



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
Everett Alvarez High School	27661592730166	May 19, 2025	June 10,2025

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP GOAL 1: The performance and opportunity gap will be eliminated - all students will graduate college, career, and community ready.

Goal 1

Increase the academic achievement of all students through high quality instruction, standards based curriculum, and effective data assessments. The performance and opportunity gap will be eliminated - all students will graduate college and career ready.

Identified Need

CDE Dashboard data indicates significant need for improvement among Students with Disabilities with regard to graduation rates, college/career indicator, ELA performance, and Math performance. CDE Dashboard data indicates significant need for improvement among English Learners for graduation rates, ELA performance, and Math performance. CDE dashboard data indicates a need for improvement among Socioeconomically disadvantaged students for graduation rate, college/career indicator, ELA Performance, and Math performance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA	ALL students are ORANGE, scoring an average of 3.8 points below standard ELs are ORANGE scoring an average of 87.0 points below standard LTEL are ORANGE scoring an average of 140.0 points below standard SED are ORANGE scoring an average of 5.5 points below standard SWD are ORANGE scoring an average of 99.1 points below standard Hispanic are ORANGE scoring an average of 7.4 points below standard Homeless are scoring an average of 67.9 points below standard	ALL students will increase by 4 points toward meeting the standard ELs will increase by points 4 toward meeting the standard SWD will increase by points 4 toward meeting standard Homeless will increase by 4 points toward meeting standard African American will increase by 4 points toward meeting standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math	ALL students are RED, scoring an average of 124.6 points below standard ELs are ORANGE scoring an average of 183.2 points below standard LTEL are RED scoring an average of 220.2 points below standard SED are RED scoring an average of 126.5 points below standard SWD are ORANGE scoring an average of 189.1 points below standard Hispanic are RED scoring an average of 128.3 points below standard	ALL students will increase by 4 points toward meeting the standard ELs students will increase by 4 points toward meeting the standard SWD students will increase by 4 points toward meeting the standard
CCR	53% of ALL students are college or career ready 23.2% of ELs students are college or career ready 23.4% of SWD students are college or career ready	56% of ALL students will be college or career ready ELs 26% of students will be college or career ready SWD 26% of students will be college or career ready
Graduation Rates	ALL- BLUE 93.7% graduated ELLs- GREEN 84.5% graduation rates LTEL- GREEN 86.1% graduation rates SED- BLUE 93.8% graduation rates SWD- YELLOW 75% graduation rate Hispanic- BLUE 93.6% graduation rate	ALL- Graduation rate will increase by 3% ELLs-Graduation rate will increase by 3%. SWD-Graduation rate will increase by 3%.
ELPAC/Reclassification	40.1% of EL's made progress	Percent of EL's making progress towards Proficiency will increase by %3

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)

1.1 High-Quality First Time Instruction (PLC, PDSA)

Our school will foster and support strong Professional Learning Communities (PLCs); teachers will collaborate regularly to plan and implement standards-based instruction, design aligned assessments, and develop targeted interventions and enrichment opportunities. Using a continuous improvement model, teachers will analyze student data to refine instructional practices and enhance learning outcomes. The school will maintain a strong focus on grade-level standards and instructional rigor to ensure all students are on a pathway toward college graduation and career readiness, with a particular emphasis on improving literacy across all content areas.

Red Indicators: All students/Hispanic/LTEL/SD-Math

Strategy/Activity

1.1

Teacher Teams will collaborate to deliver effective instruction and intervention in their Professional Learning Communities to eliminate the performance and opportunity gap for all students. This collaboration will place particular focus on increasing academic performance for SWDs, ELs, and SED students. (WASC Recommendation)

1.1a.

Collaborative teams will identify students via common formative assessments to ensure that SWDs, ELs, and SED are mastering essential standards. Teachers will design and implement targeted interventions for students. This will include such things as spiraled, extended learning, homeroom, tutorials, etc. (WASC Recommendation)

1.1 b

School Wide Interventionist - will identify students that need academic interventions, plan targeted interventions and communicate with staff the plans for a schoolwide effort to address students that are at risk of failing.

1.1c.

Instructional Aides will be given non-instructional time to work with their teachers a minimum of once each quarter.

