.9%	5.11%	6.43%	7	9	9
Total Enrollment				179	176	140

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	6	16	5
Grade 10	26	22	33
Grade 11	48	58	31
Grade 12	99	80	71
Total Enrollment	179	176	140

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	6	7	2	3.40%	4.0%	1.4%
Fluent English Proficient (FEP)	19	16	10	10.60%	9.1%	7.1%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	55	80	63	0	80	62	0	80	62	0.0	100.0	98.4
All Grades	55	80	63	0	80	62	0	80	62	0.0	100.0	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2554.	2574.		10.00	14.52		32.50	32.26		28.75	37.10		28.75	16.13
All Grades	N/A	N/A	N/A		10.00	14.52		32.50	32.26		28.75	37.10		28.75	16.13

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		17.50	14.52		66.25	74.19		16.25	11.29
All Grades		17.50	14.52		66.25	74.19		16.25	11.29

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		7.50	11.29		52.50	67.74		40.00	20.97
All Grades		7.50	11.29		52.50	67.74		40.00	20.97

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		8.75	12.90		77.50	70.97		13.75	16.13
All Grades		8.75	12.90		77.50	70.97		13.75	16.13

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		12.50	19.35		70.00	72.58		17.50	8.06
All Grades		12.50	19.35		70.00	72.58		17.50	8.06

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	55	80	63	0	78	62	0	78	62	0.0	97.5	98.4
All Grades	55	80	63	0	78	62	0	78	62	0.0	97.5	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2525.	2498.		2.56	1.61		7.69	9.68		30.77	20.97		58.97	67.74
All Grades	N/A	N/A	N/A		2.56	1.61		7.69	9.68		30.77	20.97		58.97	67.74

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2.56	3.23		38.46	27.42		58.97	69.35
All Grades		2.56	3.23		38.46	27.42		58.97	69.35

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		3.85	3.23		60.26	69.35		35.90	27.42
All Grades		3.85	3.23		60.26	69.35		35.90	27.42

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		3.85	0.00		82.05	56.45		14.10	43.55
All Grades		3.85	0.00		82.05	56.45		14.10	43.55

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10		*	*		*	*		*	*		*	*
11		*	*		*	*		*	*	0	*	5
12		*	*		*	*		*	*	0	4	*
All Grades										0	7	8

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10		*	*		*	*		*	*		*	*		*	*
11		*	*		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades		*	*		*	*		*	*		*	*		*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10		*	*		*	*		*	*		*	*		*	*
11		*	*		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades		*	*		*	*		*	*		*	*		*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10		*	*		*	*		*	*		*	*		*	*
11		*	*		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades		*	*		*	*		*	*		*	*		*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10		*	*		*	*		*	*		*	*
11		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*
All Grades		*	*		*	*		*	*		*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10		*	*		*	*		*	*		*	*
11		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*
All Grades		*	*		*	*		*	*		*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10		*	*		*	*		*	*		*	*
11		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*
All Grades		*	*		*	*		*	*		*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10		*	*		*	*		*	*		*	*
11		*	*		*	*		*	*		*	*
12		*	*		*	*		*	*		*	*
All Grades		*	*		*	*		*	*		*	*

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
176	28.4	4.0	0.6
Total Number of Students enrolled in Independence High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	7	4.0
Foster Youth	1	0.6
Homeless		
Socioeconomically Disadvantaged	50	28.4
Students with Disabilities	16	9.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	7.4
American Indian	1	0.6
Asian	4	2.3
Filipino	4	2.3
Hispanic	57	32.4
Two or More Races	9	5.1
Pacific Islander	3	1.7
White	83	47.2

Conclusions based on this data:

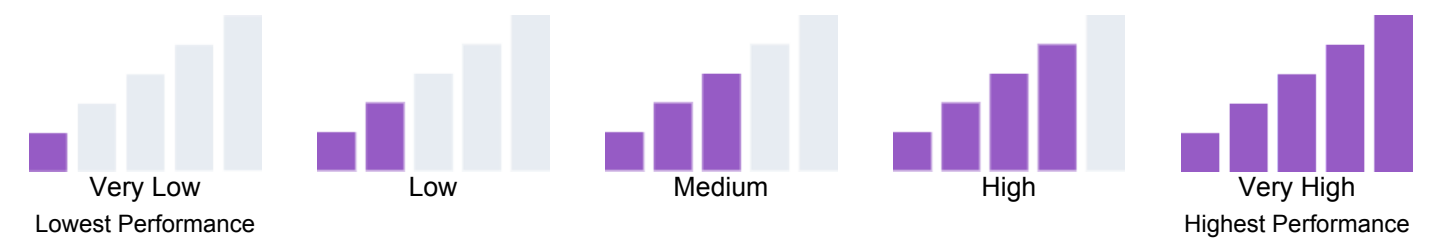
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School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Low	Graduation Rate Medium	Suspension Rate Very Low
Mathematics Low		
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

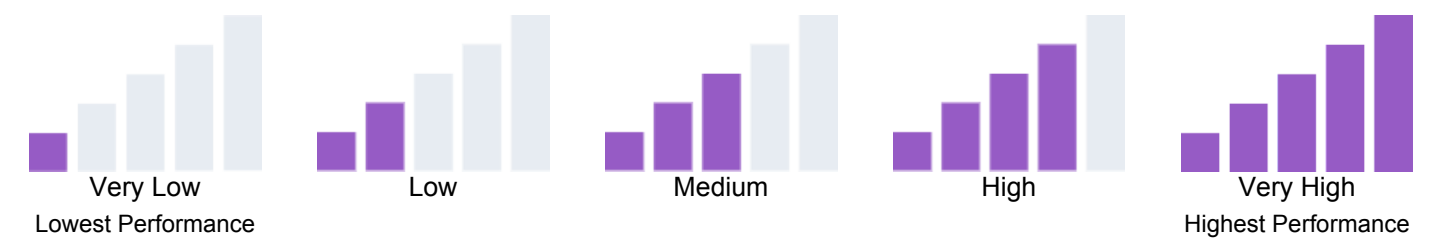
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School and Student Performance Data

Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



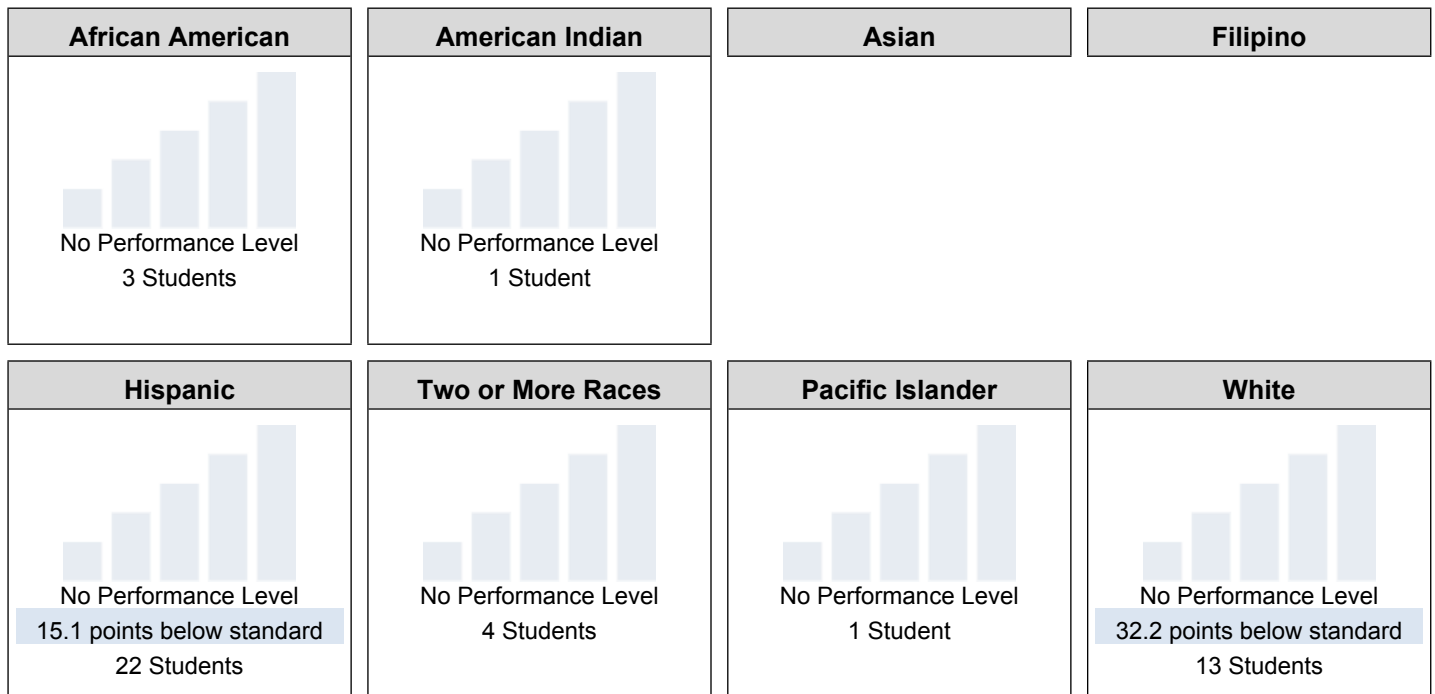
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
Low 17.8 points below standard 45 Students	No Performance Level 2 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Level 43.3 points below standard 18 Students	No Performance Level 6 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
1 Student	1 Student	25.4 points below standard 38 Students

Conclusions based on this data:

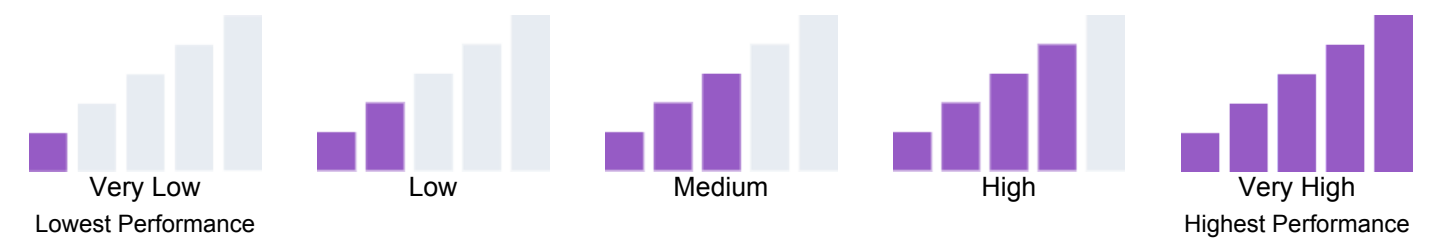
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School and Student Performance Data

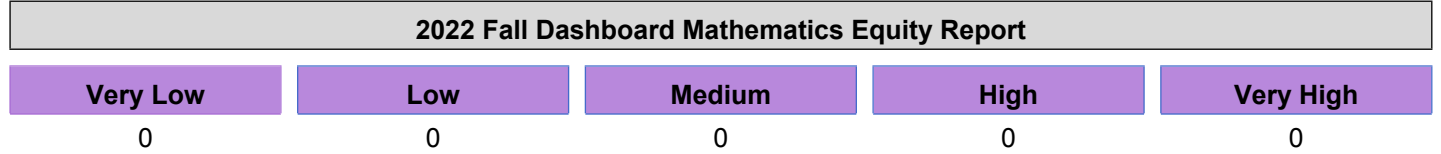
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

