

The School Plan for Student Achievement



School: IDEA Center High School
CDS Code: 37681300132548
District: Grossmont Union High School District
Principal: David Napoleon

School Site Council Approval Date: September 28, 2021
Governing Board Approval Date: November 10, 2021

For additional information on school programs and how you may become involved locally, please contact the following person:

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Draft
 Final

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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
Targeted 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.

Data is analyzed in accordance with ESSA guidelines in this school plan.

Ensure emotional support and physical safety for students and staff in order to promote school connectedness and a positive school culture that invites parent and community input and participation as measured by:

- 1) District School Climate Index;
- 2) California Healthy Kids Survey (CHKS) of staff, students, and parents;
- 3) Suspension and Expulsion rates;
- 4) Maintain 100% of school Facilities Inspection Tool (FIT) reports at good or better rating;
- 5) Attendance Rates

Teachers will continue to utilize a standards-aligned project based learning approach, including a Presentation of Learning at the end of each Term. Teachers will meet to develop topics, visit other school sites, and attend professional development activities.

Ensure college and career readiness for all students through increased student achievement, with specific focus on students who are English language learners, low income, and foster and homeless youth.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
216	55.6	5.1	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	11	5.1
Homeless	9	4.2
Socioeconomically Disadvantaged	120	55.6
Students with Disabilities	22	10.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	5.1
Asian	3	1.4
Filipino	2	0.9
Hispanic	89	41.2
Two or More Races	13	6.0
White	96	44.4

Conclusions based on this data:

1. Some groups are difficult to monitor as the sample size is so small.
2. African American and Homeless/Foster continue to be under-represented.
3. Hispanic population is well represented.

School and Student Performance Data

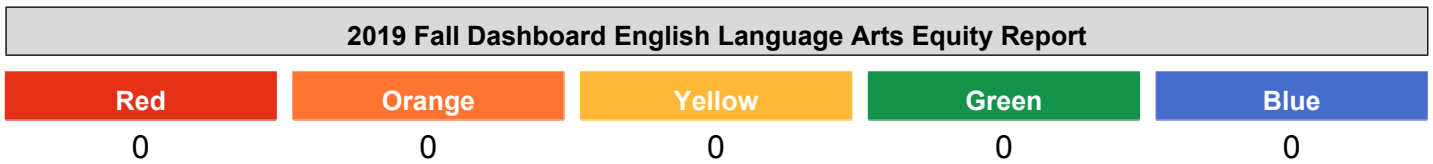
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>15.6 points below standard</p> <p>Increased Significantly ++38 points 49</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>38.8 points below standard</p> <p>Increased Significantly ++41 points 34</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 60.2 points below standard Declined -11 points 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 0 Students	 No Performance Color 18.7 points above standard Increased Significantly +16.7 points 19

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 2	5.6 points above standard Increased Significantly +16.1 points 39

Conclusions based on this data:

1. Sample size of smaller represented populations continue to be difficult to monitor.
2. English learner population has grown from 1 to 20 (+/-1)
3. SED population performance has improved.

School and Student Performance Data

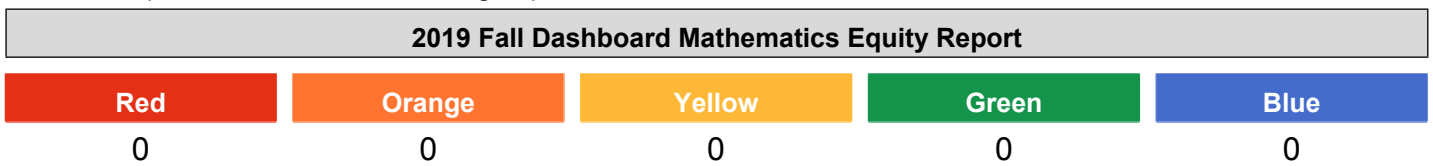
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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








This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>124.9 points below standard</p> <p>Increased Significantly ++45.5 points 49</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>134.2 points below standard</p> <p>Increased Significantly ++42.6 points 34</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 137.9 points below standard Increased Significantly ++31.2 points 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7		 No Performance Color 114.6 points below standard Increased Significantly ++66.5 points 19

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 2	119.5 points below standard Increased Significantly ++49.3 points 39

Conclusions based on this data:

1. Math performance was up in Spring 2019, but went back down in all students in Spring 2021 (no tests in 2020)..
2. Performance is up in EL learners, but still underperforming.
3. White and Hispanic populations are significantly up.