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)
46,571	LCFF District
Actual Expenditures	Certificated Salaries and Benefits PLC Course Lead Stipend (20 Teachers)

1000 Actual Expenditures	Title I Part A: Disadvantaged Students 2000-2999: Classified Personnel Salaries EWAs for Para Professional to collaborate with teachers
80000 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries 1.1 b Academic Interventionist Salary .5 position
4,069 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Sub for PLC, learning walks
3029 Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries 1.1 A Collaboration for Teachers EWAs, PLC planning, intervention planning, additional sections if needed

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

1.2 Intervention and supports

Our school is committed to ensuring academic success for all students by providing comprehensive intervention, remediation, acceleration, and targeted support. We will implement a multi-tiered system of support (MTSS) to address diverse learning needs, with a particular focus on English Learners (ELs), Students with Disabilities (SWDs), African American students, and Foster/Homeless youth.

Red Indicators: All students/Hispanic/LTEL/SD-Math

Strategy/Activity

1.2 Sites will implement and monitor an effective academic intervention program to ensure successful preparation for college and/or a career.

- Intervention Specialists and Counselors collaborate to determine students who are not on track to graduate and/or be A-G compliant. Students will attend targeted academic intervention, including credit accrual opportunities.
- Intervention specialists and counselors will collaborate to ensure all students are able to achieve completion of the College and Career Indicator.
- All students will be encouraged to strive for A-G completion and CTE pathway completion

1.2A Other opportunities will include:

- Academic and counselling support before school, after school, intercession, and/or during summer learning programs,
 - Saturday Boot Camps, and specialized intensive interventions.
- Purchasing supplemental materials to support alternative support services and augment CTE pathways
- Winter Intercession, Spring Intersessions, Intensive intersessions
- Saturday Eagle Academy and Saturday Tutoring
 - Other Services and programs that remove barriers to promote academic achievement
 - SEA Parent Education
 - High quality small group academic tutoring (minimum of 5 students).
 - Outdoor learning experiences for Science/Math
 - Enrichment opportunities including Field Trips and Career Exploration opportunities
- Study skills, reading, math academy, typing, iPass, Plato
 - Electives Interventions, and intramural sports
 - Appropriate field trips to improve a college-going, academically-focused mindset.
 - Enrichment field trips
- Technology and Software supplemental materials and programs (includes Albert and Edpuzzle, Achieve 3000)
- Digital Citizenship and other enrichment during homeroom
- Materials and supplies for homeroom and updating Library collections including enriched classroom libraries and student home libraries

1.2B Identification of Students for Additional Supports

- Counselors and Intervention Specialist will identify and recruit 9th grade students to attend tutorials and credit accrual intercession. Students that complete intercession may attend post secondary field trips.
- Fund a teacher as an Interventionist for 2 to 3 release periods to identify students needing interventions, organize structured and targeted interventions and support and train teachers on best practices related to interventions.
- Supplemental activities will be available Core Subject Areas. (ie. Athletics, Science Fair, Robotics, Arts, STEAM)
- PBIS Tier 2 & Tier 3 teams will evaluate at risk student needs. Extended learning opportunities and specific behavioral interventions (MTSS) will be provided for students who are struggling.
- Staff will conduct a student/parent orientation to communicate available programs and resources.
- All EL, FY, LI students will be given the opportunity to address A-G, CCI and graduation eligibility deficiencies. Counselors and intervention specialists will facilitate students access to recovery programs. AP and advanced class support and coordination.

1. 2C Intersessions/Interventions

- PLATO, Extended Learning, X & Y Periods Instructional Aides (bilingual required) will be provided to assist students who are struggling to achieve A-G and graduation requirements.
- Saturday Eagle Academy, Winter and Spring Intersessions and Intensive Intersessions
- Other On-Site alternative programs
- These interventions will address the needs of 9th grade EL's/Foster Youth (Early intervention)
- These interventions will address the needs of 9th/10th grade LTELs
- These interventions will address the needs of Students with disabilities.

- These interventions will address the needs of socioeconomically disadvantaged students.

1.2D College/University Field Trips for all students, including ELD 1 and ELD 2 Field Trips, trips for specific academic programs and grade levels.(College/University, Outdoor Experiences and Career Exploration)

1.2 E) Summer School/Bridge for all students

Intersession will be provided to allow for credit recovery and CCR indicator completion.