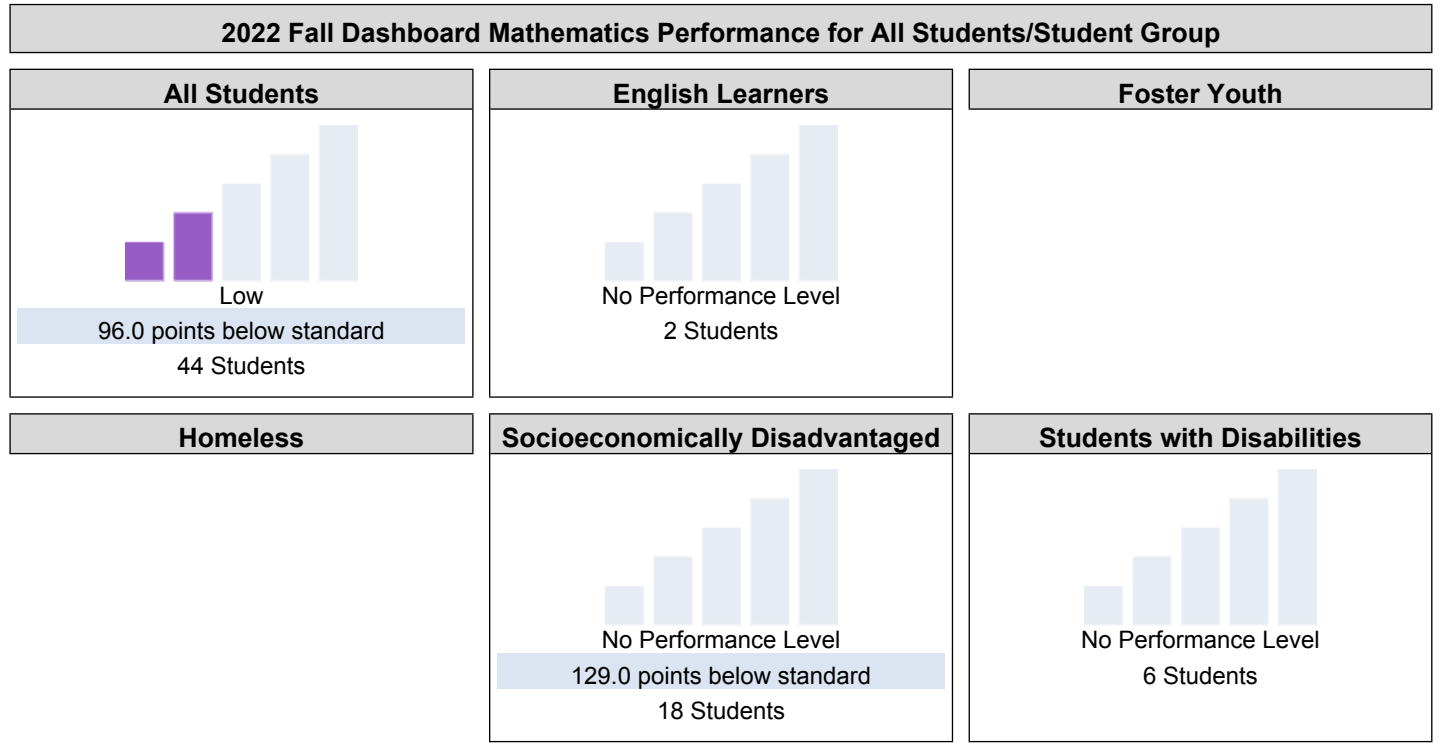
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



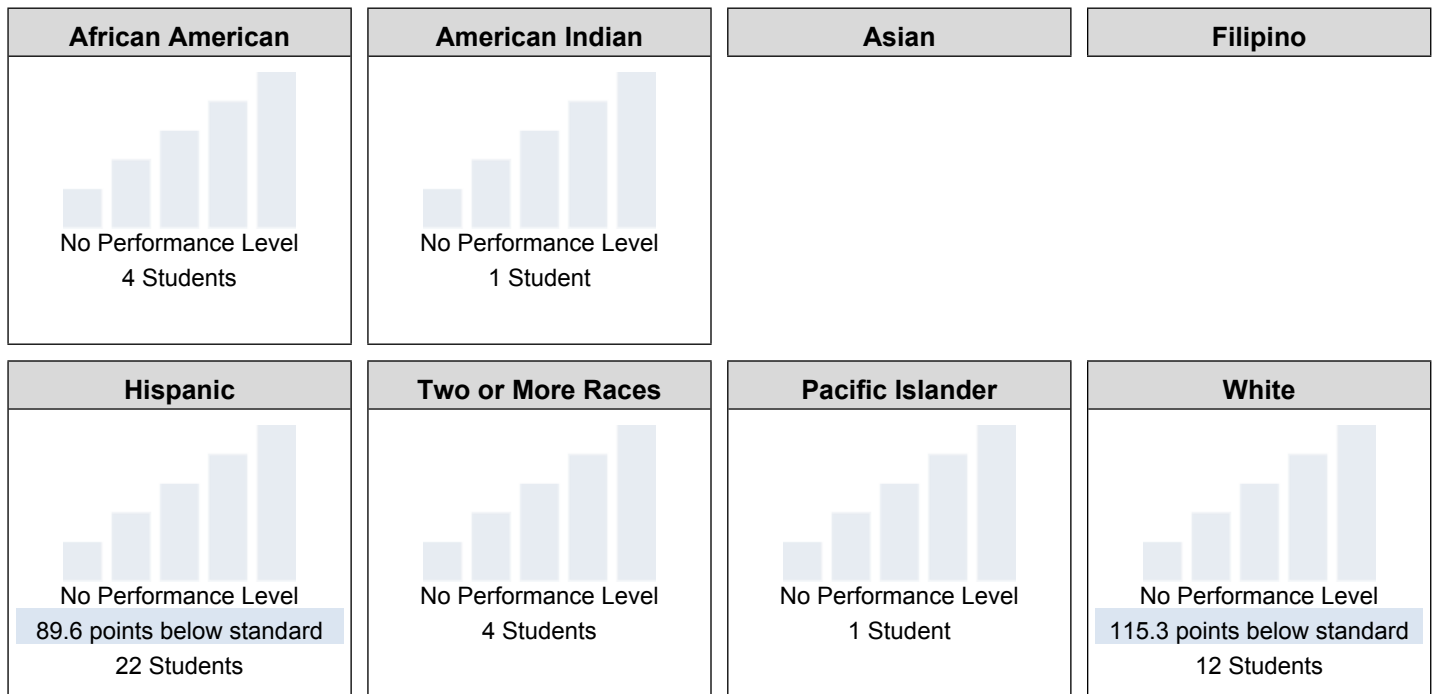
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
1 Student	1 Student	93.4 points below standard 37 Students