School and Student Performance Data

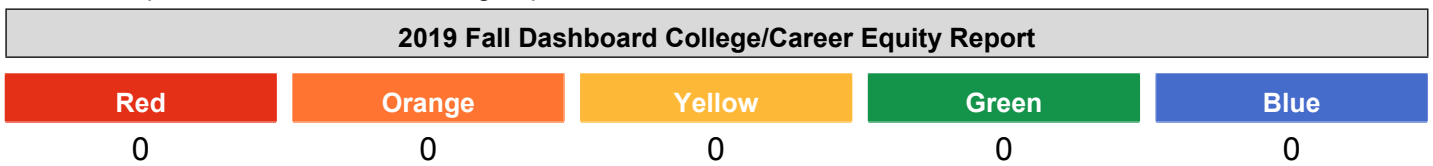
Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>5.1</p> <p>Declined -8.4</p> <p>59</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

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

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
13.5 Prepared	13.5 Prepared	5.1 Prepared
21.2 Approaching Prepared	21.2 Approaching Prepared	20.3 Approaching Prepared
65.4 Not Prepared	65.4 Not Prepared	74.6 Not Prepared

Conclusions based on this data:

1. A-G efforts continue to improve this category
2. Number of CTE completers is a priority
3. Increasing the number of students that take 2 years of a World Language is also helping A-G

School and Student Performance Data

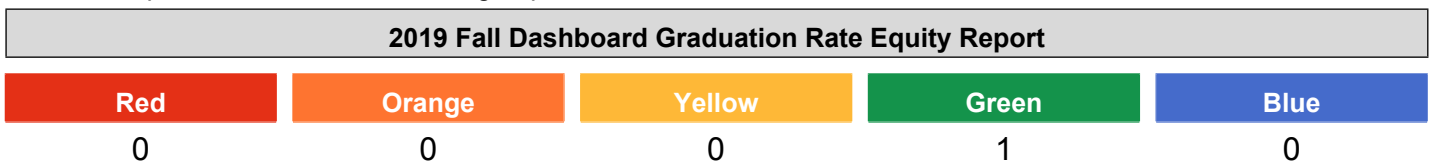
Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>83.1</p> <p>Increased +1.3</p> <p>65</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>80</p> <p>Increased +4.3</p> <p>45</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>71.4</p> <p>14</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 76.9 Declined -4.3 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 91.3 Increased +9.5 23

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

2019 Fall Dashboard Graduation Rate by Year

2018	2019
81.8	83.1

Conclusions based on this data:

1. Graduation rates overall are increasing (but were slightly down during COVID, not represented here).
2. SED graduation rates are up significantly.
3. Hispanic graduation rates have declined.

School and Student Performance Data

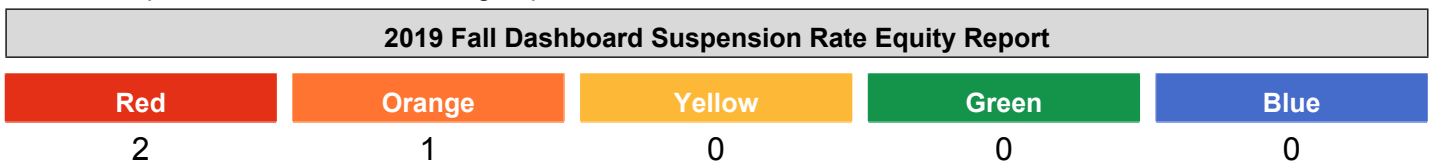
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>13.3</p> <p>Increased Significantly +7.4</p> <p>270</p>	<p>English Learners</p> <p>No Performance Color</p> <p>16.7</p> <p>12</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>2</p>
<p>Homeless</p> <p>No Performance Color</p> <p>7.7</p> <p>13</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>12.9</p> <p>Increased Significantly +6.6</p> <p>178</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>16.2</p> <p>Increased +3.2</p> <p>37</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 26.3 Increased +18 19	 No Performance Color 11.5 Declined -6.6 26	 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 2
Hispanic	Two or More Races	Pacific Islander	White
 Red 16.8 Increased +12.1 107	 No Performance Color 11.5 Declined -6.6 26	 No Performance Color Less than 11 Students - Data 2	 Orange 9.1 Increased +3.7 110

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.9	13.3

Conclusions based on this data:

1. Increased enrollment and increase in number of transfers have added to some slight increases in spendable offenses.
2. Training all new teachers in restorative practices as well as use of RTI tab to address classroom behaviors.
3. Suspension rates are up in almost all categories, although down in 2 or more races.