Summer Intersession/Winter Intersession/Spring Intersession

- Sites will implement and monitor and effective Summer Bridge/Summer School program that will support the elimination of the performance and opportunity gap for all students.
- Summer intersession will allow students in programs such as AVID and ELs to complete A-G, CTE and other programs in order to facilitate CCRI completion.
- Students will be able to recover deficient credits.
- Students will be able to make up absences.
- Summer Bridge, Summer Session and Intersession programs may include field trips or enrichment activities and programs to improve student success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4426 Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries EWAs for certificated staff intervention, enrichments, Saturday school, intersessions
94,830 Actual Expenditures	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Books and supplies and reference materials, Materials and Supplies for Homerooms, Intersession, Intramurals, Saturday Academies, Before and After School, Library ebooks, Updating library books and classroom libraries. Materials for enrichment clubs.
25000 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies Materials and supplies for after school enrichment and interventions and supplemental materials for all electives and PE, Increase Classroom Libraries for elective classes and all other classes. Materials for enrichment clubs.
115,000 Actual Expenditures	Title I Part A: Disadvantaged Students 5800: Professional/Consulting Services And Operating Expenditures

	Achieve 3000, reading/literacy intervention and enrichment, ALEKS, Online Services
4,000 Actual Expenditures	Title I Part A: Disadvantaged Students 2000-2999: Classified Personnel Salaries EWAs for hourly work to support students during Intersessions, special school events, after school activities
21691 Actual Expenditures	LCFF Site 2000-2999: Classified Personnel Salaries EWAs Clerical, Campus Security, Custodial to support interventions
0 Actual Expenditures	LCFF Site 5000-5999: Services And Other Operating Expenditures Transportation and Field trips
44,773 Actual Expenditures	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits Title I Certificated Benefits
49715 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries EWA's for Intersession, Saturday Academies, Before and After School enrichment and interventions, including other certificated staff supporting students
11,433 Actual Expenditures	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits Title I Benefits for all Classified
22209 Actual Expenditures	LCFF Site 3000-3999: Employee Benefits Classified Benefits
0 Actual Expenditures	LCFF Site 5800: Professional/Consulting Services And Operating Expenditures Snacks for students and PD
500 Actual Expenditures	LCFF Site 2000-2999: Classified Personnel Salaries EWA and OT for Custodial, Campus Supervisor, Clerical Staff for Intramurals, Intersession,

	Saturday Academies, Before and/or After School
18,343 Actual Expenditures	Title I Part A: Disadvantaged Students 5000-5999: Services And Other Operating Expenditures Field Trips for enrichment, career exploration and college, including Intersession and related costs towards Transportation
5,000 Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries AP coordinator for testing
15118 Actual Expenditures	Title I Part A: Disadvantaged Students 5000-5999: Services And Other Operating Expenditures Software Licensing Fees- Albert, Edpuzzle, and other software licenses for core content, Achieve 3000, ALEKS, Hardware ViewBoards
0 Actual Expenditures	Title I Part A: SES 1000-1999: Certificated Personnel Salaries EWAs for certificated staff including counselors to support intersessions, summer school eagle academies
0 Actual Expenditures	LCFF Site 5800: Professional/Consulting Services And Operating Expenditures Transportation
0 Actual Expenditures	LCFF Site 2000-2999: Classified Personnel Salaries Campus Supervisors and other classified staff during intersession and summer school
0 Actual Expenditures	Title I Part A: SES 3000-3999: Employee Benefits Benefits for Title I SES interventions, enrichment: Summer intersession (Certificated & Classified)
0 Actual Expenditures	Title I Part A: SES 2000-2999: Classified Personnel Salaries EWAs para educators for summer school and intersessions
0 Actual Expenditures	Title I Part A: SES 5800: Professional/Consulting Services And Operating Expenditures

	Summer school buses and field trips and related costs for after school, weekends, summer school intersessions
100000 Actual Expenditures	Title I Part A: Disadvantaged Students Certificated Salaries and Benefits 1.1b 1.0 FTE Intervention Specialist

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

1.3 English Learners (Newcomers and LTELs)

"Our school is dedicated to providing a comprehensive, inclusive education that meets the diverse strengths, needs, and identities of all English Learners, including both Newcomers and Long-Term English Learners (LTELs). We will implement targeted instructional strategies that support language development and academic achievement across all content areas.

With a strong emphasis on literacy, our educators will integrate culturally responsive teaching practices and scaffolded support to help ELs access grade-level content, build academic vocabulary, and develop strong reading and writing skills. Through ongoing assessment and collaboration within Professional Learning Communities, we aim to accelerate English proficiency and close achievement gaps, ensuring all EL students are on a path to college and career readiness."