Conclusions based on this data:

1.

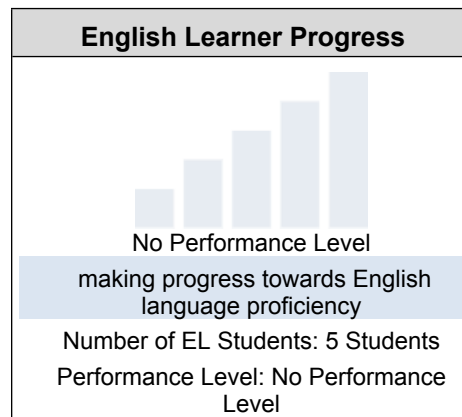
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

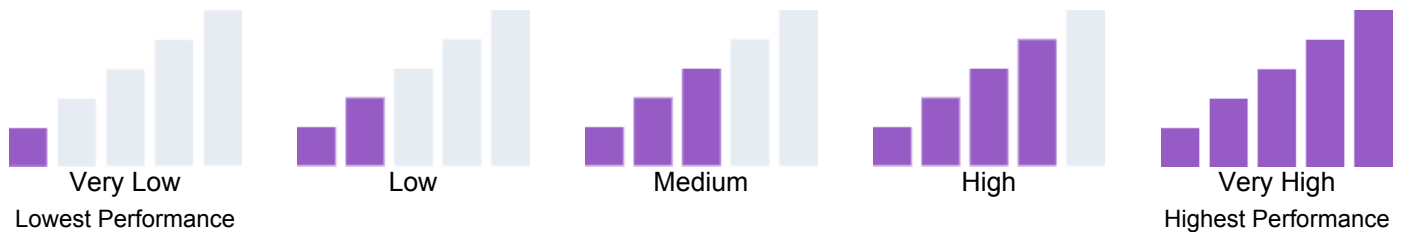
Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



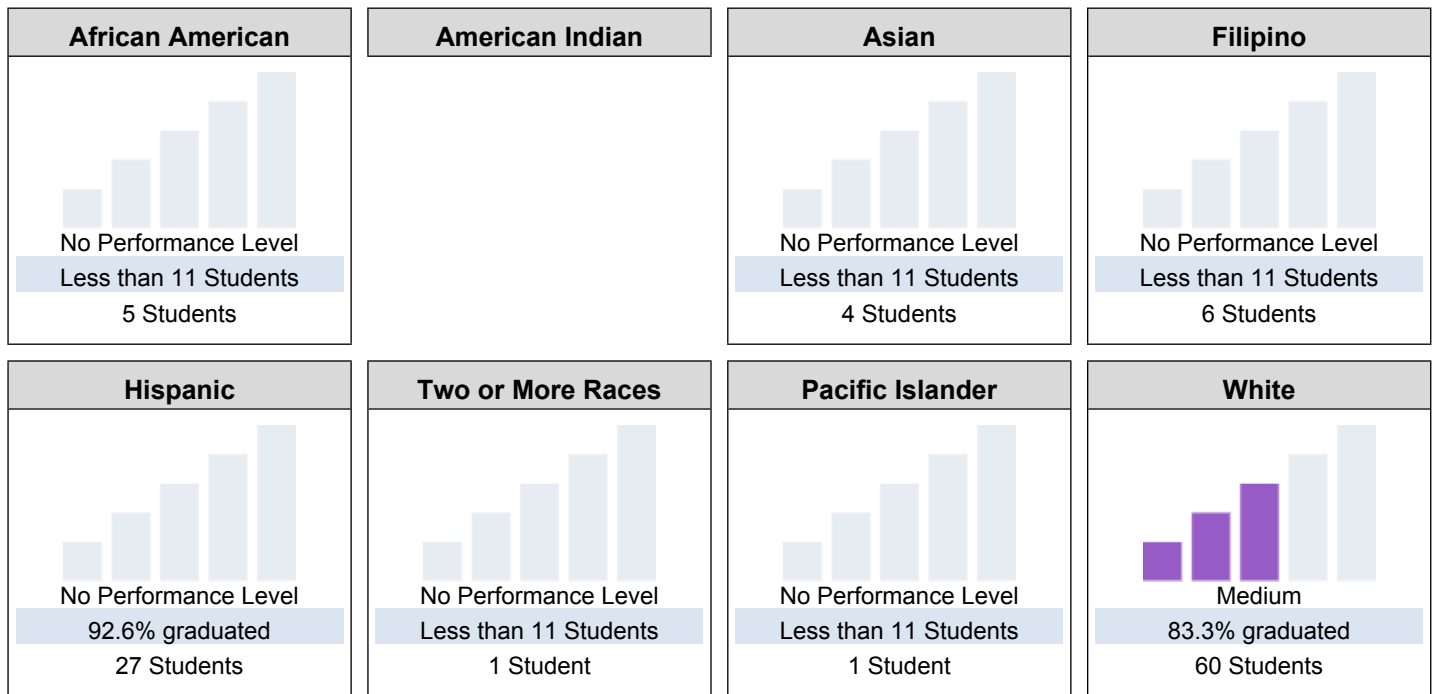
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	2	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Medium 84.9% graduated 106 Students	No Performance Level Less than 11 Students 7 Students	No Performance Level Less than 11 Students 1 Student	No Performance Level Less than 11 Students 8 Students	Medium 81.1% graduated 53 Students	No Performance Level Less than 11 Students 7 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