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).

See 2018-19 WASC Report

Classroom Observations

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

The Collective Bargaining Agreement guides the formal evaluation process; however, informal classroom observations are a consistent practice and include daily "pop-ins".

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)

Staff discussions around standardized state results (SBAC) for Math, ELA and Science. ELA increased 4% (43% met or exceeded standard) and Math increased 8% (8% met or exceeded standard), but went back down. More importantly, a significant number of students not meeting standard in ELA decreased from 33% to 15%. In Math, 0% of students not meeting standard decreased from 85% to 67%. Admin to meet with these departments throughout the year to discuss rates. For the 2021-2022 school year, we will also be utilizing NWEA and interim assessments to analyze our progress.

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

For the 2021-2022 school year we will also be utilizing NWEA and interim assessments to analyze our progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at IDEA Center High School are highly qualified and meet the requirements set forth by (ESEA).

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

All IDEA Center teachers are credentialed by the State of California in their subject area. The district provides professional development at no cost to a host of topics, including access to training on SBE-adopted instructional materials.

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

Staff and department chairs meet to determine the professional needs of the staff and to direct professional development based upon the analysis of student performance.

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

IDEA Center teachers are able to meet with Digital Learning coaches from the district Professional Department on an as needed basis.

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

Time is set aside each Wednesday morning and many Friday afternoons for collaboration, with one of those meetings once or twice a month being an all staff meeting. The other times are set aside for teacher collaboration.

Teaching and Learning

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

Curriculum, instruction, and materials are aligned to content and performance standards (ESEA)

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

N/A

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

N/A

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

All IDEA Center teachers have the 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)

All IDEA Center teachers use SBE-adopted and standards-aligned instructional materials, including intervention materials, and have access to standards-aligned core courses (EPC). In addition, the district provides OER resources for almost all departments.

Opportunity and Equal Educational Access

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

Some of the services provided by the regular program that enable under performing students to meet standards (ESEA) include make up classes (Acellus), after school tutorial, Friday tutorial, Saturday School, and credit repair (PRG1 and/or repair "contract" in Counseling).

Evidence-based educational practices to raise student achievement

ICHS is undergoing professional development in Universal Design for Learning in an effort to raise student achievement and address COVID Learning Loss.

Parental Engagement

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

SSTs, Parent Teacher Conferencing, Parent Admin conferencing, 504's and IEPs, tutoring program.

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)

In addition to the formation of the PTSA, parents have participated in the WASC process, as well as School Site Council.

Funding

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

Title I funding

Fiscal support (EPC)

Covid Learning Loss (ELOG)

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council meets five to six times per year and discusses data results and aligns goals that reflect this data. The plan is approved in the fall, and any changes are made through out the year. Last approval was in September 2021.

Resource Inequities

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

None have been identified. For example, all students have access to curriculum through packet work or a Chromebook, wifi hotspots, free-reduced breakfast and lunch, and mental health services (Mending Matters). Home support will vary.

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adapted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

LEA/LCAP Goal #1

GUHSD staff will continue to improve its relevant, equitable, and high-quality educational programs that empower each student to build the best future.

School Goal #1

Ensure college and career readiness for all students through increased student achievement, with specific focus on students who are English language learners, low income (SED), and foster and homeless youth.

Top 3 Identified Needs

Increase the number of students that are graduating college and career ready, as measured by a-g completion, CTE pathway completion, SBAC scores, and graduation rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation rate for the 2021-2022 school year.	Graduation rate for the 2021-22 school year was 85%.	Graduation rate will increase 5%.
Number of students identified by CDE dashboard as "prepared".	Number of students identified by CDE dashboard as prepared was 16%.	Number of students identified as prepared will increase by 5%.
SBAC ELA scores and SBAC math scores.	SBAC scores for both ELA and math continue to be down.	SBAC ELA and math will increase 10%.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Site Action

Designated teacher (CEIS) to provide D/F monitoring for all 9th and 10th grade students. Student conferences regarding grades to occur approximately once a week.