Red Indicators: All students/Hispanic/LTEL/SD-Math

Strategy/Activity

CDE Dashboard data indicates significant need for improvement among ELs for graduation rate, ELA, and Math performance

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)

31156

Actual Expenditures
Brenda Diaz

Source(s)

Title III Part A: Language Instruction for LEP Students
2000-2999: Classified Personnel Salaries
1.0 FTE Para to support ELs

20830

Actual Expenditures

Title III Part A: Language Instruction for LEP Students
3000-3999: Employee Benefits
Benefits for Para

0 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 4000-4999: Books And Supplies Materials and supplies to support EL instruction
0 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 5700-5799: Transfers Of Direct Costs Educational and career related fieldtrips for ELs
0 Actual Expenditures	Title III Part A: Language Instruction for LEP Students 5000-5999: Services And Other Operating Expenditures Admission fees for related educational fieldtrips for ELs
25946 Actual Expenditures Brenda Vasquez	Title I Part A: Disadvantaged Students 2000-2999: Classified Personnel Salaries Para to support ELs
17934 Actual Expenditures	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits Benefits for Title I Para
1000 Actual Expenditures	Title III: Immigrant 4000-4999: Books And Supplies Reference Materials for Imm students
5827 Actual Expenditures	Title III: Immigrant 4000-4999: Books And Supplies Materials and Supplies for Imm Students
Actual Expenditures	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

1.4 Student with Disabilities

"To improve academic outcomes for Students with Disabilities (SWDs) and English Learners with IEPs, the school will invest in and implement interventions, supports, instructional materials, and software. These resources will support differentiated instruction and personalized learning, ensuring that all students can meaningfully engage with grade-level standards.

Progress will be monitored through IEP goal tracking, formative assessments, and regular data review within collaborative teams. The goal is to reduce the achievement gap for SWDs and ELs with IEPs by increasing the percentage of students meeting IEP goals."

Red Indicators: All students/Hispanic/LTEL/SD-Math

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Actual Expenditures

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

1.5 Technology

The school will ensure that all students and teachers have equitable access to educational technology tools, including devices, digital platforms, and instructional software, to enhance teaching and learning.

Red Indicators: All students/Hispanic/LTEL/SD-Math

Strategy/Activity

1.5 Classroom Technology

- Sites will ensure technology is used to deliver effective instruction.
- Content area teachers will design lessons with embedded use of technology. (i.e. google classroom, kahoot, padlet, googledocs, CFA's on Illuminate, etc). Teacher will also have functional, serviceable technology in their classrooms.
- All teachers will attend Professional Development programs related to designing lessons with the embedded use of technology.
- Teachers may attend a Summer Tech Conference, or conference during the school year (eg. CUE)
- A school Website is maintained to support effective communication with all stakeholder groups.

- Classroom technology has a lifespan, and the site will work to ensure that aging, un-serviceable equipment is updated or replaced as need to ensure quality of the program.
- As technology changes, the site will look at what programs and devices have the highest impact on student learning and invest in those.
- This includes student access to various technology including virtual reality devices and current tech

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)
21,001 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies Instructional Technology (LCD, Doc Cam, Smart Boards, Charging Stations, Tablets, Chromebooks, hot spots) (ADD after next allocation)
5,000 Actual Expenditures	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Instructional Technology (LCD, Doc Cam, Smart Boards, Charging Stations, ebooks, Chromebooks, classroom sets, hot spots)
935 Actual Expenditures	LCFF Site 5800: Professional/Consulting Services And Operating Expenditures Services / programs related to technology and software to support online learning, technology devices and equipment
 Actual Expenditures	

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

1.6 College and Career Readiness

The school will strengthen college and career readiness pathways by expanding access to support programs such as AVID and PUENTE, increasing counselor-led academic and career guidance, and engaging families through targeted parent nights and workshops. These efforts will ensure that all students—particularly those from historically underserved backgrounds—are prepared for postsecondary success.

Red Indicators: All students/Hispanic/LTEL/SD-Math

Strategy/Activity

1.6 a) Counselling Support

- Students will have a 4-6 year academic plan to ensure a successful college and/or career pathway.
- Counselors will develop 4 year plans with every student and hold grade level information nights for parents/guardians.

-- Middle School counselors will collaborate with High School counselors and identify students needing summer bridge before entering 9th grade.

- Career Counselor will coordinate with counselors and CTE district coordinator to present at parent/student nights
- All 9th grade students will take the Career Cruiser Inventory assessment to gauge career interests and counselors will modify 4 year plan based on results
- Counselors will continue to support students to prepare for Accuplacer, EAP exam, PSAT and SAT.
- Career Counselor will collaborate with counseling department on academic program recruitment and student retention rates.
- All EL, FY, LI 11th grade students will take the PSAT/SAT and will be given the opportunity to attend prep classes.
- Informational parent/student nights will be conducted to inform and recruit students towards an AP pathway or single course.
- AP teachers will monitor student progress and conduct study sessions to increase student passage rates. To include appropriate software and other Licenses for testing Prep, and AP Digital Access

licenses

- Advanced Placement tutorials for FY, EL's, and LI will be provided as well as additional assistance for testing.
- Mailings and other communications for parents will ensure that parents are kept informed throughout the year and are able to support student success.
- Parent Information Nights, AP Nights, Class information nights.