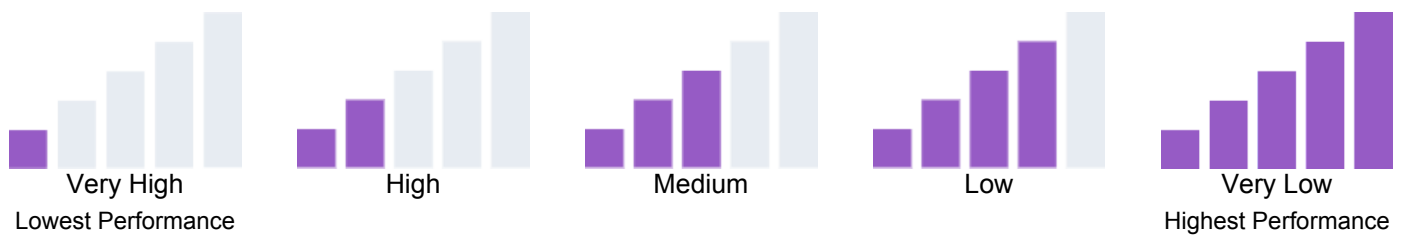
1.

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



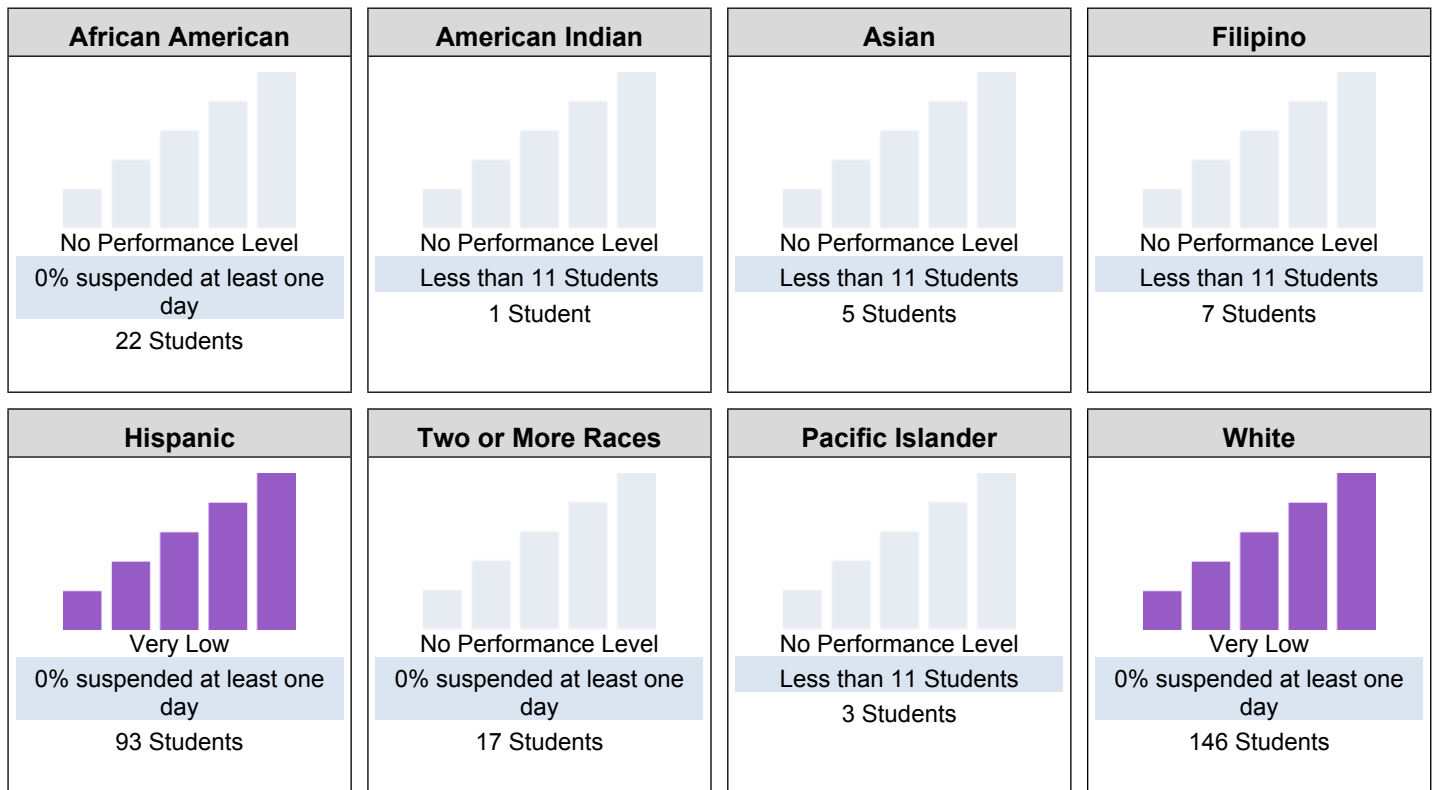
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	0	0	3

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Very Low 0% suspended at least one day 294 Students	English Learners No Performance Level 0% suspended at least one day 11 Students	Foster Youth No Performance Level Less than 11 Students 1 Student
Homeless No Performance Level Less than 11 Students 1 Student	Socioeconomically Disadvantaged Very Low 0% suspended at least one day 98 Students	Students with Disabilities No Performance Level 0% suspended at least one day 27 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. A small number of students, the days on campus, and the climate of campus with student connections and MTSS leads to fewer, if any suspensions.