Site Proposed Expenditures for this Strategy/Activity

Amount(s)

200

Source(s)

Title I Base Allocation
1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Site Action

Saturday School will be offered to assist students with academic make-up, credit repair, and/or after school tutoring.

Site Proposed Expenditures for this Strategy/Activity

Amount(s)

2000

Source(s)

Title I Base Allocation
1000-1999: Certificated Personnel Salaries
Saturday School Costs

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Site Action

Teachers are invested in Project-Based Learning (as evidenced by High-Tech-High visits and positive Bright-Bytes Survey scores). Additionally, all teachers are present for the Presentation of Learning events in the evening.

Site Proposed Expenditures for this Strategy/Activity

Amount(s)

300

Source(s)

Title I Base Allocation
1000-1999: Certificated Personnel Salaries
Substitute coverage for time allotted for analysis of school wide D/F data. Increase in students on track to meet a-g requirements, progress report grades.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Site Action

Collaborating teacher teams will meet outside of the school day, during lunch, or utilize release days to plan goals and/or projects.

Site Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

700

Title I Base Allocation
1000-1999: Certificated Personnel Salaries
Release time, sub coverage, D/F data to be analyzed and used as a basis for personal invites to Saturday School.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Site Action

School-wide tutorial schedule to be developed and advertised to students and parents/guardians for purposes of planning and consistency in after-school support, along with credit repair opportunities (student contract or credit repair/make-up classes that may include a per diem rate for teachers) and any summer school classes to address learning loss.

Site Proposed Expenditures for this Strategy/Activity

Amount(s)

2,000

Source(s)

Title I Base Allocation
1000-1999: Certificated Personnel Salaries
Tutorial funding will be augmented to allow for time in all core subjects for at least one hour per week.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Site Action

11th grade team to implement plan for reviewing ELA and math standards assessed on the CAASPP in the Spring. Met once so far this year and will meet again in January or February. SAT advertised at this time and given on campus with fees support to students. SAT is being phased out though by many colleges.

Site Proposed Expenditures for this Strategy/Activity

Amount(s)

300

Source(s)

Title I Base Allocation
1000-1999: Certificated Personnel Salaries
Teachers to continue to implement the plan to help reinforce the importance of testing as well as review standards, release time/sub coverage.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Site Action

Help with FAFSA one-on-one during the school day or possible Zoom through Counseling outside of the school day (outside contract time; possibly in evening when parents are home from work). Workshops at lunch and in the evening with parents.

Site Proposed Expenditures for this Strategy/Activity

Amount(s)

300

Source(s)

Title I Base Allocation
1000-1999: Certificated Personnel Salaries
Counselor/GIS timesheet.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Site Action

Purchasing of teacher supplies to support learning experiences that support state standards, up to and including, but not limited to: textbooks, novels, science supplies, any curriculum softwares that teachers may need, Culinary and/or Construction supplies, Home Depot, etc.

Site Proposed Expenditures for this Strategy/Activity

Amount(s)

400

Source(s)

Title I Base Allocation
4000-4999: Books And Supplies

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

English Learners

Site Action

English Learner ELPAC scores monitored, with TELL exams incorporated into a student's school year through pull-out sessions during the school day. TELL letters sent home to families with updates on progress.

Site Proposed Expenditures for this Strategy/Activity

Amount(s)

100

Source(s)

Title I Base Allocation
5000-5999: Services And Other Operating
Expenditures
Postage for letters

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

Site Action

Site Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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.

With the hire of a new counselor, a renewed focus on a-g requirements for Spring 2021 has provoked several goals for the Fall 2021 and throughout school year (i.e. Senior Checks and PSP/Xello for seniors).

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

Student continue to lack knowledge of a-g requirements and purpose, which impacts their motivation. Counseling team to visit classroom for presentations.

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.

Because of Distance Learning and COVID learning loss, multiple sections of Summer School will be offered (as many as needed).