1.6 b) AVID The site will develop and monitor a comprehensive and model AVID Program.

- The school will continue to support and expand the Advancement Via Individual Determination (AVID) Program. This will include providing PD, material support, and appropriate experiences for the AVID students.
- AVID field trips for colleges and programs to support life after HS

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,000

Actual Expenditures

Source(s)

LCFF Site

1000-1999: Certificated Personnel Salaries
EWAs for all certificated staff as it relates to
parent and student nights (college, Fasa, career

	night, AP night), and EWAs for teachers supporting AP Study Sessions
20,515 Actual Expenditures	LCFF Site 3000-3999: Employee Benefits LCFF Site Benefits for Goals 1, 2, and 3
20000 Actual Expenditures	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries EWAs for Counselors
7,000 Actual Expenditures	Title I Part A: Disadvantaged Students 5000-5999: Services And Other Operating Expenditures PD for AVID site team and or school wide PD
2,500 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies Materials and supplies for prep for testing, Counseling Workshops, Parent Meetings and Night events centered around college and career
3,000 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

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.

Amount(s)	Source(s)
Actual Expenditures	

Strategy/Activity 9

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.

Amount(s)	Source(s)
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	

Actual Expenditures	
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	

Strategy/Activity 10

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.

Amount(s)

Source(s)

Actual Expenditures	
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Actual Expenditures	
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	

Strategy/Activity 11

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.

Amount(s)	Source(s)
Actual Expenditures	
Actual Expenditures	

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

We kept to our goals and spent money towards those. This year 22/23 we implemented the majority of the activities and had a high percentage of student participation in all areas within goal 1.

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

We had some challenges in the 22/23 school year as it relates to supply availability. There are still supply shortages so as we ordered and PO created the products were not available.

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

We are making gains in our academics according to the release of current data but we still have much work to do around improving student outcomes in the CORE subjects.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 2: SUHSD will recruit, hire, retain, and develop staff who are qualified, high-performing, diverse, and culturally responsive.

Goal 2

All staff will receive training in evidence based teaching strategies that will be implemented effectively in order to support student academic achievement. Specifically, we will continue to implement professional development that strategically support teacher collaboration through the PLC model in order to continue supporting English Learners, Social Economically Disadvantaged, and Students with Disabilities in the subject areas of ELA and Math.

Identified Need

Currently, less than half of all teachers at EAHS participate in the coaching cycles and learning walks.

New teachers will be highly encouraged to participate with the new teacher PD available on site. Observation Data of PLCs and classrooms indicate that the use of GRR/CM in classrooms, and fidelity to PLC protocols is inconsistent.

Teachers need ongoing Professional Development to increase their knowledge and increase their effectiveness in the classroom.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All teachers at EAHS will participate in at least one learning walk or coaching cycle focusing on GRR or CM.	65%	Increase to %5
All teachers at EAHS will participate in at least one hour of PD related to classroom use of technology.	30%	35%
All teachers at EAHS will participate in a professional development opportunity.	35% (based on participation outside of EAHS)	%40
New teachers at EAHS will participate in monthly professional learning targeted to new teachers.	70%	80%

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)

2.1 PD for new teachers and staff, EL, SWD, district initiatives

By the end of the academic year, the school will increase student achievement across all core content areas by strengthening high-quality, differentiated instruction through targeted professional development and the integration of culturally responsive pedagogy, literacy strategies, and educational technology. Special emphasis will be placed on supporting English Learners (ELs), Long-Term English Learners (LTELs), and Students with Disabilities (SWD) to ensure equitable access to academic content.

Strategy/Activity

2.1 A) To recruit and retain highly qualified teachers.

- Each site admin will take part in at least one recruiting fair each year
- Department Chairs, leads and teachers will be encouraged to participate with admin in interviewing and recommending new teaching staff.
- New teachers will be given monthly opportunities to meet, share and receive PD in a New Teacher Meeting. An instructional coach will plan and coordinate these meetings.
- New teachers will meet admin and instructional coaches during the orientation week, and will be regularly encouraged to participate in coaching and learning walks.