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

Social-Emotional Learning

LEA/LCAP Goal

- (1.A) Provide a safe, secure, updated, clean environment
- (1.B) Create opportunities to incorporate best practices and program success
- (1.C) Foster an atmosphere of respect and civility among all students

Goal 1

- Provide a safe, secure, updated, clean environment (LUHSD Goal 1A)
- Foster an atmosphere of respect and civility among all students (LUHSD Goal 1C)
- Support the social-emotional needs of the student through Social Emotional Learning (LUHSD Goal 1A, 1B, 1C)
- Build and maintain positive relationships with all stakeholders (LUHSD Goal 3A, 3B, 3C)

Identified Need

- Staff/Student/Parent Surveys/Communication/and feedback
- State, county, and district guidelines
- Social-emotional data and trends from all LUHSD sites
- Significant subgroups (SWANs) data
- Attendance (physically on site)
- WASC growth areas

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Basic Conditions (NA indicator) • Safe, clean buildings • Following state/county/local guidelines • Textbooks • Technology	• Follow district health & safety guidelines • Update safety plan • At least 2 emergency drills per semester • Website updates • Textbooks available (home/school) • Updated and available technology	• Daily clean areas with immediate cleanups • Updated safety plan and PD to include ALICE training • 100% compliance on drills to include fire/earthquake/intruder • Website accuracy/consistent updating within a week. • 100% textbook compliance

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		100% laptops available (home/school)
School Climate	- Update and use of MTSS - Calm, respectful, and mindfulness approach - Take 5's - Celebration of students/staff	- Use of MTSS with fidelity - Random multiple Take 5's - Greetings, quotes, etc. - Various recognitions (e.g. Student of the Q, Rotary, OTD, etc.)
Communication with Stakeholders Build and maintain positive relationships (social-emotional success)	- Various ways to connect - Student conferences and counseling - Parent communication ongoing and consistent - Leadership class, events and activities - School Board meetings	- User friendly website, social media account(s), emails, phone calls, use Blackboard. - Immediate parent contact when student is absent/missing work. - SST meetings, Parent-Educator meetings. - BTS BBQ, Multiculturalism month, TUPE, etc. - Board Report outs and updates

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

- Prepare school under the Williams Act
- Technology, accessibility, and support for all students at school and home by checking out district-issued laptops.

- Participate in learning activities and professional development surrounding support of a safe learning environment (e.g. ALICE training by BPD).

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)

191,087.12

Source(s)

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, with a deeper concentration with our “At-Promise” students (SWANs); SPED, 504, African-American, Hispanic, Foster/Homeless, ELL, Migrant, Parent Education Level (Non-HS Graduate), and students with SEL needs.

Strategy/Activity

Identify students and concentrate on Social Emotional Learning (SEL) using MTSS as framework and existing special services guidelines. Display best practices and programs through SEL:

- Site Homeless/Foster Youth Liaison will work with the district coordinator and offer site supports
- Participate in professional development and training programs such as MTSS and EPOCH, SOGIE, Grading for Equity, Mental Health First Aid, and utilizing supports.
- Continued staff modeling of TOOLBOX, mindfulness, Take 5’s, kindness matters, full inclusion, etc.
- Provide on-site counseling services (counselor, school psychologist) and provide additional support with outside agency referrals such as Care Solace.
- Continue to offer support and tutoring services for EL via a credentialed EL mentor during the school day (Tutorial Support) and after school as needed.
- Creating clubs and/or social events
- The HOOT

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)

500

Source(s)

Site Formula Funds

01-0000-3300-2700-052-0-304-4300 + 01-0000-3300-2700-052-0-304-5890

4,500

LCFF - Supplemental

01-0000-3300-2700-052-0-304-4300 + 01-0000-3300-2700-052-0-304-5890

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, specifically our “At-Promise” students (SWANs); SPED, 504, African-American, Hispanic, Foster/Homeless, ELL, Migrant, Parent Education Level (Non-HS Graduate), students with SEL needs and those that have had challenges with both physical attendance and work produced.

Strategy/Activity

- Counselor creates and teachers implement a more specific Individualized Learning Plan (ILP – previously PEP)
- Communicate one to one with families, including safe home visits
- Continue and adjust Attendance Recognition Program (ARP) with incentives (e.g. apparel, gift cards, pizza with the principal, etc.)
- Continue to offer support and tutoring services (during and after school) for EL
- Specific Webmaster prep time to update the school website with all relevant information and where all learning platforms may be accessed
- Highlight best practices and success in a welcoming environment (hallways, website, social media, etc.)
- Utilize the introduction video for all NEW stakeholders (prior to NSO) to support understanding of IHS, our model and to showcase our programs and supports offered
- The HOOT

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)

3,000

1,500

500

Source(s)

LCFF - Supplemental

01-0787-1110-1000-052-0-765-4320 + 01-0787-1110-1000-052-0-765-4320

Tobacco-Use Prevention Education

Site Formula Funds

01-0000-1110-1000-052-0-768-5890 + 01-0000-1110-1000-052-0-768-4300

Annual Review

SPSA Year Reviewed: 2022-23

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 primary plan of action created was to embrace a full return to in-person learning. Before learning can take place, we felt that we needed to get back to basics and go slow to go fast, get to know one another face to face again, etc. The Happy OWL Orientation Time (HOOT) occurred during the first week of school (specially developed schedule). All students were required to attend– Teachers placed students in breakout groups with their primary teachers who discussed a personalized education plan (PEP) and provided an orientation /overview of our school, programs, supports, etc. This included “Get to Know You’s”, etc.
- For the Williams Compliance we continued to plan as though a visit would take place. There was inventory taken of textbooks, laptops, and materials needed. A safe, clean, environment was successfully met. The school provided laptops upon request and plans to issue them to each student next school year (2023-24).
- Teachers continued PD surrounding the SEL aspect of returning to in-person and how to connect, reach, and support learners of all types (e.g. MTSS, GFE)
- Initial creation of the Individualized Learning Plan (ILP)
- Continued use of ARP

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 fluctuated as the State offered many late monetary services which allowed the school not to have to use previously identified resources.