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adapted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

LEA/LCAP Goal #2

GUHSD staff will continue to strengthen the safe, supportive learning environments it provides for students and staff, both in person and online.

School Goal #2

Ensure emotional support and physical safety for students and staff in order to promote school connectedness and a positive school culture that invites parent and community input and participation as measured by:

- 1) District School Climate Index;
- 2) California Healthy Kids Survey (CHKS) of staff, students, and parents;
- 3) Suspension and Expulsion rates;
- 4) Maintain 100% of school Facilities Inspection Tool (FIT) reports at good or better rating;
- 5) Attendance Rates (pre and post COVID)

Top 3 Identified Needs

Transition students back to campus after the year of COVID, increase parent involvement (including but not limited to Open House attendance, parent teacher conferences, continued growth of PTSA), and ensuring a positive school environment (87% of 9th graders and 80% of 11th graders report school connectedness in the 2020 CHKS (pre-COVID)).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rates, sign-in sheets from parent meeting (i.e. Coffee with the Principal) and Back-to-School night, minutes from SSC.	Approximately 70% of parents are considered involved.	Increase parent participation to 75%.
Suspension/expulsion rates	Pre-COVID numbers were higher than previous years.	Decrease the suspension rate by 5%. Decrease expulsions by 10%.
Mending Matters referrals	MM reports 225 referrals for 2019-20. Referrals were down 50% during COVID. TBD on 2021 data.	TBD. Referrals to go down as the pandemic draws to a close or possibly back up as transitioning back to campus could be difficult.
CHKS survey results	87% of 9th graders and 80% of 11th graders report school connectedness in the 2019 CHKS (not given in 2020).	Increase by 5% with both grade levels.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Site Action

Solicit parent participation in meetings on campus, including but not limited to WASC discussions, SSC meetings, Coffee with the Principal, SSTs, 504s, SARTs, IEPs, Back-to-School Night, Presentations of Learning, parent/teacher conferences, and PTSA.

Site Proposed Expenditures for this Strategy/Activity

Amount(s)

587

Source(s)

Title I Parent
5000-5999: Services And Other Operating Expenditures
More parents involved in on campus activities and groups (SSC, WASC focus groups, etc), postage for mailers.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Site Action

Provide refreshments at parent events. Work with culinary program to provide snacks for parents.

Site Proposed Expenditures for this Strategy/Activity

Amount(s)

300

Source(s)

Title I Base Allocation
4000-4999: Books And Supplies
Provide needed supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Site Action

Hold student/Admin Summit meetings monthly and solicit input from students on campus issues.

Site Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

250

Title I Base Allocation
1000-1999: Certificated Personnel Salaries
Admin to meet with students monthly to discuss student concerns and gather ideas; provide substitutes for teachers when appropriate.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Site Action

Student to have access to counseling services through Mending Matters (one-on-one or group in a possible ongoing basis). This may include one or both sessions of Summer School.

Site Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

13608

Title I Base Allocation
5800: Professional/Consulting Services And Operating Expenditures
Contract with Mending Matters, district paying half of the cost for intervention programs

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Site Action

Students will be awarded with special field trips for earning "Maverick Gold" (once a quarter). COVID has interrupted the consistency of these field trips.

Site Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

3000

Title I Base Allocation
5000-5999: Services And Other Operating Expenditures
Field trips for students with exceptional behavior, including but not limited to fees and transportation.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Site Action

When students are engaged in after school activities, the school will assist with transportation (bus passes).

Site Proposed Expenditures for this Strategy/Activity

Amount(s)

200

Source(s)

Title I Base Allocation
5000-5999: Services And Other Operating Expenditures
Metro one-use passes will be provided as a means home when necessary

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Site Action

Student curriculum will be embedded with rich experiences to enhance engagement and connectedness, including but not limited to field trips, guest speakers, industry/community member visits, Summer Bridging (introduced for incoming 9th graders in Spring 2021), etc.

Site Proposed Expenditures for this Strategy/Activity

Amount(s)

500

Source(s)

Title I Base Allocation
5000-5999: Services And Other Operating Expenditures
Including but not limited to admissions, transportation, substitute cost, etc.

Annual Review

SPSA Year Reviewed: 2020-21

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.