2.1 B) Professional development for certificated and classified employees will be aligned to district initiatives.

- Certificated Professional Development
- Teachers will self-assess three times a year. The ILT team will conduct at least two learning walks per year.
- All tenured and experienced probationary teachers will complete the required GRR and CM training.
- IC's and potential IC's will attend PD to keep IC status current and to be able to support best practices for PLC, common core, ELD and technology.
- Course leads will attend PLC trainings and course lead meetings with administrator.
- Course leads will participate in one ILT Learning Walk with Instructional Coaches, Administration and support faculty PLC professional learning.
- Teachers will participate in two sessions of technology professional development and develop a lesson embedding technology within their content area.
- All teachers will have the opportunity to participate in learning walks and coaching cycles based upon individual survey and identified need, site PD for teachers will be differentiated and presented in multiple formats (video, online, face to face, Google classroom, faculty meetings, etc)
- Teachers will be provided time to collaborate for a variety of purposes at the discretion of staff and administration (to include common lesson planning, common assessments, course alignment, articulation, and other purposes that can lead to improved teacher efficacy)

- Staff and admin will reevaluate training and collaboration needs quarterly and will identify topics and programs accordingly.
- All professional development should be in research based strategies to improve student achievement.
- Professional development priority will be given to training in key district initiatives and Common Core and supplemental support programs, ie Read 180, co-taught, etc.
- PD will be targeted to address the needs of the underperforming student groups including our Sped, ELLs and Foster and homeless youth in the content areas that have been identified by the state and local assessments (reading, math and language proficiency).

2.1 C) Classified Professional Development

- Provide professional development/training opportunities for staff in order to improve retention and student achievement to include developing, monitoring and improving the school success plan, improvements plans, and self study (WASC), and other topics agreed to by staff and administration. As appropriate, parents will be invited to participate.
- All professional development should be in research based strategies to improve student achievement.
- Professional development priority will be given to training in key district initiatives including GRR, CM, PBIS, PLC and Common Core and supplemental support programs, ie Read 180.

2.1 D) Supports and resources will be provided to New Teachers ensure retention and development.

- New teachers will be assigned a mentor. All teachers will have release time for peer observations.
- Certificated staff lead will meet with new teachers to provide ongoing support.
- Collaborative team will support new teachers during PLC time.
- New teachers will take part in collaborative professional development with the ILT at least monthly for targeted group and individual supports

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)

1,500

Actual Expenditures

LCFF Site
4000-4999: Books And Supplies
Materials and supplies for new teachers and Instructional Coaches

1,000

Actual Expenditures

LCFF Site
1000-1999: Certificated Personnel Salaries
EWAs for new teachers in their new teacher meetings

0 Actual Expenditures	Title I Part A: Professional Development (PI Schools) 3000-3999: Employee Benefits Benefits for EWA Title I PD
7,969 Actual Expenditures	Title I Part A: Disadvantaged Students 5000-5999: Services And Other Operating Expenditures PD that is researched based and best practices to increase student learning and improve teacher effectiveness for all core content areas
1,000 Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries Release for learning walks, observation, professional sharing or calibration and scoring
0 Actual Expenditures SBA #123456 Chemistry Release Jan 2024 SBA #234567 Math Release Jan 2024	Title I Part A: Professional Development (PI Schools) 1000-1999: Certificated Personnel Salaries Substitutes for PD or Release days or coverage for attendance to conferences and learning walks
500 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies New Teacher ILT meetings.

Strategy/Activity 2

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.

Amount(s)

Actual Expenditures

Actual Expenditures

Source(s)

Actual Expenditures	
Actual Expenditures	
Actual Expenditures	

Strategy/Activity 3
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.

Amount(s)	Source(s)
Actual Expenditures	
Actual Expenditures	

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

We implemented all the activities and supported our veteran and new teachers alike.

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

We stayed to the SPSA and were able to offer teachers many opportunities at attend PD. We will continue to focus that training on our critical areas of need according to the data.

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.

No changes will be made to this goal at this time. We hope that we will be able to offer additional support to all teachers throughout the next year.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 3: SUHSD will provide a safe, caring, responsive, and positive school environment for all students, staff, and families.