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.

Will continue to develop based on individual needs and state requirements.

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

Academic

LEA/LCAP Goal

2.A) Meet all state and federal accountability measures
(2.B) Demonstrate student proficiency in all content standards

Goal 2

- Strengthen student achievement (proficiency) in CORE subjects, ELA and Math specifically and increase graduation rate (LUHSD Goal 2A, 2B, 2C, 2D)
- Continue to address and evaluate formative assessments in all content areas (LUHSD Goal 2B)
- Meet state and federal accountability measures (LUHSD Goal 2A)
- Build and maintain positive relationships with all stakeholders (LUHSD Goal 3A, 3B, 3C)

Identified Need

- Staff/Student/Parent Surveys/Communication/and feedback
- State, county, district, school data/assessments (e.g. credits earned, graduation rate, SBAC)
- Significant subgroups (SWANs) data
- Attendance (work produced)
- WASC growth areas

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	• Internal graduation rate of over 75% • CDE Graduation rate over 68% • Track (data) the amount of 5th year students based on students that spent their 11th and 12th grade with IHS	• 80% internal grad rate based on DASS • 68% CDE grad rate based on DASS • Data/tracking process developed and data available
Academic	• Participation rate of 95%	• Participation rate of 96% on all tests.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
- SBAC (CAASPP/CAST) Data ? Participation ? Performance Levels (%)	- Positive gains in CAASPP ELA and math (1-2%) - Close the below standards gap by 3-5 points	- Possible positive gains in ELA and math - Close below standards gap by 5 points
College and Career Readiness - CA School Dashboard - CCI	- Continue to investigate other ways to meet (prepare) the indicators and begin utilizing these options 5 students considered prepared based on the CCI	"How To?" guide developed 3-5 students taking advantage of Dual enrollment (CCI) - Closing the approaching prepared-prepared gap by a few students (CCI)
Communication / Collaboration / Partnerships Build and maintain positive relationships (academic success)	- Assemblies - Workshops - SSC - Continued McRel - Grading for Equity (GFE) implementation beyond CORE subjects	- User friendly website, social media account(s) emails, phone calls, Connect Ed messages - LAHS - FAFSA - ILT McRel - Full implementation of GFE across all subjects/disciplines.

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

- Hire and provide an Intervention Specialist to support students with graduation requirements, and teachers with accurate credit documentation, ADA, and additional support.
- Early and often communication with comprehensive site families regarding transfers

- Concerted efforts in “pushing” the IHS (230 credit) diploma within the 4/5-year cohort instead of the 190-credit adult diploma or GED option.
- Concerted efforts to evaluate if the student qualifies for AB167 allowing the student to graduate under the state minimum credit requirements of 130.
- Students choosing/needing the 190-credit diploma will need to transfer/enroll in the continuation school or stay for a 5th year in order to earn 230 credits.
- Create/impose and communicate a 5th-year contract with students in jeopardy (including potential transfers not choosing our continuation school).
- Utilize the MTSS, Master Agreement (Board Policy) with fidelity for those students not making satisfactory progress towards graduation.
- Focus on balancing the overall support of student graduation (all options) versus graduating with an IHS diploma while preventing a dropout situation (e.g. When to approve BW-GED, Adult Ed, etc.)
- Enhance the recently developed student Individualized Learning Plan (ILP) based on the IHS diploma (IHS – 230 credit) and the potential 5th-year option.
- Specific in-person Senior individual graduation check with the counselor/intervention specialist
- Develop large-size posters with IHS graduation requirements observable everywhere on campus.
- Investigate, purchase, and/or develop a computer adaptive assessment (Pre/Mid/Post) program to help determine student proficiency levels and support exposure to CAASPP/CAST-type questions and format.
- Enhance our Life After High School program (LAHS) by having motivational speakers, college/career fairs, college, and trade school visits, etc.
- Implement the Happy Owl Orientation Time (the HOOT) for the first week of school to provide all students with an orientation and overview of all things IHS including their ILPs, graduation requirements (team building exercises schedules/grades & credits/dispel myths/allow for Q&A’s/etc.)
- Hosting on-campus intersessions during the breaks (Fall, Winter, Spring, Summer)
- Students will attend in-person labs with teacher support while working on current coursework and/or through our credit recovery program (Imagine Edgenuity).
- Potentially (very rare) create an on-campus satellite continuation school (LPHS) independent study (IS) program. This will allow them to remain on our campus (feel safe) and have the ability to graduate with a continuation school (190 credit) diploma and not an Adult Education diploma.
- Provide visits and trips to institutions, programs, and the continuation school to support our LAHS, the transition, and potential transfer.
- Provide home visits by an Intervention Specialist.
- Support student motivation and a sense of pride and accomplishment by creating/purchasing graduation-type items (e.g. Cap/Gown/Tassel).

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)

750

Source(s)

Site Formula Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, specifically “At-Promise Youth”; SPED, 504, African-American, Hispanic, Foster/Homeless, ELL, Migrant, Parent Education Level (Non-HS Graduate) and those identified students with SEL needs. This includes those choosing to transfer to IHS and those returning to in-person from remote learning, whether it be ISRL or any program during the mandated AB130 school year.