Parent engagement is a renewed focus with the re-implementation of PTSA and sending home progress notices. Transitioning students back to campus with the first few days of school activities is a priority, along with a Link Crew "camp" for incoming 9th and 10th graders. Mending Matter surveys indicate that students feel connected to adults on campus, but worry about post high school life.

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

No differences in budget, but changes in staff behaviors only due to recently hired staff (i.e. Mending Matters and classified)

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.

Staff will continue to re-evaluate assignments given that resonate with students so that they want to complete their work and feel connected to the work they are doing.

Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adapted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

LEA/LCAP Goal #3

To reinforce its culture of innovation, collaboration, and care for student wellness and success, GUHSD staff will provide and participate in continuous professional learning.

School Goal #3

Teachers will continue to utilize a standards-aligned project based learning approach, including a Presentation of Learning at the end of each Term. Teachers will meet to develop topics, visit other school sites, and attend professional development activities, as measured by:

- 1) State and local assessment results;
- 2) Illuminate usage;
- 3) Infinite Campus usage;
- 4) results of CCSS-aligned local assessment protocol;
- 5) ensure sufficiency of standards-aligned instructional materials and their implementation for all students;
- 6) ensure pupil enrollment in a broad course of study.

Top 3 Identified Needs

Professional development is necessary to increase the connection between standards and proficiency-based grading. Teachers require professional development to tie proficiency levels directly to specific actionable standards and tasks. Teachers need time to collaborate to design common formative assessments so that data talks, analysis, and dispersion are effective will increase student achievement and ensure students have frequent feedback.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Review of Presentations of Learning (teacher reflections, student reflections)	End of term Presentations of Learning	Completed project cards from each project with reflections
Bright-Bytes Survey results (SAMR Model technology enrichment)	Waiting for up-to-date data post COVID	IDEA Center teachers will be at least 65% in modification and redefinition
Student and staff surveys, IDEA Center project cards, increase in the number of days that PD is brought on campus during Wednesday mornings or Friday afternoons.	With 7 newer teachers on staff baseline data is not relevant	On campus PD will happen at least once per month
Number of teachers attending district and site staff development	New teachers have all attended one district PD	100% of teachers will attend at least one district PD

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Site Action

Provide a-g professional development for counselors and allow for release time for data analysis, including any possible registration fees.

Site Proposed Expenditures for this Strategy/Activity

Amount(s)

800

Source(s)

Title I Base Allocation
1000-1999: Certificated Personnel Salaries
Professional Development, data review and analysis of a-g information

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Site Action

District math curriculum specialist to provide CPM support and guidance for math teachers; release time for math teachers to attend math conference.

Site Proposed Expenditures for this Strategy/Activity

Amount(s)

1000

Source(s)

Title I Base Allocation
1000-1999: Certificated Personnel Salaries
Substitute costs

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Site Action

Provide staff professional development in the use of Restorative Practices and Restorative Circles and provide opportunities to attend other professional development including, but not limited to SDCOE Equity Conference. Registration fees may be included.

Site Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

1200

Title I Base Allocation
1000-1999: Certificated Personnel Salaries
Train all staff in Restorative Practices and provide refresher training throughout the year.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Site Action

Admin and counseling to attend a-g training and develop an action plan to raise completion rate. Outside District PD for staff may require registration fees.

Site Proposed Expenditures for this Strategy/Activity

Amount(s)

500

Source(s)

Title I Base Allocation
1000-1999: Certificated Personnel Salaries
Release time or sub coverage.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Site Action

PD for staff to learn to access and disaggregate assessment data for Illuminate, Illuminate Test Bank, and generic assessment construction. Registration fees may apply.

Site Proposed Expenditures for this Strategy/Activity

Amount(s)

300

Source(s)

Title I Base Allocation
1000-1999: Certificated Personnel Salaries
Substitute coverage

Annual Review

SPSA Year Reviewed: 2020-21

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.

Teachers at IDEA Center consistently seek out professional development opportunities.

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 found teachers were off campus too much, so the monies spent on teacher PD for 2020-21 went down. This allowed more money for other costs (such as curriculum and summer school).

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.

Providing more a-g professional development for counseling staff. This will be measured by student surveys (CHKS and Mending Matters) and knowledge surrounding a-g requirements and its purpose.