Goal 3

All EAHS students will be engaged in teaching and learning environment that are safe, caring, and healthy

Identified Need

EAHS has decreased in the number of suspensions. Suspension rates for ELs, SWDs, and SEDs is still higher than for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rates	Suspension Rate for ALL-ORANGE 4.9% Suspension Rate for ELs -RED 8.6% Suspension Rate for LTEL-RED 10.3% Suspension Rate for Homeless- ORANGE 5.4% Suspension Rate for SWDs - RED 8.5% Suspension Rate for SEDs - ORANGE 5.2 % Suspension Rate for Filipino-ORANGE 1.8% Suspension Rate for Hispanic-ORANGE 5.1%	Decrease suspension rates by 3%
Chronic Absenteeism	15% of all students where chronically absent	Decrease chronic absenteeism by 3%
Parent Engagement	Based on parent survey 20% complete LCAP Survey	Increase parent engagement by %5

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

3.1 MTSS (Behavioral and Social Emotional)

The school will foster a safe, inclusive, and supportive learning environment by implementing a tiered system of behavior supports and interventions. Staff will receive professional development to effectively address the social, emotional, behavioral, and mental health needs of all students, including English Learners (ELs), Long-Term English Learners (LTELs), Students with Disabilities (SWDs), and other historically underserved student groups.

Red Indicators: EL/LTEL/SWD-SUSP

Strategy/Activity

3.1 PBIS

- All schools will coordinate, implement and evaluate their PBIS program.
- PBIS Team members will meet Bi Monthly, the PBIS team will send representatives to PBIS conferences.
- Admin will attend at least one PBIS professional development conference.
- PBIS Team will attend conference(s),
- Certificated and classified staff will participate in appropriate PBIS PD.
- Parents will be invited to participate in PBIS training to increase stakeholder support and understanding.
- Positive Behavior Interventions & Support (PBIS) will be implemented to support the students and staff at EAHS.

-PBIS Tier 1-3 will be supported with the 5Star Rewards program and students will be recognized with acknowledgments/awards

3.1A - Campus Security

- Campus Security Officers will establish rapport with students as well as monitor the campus before, during and after school. They will work with the Administrative team to monitor SWIS data to identify areas of improvement
- Safety materials and supplies will be adequate to ensure a safe and warm school climate.
- Campus Supervisors will be available during SEA, winter and spring intersessions, and during summer intersession.

-ehall-pass will be used to monitor student movement throughout the campus which will support a safe and orderly environment

-AED as needed

3.1B

- EAHS will be committed to the Promotion of positive learning environment across all subject areas. This will include Alternatives to suspension program (ATS), Multi-Tiered Systems of Support (MTSS), site intervention center, and the Nest Wellness Center, Mending Matters will be contracted for behavioral health services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000 Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries EWAs for PBIS, Cultural Events, Link Crew
20000 Actual Expenditures	LCFF Site 2000-2999: Classified Personnel Salaries EWAs for classified for after school/evening events PBIS, Community Schools, Back to School Nights, AP
13,820 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies Materials and Supplies to also include snacks, acknowledgements, safety equipment, Intervention support, academic excellence, meals for student groups, AED
2,000 Actual Expenditures	LCFF Site 5800: Professional/Consulting Services And Operating Expenditures PBIS program will be supported with the 5Star program to collect data on student engagement and positive supports. eHall-Pass will be used for monitoring student movement.
Actual Expenditures	
Actual Expenditures	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

3.2 Safe and caring campus environment

The school will create a physically and emotionally safe, welcoming, and inclusive campus environment by hiring and training site staff, including campus security, who will actively engage with students and the community to support schoolwide behavior expectations and contribute to a positive school climate.

Red Indicators: EL/LTEL/SWD-SUSP

Strategy/Activity

3.2 A) Health Tech/Wellness Center

- Students will be provided with medical and socio-emotional support services. Priority will be given to EL, FY, SED, SWD, LGBTQ, and Youth in Transition.
- Student Mental Health will be a priority at EAHS with the addition of a full-time mental health professional to the Nest staff
- The Nest will be provided adequate materials and supplies to support the wellness of all students at EAHS.

3.2 B) 9th Grade Transition

- Sites will ensure successful student transition to High School.
- LINK Crew
- All 9th grade students will be connected with an upperclassmen mentor to help transition to high school through the Link Crew Program.
- Freshman students will continue to participate in Unity Day. A day where
- stereotypes and barriers are broken and communication/inclusiveness/tolerance is taught.
- This event will be promoted at 8th Grade Parent night.
- LINK programs will receive support for speakers, transportation to events and with adequate materials and supplies to support incoming students.

-LINK conference, speakers, transportation.

-Release time for LINK crew teachers

- Materials and supplies for LINK Events.