Strategy/Activity

Continue trainings with MTSS framework and conversations through professional development

- Continue independent McRel work on assignments
- Ongoing professional development with online learning platforms and the new normal
- Continue to use full online learning with synchronous and asynchronous learning (ZOOM and Canvas) if need be.
- All students and teachers will use Canvas as our school’s designated learning management system
- Provide staff with all needed technology devices, programs and tools necessary to support students
- Implemented a new Master Agreement based on the return from the mandated AB130 school year
- Implemented a new Plan of Action in July 2022
- Continue Attendance Recognition Program (work produced)
- Provide after school tutoring program for “At-Promise” students (virtual or in-person)
- Continue independent McRel work on assignments
- Continue training on equitable grading practices
- Continue to offer support and tutoring services for EL during the day and outside of the school day
- Continue to purchase supplemental materials (e.g. ELA composition books, Social Science Up Front Magazine, etc.)
- Encouraging dual enrollment
- Investigate trade school and military opportunities to meet student needs
- Utilize Imagine Edgenuity for courses not offered at our school (graduation and CC readiness)
- Utilize colleges for courses not offered at our school (graduation and CC readiness)

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)

1,000

Source(s)

LCFF - Supplemental

01-0787-1110-1000-052-0-765-5890 + 01-0787-1110-1000-052-0-000-4300

140,000

Comprehensive Support and Improvement (CSI)

01-3182-3300-1000-052-0-304-1160 + 01-3182-3300-1000-052-0-304-1170 +
01-3182-3300-1000-052-0-304-4300 + 01-3182-3300-1000-052-0-304-4400 +
01-3182-3300-1000-052-0-304-5200 + 01-3182-3300-1000-052-0-304-5870 +
01-3182-3300-1000-052-0-304-5890

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, specifically “At-Promise Youth”; SPED, 504, African-American, Hispanic, Foster/Homeless, ELL, Migrant, Parent Education Level (Non-HS Graduate), and those identified students with SEL needs. This includes those choosing to transfer to IHS.

Strategy/Activity

- Investigate, purchase, and/or develop a computer adaptive assessment (Pre/Mid/Post) program to help determine student proficiency levels and support exposure to CAASPP/CAST-type questions and format.
- Continue training with MTSS framework and conversations through professional development
- Continue independent McRel work and adjustments in all subjects/disciplines
- Ongoing professional development with online learning platforms
- Continue to use full online learning with synchronous and asynchronous learning (ZOOM and Canvas) if need be.
- Continue to provide staff with all needed technology devices, programs, and tools necessary to support students
- Implemented a new School Plan of Action in July 2023
- Continue Attendance Recognition Program (work produced)
- Provide after school tutoring program for “At-Promise” students (virtual or in-person)
- Continue implementing equitable grading practices (GFE) in all subjects/disciplines
- Continue to offer support and tutoring services for EL during the day and outside of the school day
- Continue to purchase supplemental materials (e.g. ELA composition books, Social Science Up Front Magazine, etc.)
- Encourage dual enrollment (CC readiness)
- Continue to investigate trade school and military opportunities to meet student needs
- Utilize Imagine Edgenuity for courses not offered at our school (graduation and CC readiness)
- Utilize colleges for courses not offered at our school (graduation and CC readiness)

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)
1,000	Site Formula Funds 01-0000-3300-1000-052-0-304-4300
1,000	LCFF - Supplemental 01-0787-1110-1000-052-0-000-4300 + 01-0787-1110-1000-052-0-765-5890

Annual Review

SPSA Year Reviewed: 2022-23

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 schedule was adjusted to meet the 100% in-person.
- Asynchronous learning was still a viable option if student was out for any reason (e.g. mental health facility stay, extended illness, etc.)
- Much work went into modifying the curriculum as we began to see “gaps” in learning due to remote learning. Adjustments were made in both the Wheel subjects and in class seat time.

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

Some additional monies became available late in the school year after January 2023.

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.

Goals and budget information were adjusted based on meeting the criteria for CSI in January 2023 (Updated SPSA - 4/17/23) and the new Academic Goal 2 will be adjusted in accordance with the CSI Plan for improvement in the area of Graduation Rate.

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

LEA/LCAP Goal

Goal 3

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

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.

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

LEA/LCAP Goal

Goal 4

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

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.

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

LEA/LCAP Goal

Goal 5

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

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.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$160,000.00
Total Federal Funds Provided to the School from the LEA for CSI	\$160,000.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$344,837.12

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$140,000.00

Subtotal of additional federal funds included for this school: \$140,000.00

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

State or Local Programs	Allocation (\$)
District Funded	\$191,087.12
LCFF - Supplemental	\$9,500.00
Site Formula Funds	\$2,750.00
Tobacco-Use Prevention Education	\$1,500.00

Subtotal of state or local funds included for this school: \$204,837.12

Total of federal, state, and/or local funds for this school: \$344,837.12

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
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Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	140,000.00
District Funded	191,087.12
LCFF - Supplemental	9,500.00
Site Formula Funds	2,750.00
Tobacco-Use Prevention Education	1,500.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Comprehensive Support and Improvement (CSI)	140,000.00
	District Funded	191,087.12
	LCFF - Supplemental	9,500.00
	Site Formula Funds	2,750.00
	Tobacco-Use Prevention Education	1,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	201,087.12

Goal 2

143,750.00

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
- 2 Other School Staff
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Guy Rognlien	Principal
Karina Cortesi	Other School Staff
Shannon Abono	Other School Staff
Kate Perry	Classroom Teacher
Kristen Brogile	Parent or Community Member
Yasmine Swaggerty	Parent or Community Member
Julie Bess	Parent or Community Member
Mary Rotermund	Parent or Community Member
Sasha Boitano	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 10/18/2023.

Attested:

The image shows two handwritten signatures in blue ink. The top signature is for the Principal, Guy Rognlien, and the bottom signature is for the SSC Chairperson, Karina Cortesi.

Principal, Guy Rognlien on 10/18/2023
SSC Chairperson, Karina Cortesi on 10/18/2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019