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	\$28,545.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$28,545.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Base Allocation	\$27,958.00
Title I Parent	\$587.00

Subtotal of additional federal funds included for this school: \$28,545.00

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$28,545.00

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
Title I Base Allocation	27,958.00	0.00
Title I Parent	587.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I Base Allocation	27,958.00
Title I Parent	587.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Base Allocation	9,850.00
4000-4999: Books And Supplies	Title I Base Allocation	700.00
5000-5999: Services And Other Operating Expenditures	Title I Base Allocation	3,800.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Base Allocation	13,608.00
5000-5999: Services And Other Operating Expenditures	Title I Parent	587.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	6,300.00
Goal 2	18,445.00
Goal 3	3,800.00

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

Name of Members	Role	School Site Council term ending date:
Dave Napoleon	Principal	
Lindsay Sutton	Classroom Teacher	
Sarah Elwin	Classroom Teacher	
O.A., Student	Secondary Student	
Leo Williams, Parent Representative	Parent or Community Member	
Ashleigh Sperry, Parent Representative	Parent or Community Member	
Tina Mendoza, SRO, Community	Parent or Community Member	
Sossy Hyatt, Community Rep.	Parent or Community Member	
Lavar Watkins, Non-Teaching Rep.	Other School Staff	

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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 September 28, 2021.

Attested:



Principal, David Napoleon on 10/1/2021



SSC Chairperson, Lavar Watkins on 10/1/2021



School Plan for Student Achievement: Title I Funded Program Evaluation

Guiding Questions:

- 1) How do these actions impact student learning and academic achievement?
- 2) What data are you using to drive this discussion?
- 3) If these actions have helped improve student learning, what can be done to make it better?
- 4) If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

Goal	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
<p>LCAP Goal #1--</p> <p>GUHSD staff will deliver an equitable, empowering, and challenging educational program that provides each student with the greatest opportunity to succeed.</p>	<p>Monitor D/F rates</p> <p>Honor Roll posters throughout campus</p> <p>Perfect Attendance</p> <p>Pizza Parties</p> <p>CEIS teacher release</p> <p>Phone calls home for unengaged students</p> <p>Tutorials on campus</p> <p>CTE courses offered</p>	<p>a-g completion discussion with students</p> <p>Senior Checks</p> <p>Counselor visits to class-rooms and phone calls home</p>	<p>Students need to have more of an a-g understanding of why grades are important for college.</p> <p>Counseling needs to better prepare students for their post high school plans.</p> <p>Parents need to be more of the discussion when determining post-high school plans.</p>

	<p>Special Ed advocate EL Support Team</p> <p>Homeless Foster Youth liaison</p> <p>SART, SARB, SST, IEP, and 504 intervention meetings</p> <p>English Learner progress monitored via TELL and pull-outs</p>	<p>TBD--TELL letters with progress sent home to families</p>	
<p>LCAP Goal #2-- GUHSD staff develop and maintain a transformational culture by providing and participating in continuous professional learning to improve success and wellness for each student.</p>	<p>PD through the District--teachers consistently attend these meetings as is evident in our daily absence reports from our principal's secretary.</p> <p>Monthly Staff meetings--minutes from principal's Secretary documents these discussions.</p> <p>NWEA and CAASPP exam rates are monitored.</p> <p>D/F rates are monitored.</p>	<p>PLC meetings/Dept. meetings happen, but we do not collect the minutes to document discussion.</p> <p>NWEA results are not monitored as closely as necessary because the turn around time is so fast (quarter system).</p> <p>CAASPP scores do not always indicate growth because of our quarter school system.</p>	<p>All actions should continue.</p> <p>Documentation for PLC meeting minutes and department meeting minutes should be collected on a monthly basis.</p> <p>NWEA data should be analyzed more consistently throughout the year to drive next quarter instruction.</p> <p>CAASPP teachers have discussed seeking a different testing calendar or reaching out to other quarter schools to ask what they do (i.e. Helix and Steele Canyon).</p>