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)
Actual Expenditures	LCFF Site 5000-5999: Services And Other Operating Expenditures Travel and Conference for Link Crew
1,574 Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries EWAs for Link Leaders
4,000 Actual Expenditures	LCFF Site 1000-1999: Certificated Personnel Salaries EWAs for additional support provided to students from support staff
Actual Expenditures	LCFF Site 5000-5999: Services And Other Operating Expenditures

	Link Crew Fieldtrip
1,000 Actual Expenditures	LCFF Site 4000-4999: Books And Supplies Materials and Supplies for Link Crew
2,625 Actual Expenditures	Title I Part A: Disadvantaged Students 3000-3999: Employee Benefits
4,000 Actual Expenditures	LCFF Site 5800: Professional/Consulting Services And Operating Expenditures Link Crew Unity Day

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

3.3 Family Engagement

The school will strengthen family engagement by providing educational workshops and access to school and community resources, ensuring families are equipped to support their students' academic progress and overall well-being.

Red Indicators: EL/LTEL/SWD-SUSP

Strategy/Activity

3.3 Parent/Community Engagement

- Sites will ensure Parent and Community Engagement to promote safe, caring, and healthy learning environments for all students.
- The Community Liaison works with administration to identify parents and students to participate in Strengthening Families or other parent meetings.
- The Community Liaison coordinates weekly parent meetings to provide training based on parent needs assessment survey.
- Parents will be given the opportunity to attend the annual CAFE Conference, participate in field trips that support parenting and increase awareness of student and family opportunities
- Special education staff will provide parent training to support their students.
- ELAC, SSC, the Safety Committee, Tech Committee, WASC and other groups will be supported with adequate materials and supplies to coordinate and implement ongoing parent meetings and communication.

3.3 b) Freshman Parent Orientation

- Materials and supplies, communication, mailings will be supported for Freshman Parent Orientation
- Translators will be provided for Freshman Parent Night and Orientation

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)
0 Actual Expenditures	Title I Part A: Parent Involvement 5900: Communications Postage for Parent Communication
0 Actual Expenditures	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Admission fees for parent fieldtrips
5792 Actual Expenditures	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials and Supplies for Parent Meetings, Reference materials for parent library
0 Actual Expenditures	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Travel and conference for parents, field trips
Actual Expenditures	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

3.4 Foster/Homeless Youth

The school will provide equitable academic and social-emotional support for foster youth (FY) and homeless youth (HY) by ensuring access to essential services, transportation, school supplies, and mental health supports, enabling full participation in the educational program.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

3.5 Chronic Absenteeism

The school will improve student engagement and daily attendance by implementing a data-driven system in which intervention and attendance teams monitor attendance patterns and provide timely, targeted supports to students and families.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
Actual Expenditures	
Actual Expenditures	

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

3.6 Community Schools

Implement, and evaluate the four California Community Schools Partnership Program (CCSPP) pillars, which include integrated student support, family and community engagement, collaborative leadership and practices, and extended learning time and opportunities.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
Actual Expenditures	
Actual Expenditures	

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	

Actual Expenditures

Strategy/Activity 8

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.

Amount(s)

Source(s)

Actual Expenditures

Actual Expenditures

Actual Expenditures

Strategy/Activity 9

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.

Amount(s)

Source(s)

Actual Expenditures

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Strategy/Activity 10

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.

Amount(s)	Source(s)
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	

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Strategy/Activity 11

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.

Amount(s)	Source(s)
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	
Actual Expenditures	

Strategy/Activity 12

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.

Amount(s)	Source(s)
Actual Expenditures	
Actual Expenditures	

Strategy/Activity 13

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.

Amount(s)	Source(s)
Actual Expenditures	

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

We implemented all the activities above and continue to use other means of correction rather than suspension as a consequence for behaviors. Our PBIS system has continued to develop and is being used by the entire campus.

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

We continue to offer parent opportunities and have implemented various afternoon and evening events.

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

We are going to create an action plan on how to work with our newly hired Community Liason in bringing parents into the school on a more regular basis. Offering more opportunities for parent learning opportunities as well.

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF Site	194,200	0.00
Title I Part A: Disadvantaged	624,755	0.00
Title I Part A: Professional	0	0.00
Title I Part A: Parent Involvement	5,792	0.00
Title I Part A: SES	0	0.00
Title III Part A: Language Instruction	51,986	0.00
Title III: Immigrant	6,827	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF District	46,571.00
LCFF Site	194,200.00
Title I Part A: Disadvantaged Students	624,755.00
Title I Part A: Parent Involvement	5,792.00
Title I Part A: Professional Development (PI Schools)	0.00
Title I Part A: SES	0.00
Title III Part A: Language Instruction for LEP Students	51,986.00
Title III: Immigrant	6,827.00