<p>LCAP Goal #3--</p> <p>GUHSD staff will ensure students and staff have a supportive and safe learning environment, both in person and online.</p>	<p>Mending Matters</p> <p>Communicate regularly to parents via IC and staff phone calls (i.e. teacher and office)</p> <p>PTSA</p> <p>RTI documentation</p> <p>ASB</p> <p>Showcase Night?POL</p> <p>SSC</p> <p>Counseling presence and phone calls home from a counselor to support teachers and parents, trouble-shoot barriers.</p>	<p>Phone calls home from teachers is something we consistently talk about as a staff. This is messaged by administration in every staff meeting.</p>	<p>Parents have indicated that they would like to hear directly from teachers more often.</p> <p>ASB is consistently being refined to be a generator of positive school culture. This will be a renewed focus after COVID.</p> <p>We need to advertise SSC meetings well in advance.</p>
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**IDEA Center HS does not have Instructional Aides

Evaluation of an Action: Materials and Supplies

Guiding Questions:

The district or Title I school allocates Title I funds to support **Materials and Supplies:**

- 1) How did the materials and supplies support student learning?
- 2) What data are you using to drive this discussion?
- 3) If the materials and supplies helped improve students learning, what can be done to make it even better?
- 4) If this expenditure has not had a positive impact on student learning, what will be done to modify, change, or replace it?

Goal 1: (From SPSA)	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
<p>Ensure college and career readiness for all students through increased student achievement, with specific focus on students who are English language learners, low income (SED), and foster and homeless youth.</p>	<p>Support sections of CEIS to support struggling learners.</p> <p>Tutorial schedule after school with phone calls home to advertise (flyer).</p> <p>Saturday School with personal invites/phone calls home.</p> <p>Accommodations for Distance Learners.</p> <p>NWEA given to all 9th/10th graders for English and math (post-COVID)</p>	<p>Grades and attendance rates are reviewed weekly by CEIS</p> <p>Teachers, counselors, SST reports reports, and dashboard data. Learners are targeted through these avenues by support staff.</p> <p>Phone calls home to families by teachers are documented in the RTI tab.</p>	<p>Phone calls home to parents may not be as consistent as it needs to be.</p>	<p>Means of measurement to determine how often parents are notified.</p> <p>Systemic way to analyze testing data in conjunction with being on the quarter system.</p> <p>Senior Checks and PSP/Xello plans to continue to occur in the fall.</p>

	CAASPP pre-test given in the fall (post-COVID) and evaluated.			
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<p>Goal 2: (From SPSA)</p> <p>Ensure emotional support and physical safety for students and staff in order to promote school connectedness and a positive school culture that invites parent and community input and participation</p>	<p>Actions/Activities (Strategies)</p> <p>Including but not limited to WASC discussions, SSC meetings, Coffee with the Principal, SSTs, 504s, SARTs, IEPs, Back-to-School Night, Presentations of Learning, parent/teacher conferences, Social Media, and PTSA.</p>	<p>What is working and why? (Effective indicators)</p> <p>Attendance at meetings through sign-in sheets</p> <p>Response to emails</p> <p>Phone call traffic to teachers and to office staff</p> <p>Social Media traffic</p> <p>Small snacks at meetings</p>	<p>What is not working and why? (Ineffective indicators)</p> <p>All avenues are working.</p>	<p>Modification(s) based on evaluation results</p> <p>Continue this action. Discuss ways to further measure participation other than sign-in sheets.</p>
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<p>Goal 3: (From SPSA)</p> <p>Teachers will continue to utilize a standards-aligned project based learning approach, including a Presentation of Learning at the end of each Term. Teachers will meet to</p>	<p>Actions/Activities (Strategies)</p> <p>State and local assessment results</p> <p>Illuminate usage</p> <p>Infinite Campus usage</p>	<p>What is working and why? (Effective indicators)</p> <p>Professional Development opportunities in our District, County, and State are plentiful. Teachers are always off campus attending these</p>	<p>What is not working and why? (Ineffective indicators)</p> <p>Anecdotal evidence is not being tracked.</p>	<p>Modification(s) based on evaluation results</p> <p>Google Form to document anecdotal evidence of a teacher's experience at PD opportunities.</p>
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<p>develop topics, visit other school sites, and attend professional development activities</p>	<p>Results of CCSS aligned local assessment protocol</p> <p>Ensure sufficiency of standards-aligned instructional materials and their implementation for all students</p> <p>Ensure pupil enrollment in a broad course of study</p>	<p>opportunities (documented in principal secretary attendance reports and separate Google Doc).</p>		
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