

# School Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Central Union High School	13 63115 1333004	May 13, 2019	June 18, 2019

## 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)

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. The School Plan for Student Achievement is updated to reflect current school data. The approval of the plan is a multi-step process that involves representatives from stakeholder groups. Initially, a team reviews and discusses the current school data, and then the data is presented to the staff and community. After the data review, a team updates the SPSA to reflect the new data. From there, stakeholders review the plan and provide input on the actions.

### Support Services

**External Support Services:** Outside Organizations provide resources to students in the following areas; financial planning, college and career planning, study skills, and SAT/ACT workshops.

1. EAOP: Early Academic Outreach Program EAOP primarily serves communities that fit the following description, low family income, and members of first generation in one's family to attend college, residence in a community with low college going rates. They offer an advanced placement summer course for participants.
2. IVROP: Imperial Valley Regional Occupational Program convenes local business, civic, and education partners to implement a regional plan for Career Technical Education, preparing Imperial Valley students for postsecondary education and employment.
3. Talent Search: The Talent Search program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education.
4. Upward Bound: The Upward Bound program provides fundamental support to participants in their preparation for college entrance as an extension of the local Junior College. The program requires that at least two-thirds of the participants in a project must be both low-income and first-generation. They provide academic tutoring, preparation for college entrance exam, amongst other services.
5. CAL-SOAP: The CAL-SOAP program provides information about postsecondary education and financial aid to high school students while raising their academic achievement levels. Requirements include that students are from the following background: low income families, families in which they would be the first to attend college, schools with documented low eligibility or college participation rates or geographic areas with documented low eligibility or college participation rates.
6. Imperial Valley College: IVC offers dual enrollment classes for students enrolled in grades 10-12. (U.S. History, Psychology, Communications, and Counseling)
7. Military Recruiters: Representatives of all military branches present to our senior classes throughout the year.

## Internal Support Services:

Central Union High School offers a wide variety of support services that target multiple subgroups with the objective of increasing academic achievement.

### 1. English Language Learners:

- ELD Courses: The English Language Development Courses are offered to new comers who have been in the U.S. for less than two years. They offer tutoring services for students struggling with coursework.
- SAIL: The Supporting Academic Instruction and Language Course targets students who scored 2 in the English Language Proficiency Assessments for California (ELPAC). Students are co-enrolled in a regular English Sheltered Class.
- ALAS: The Academic Language and Support Course targets students who score 3 and 4 in the English Language Proficiency Assessments for California (ELPAC.) Students are co-enrolled in a regular English class.
- English Learner Re-designation Criteria

### 2. At Risk /Foster Youth/Homeless Students:

- AMAS: The Additional Mathematics and Support class targets students who have failed Algebra 1 and Geometry. Students are co-enrolled in a regular Algebra 1 and Geometry class for extra support.
- COSA: The counselor on special assignment provides academic, behavioral, and emotional support to At Risk /Foster Youth/Homeless Students.
- Summer Connection Academy: This academy targets social promotes from our feeder schools and provides incoming freshmen an opportunity to enroll in our summer program. During this summer session they are enrolled in both English and Math courses. They also receive additional resources to help them transition into high school; these include information on athletics, clubs, activities, course requirements, and programs overview.

### 3. Migrant:

- Cyber High: A-G approved online courses available during the school year and during summer sessions.
- MAPS Class: This course targets migrant students in need of academic support.

### 1. Special Education:

- TIPS: The Teaching Individual Positive Skills course targets students with special needs to support their academic achievement and social/emotional needs.

### 1. General Population

- AVID- Advancement Via Individual Determination: The AVID Program provides guidance for college planning to first generation students to attend college. They provide college age tutors twice a week and peer tutoring during advisory period.
- Advanced Placement: These programs offer Saturday Study Sessions to all participants.
- Get Focused Stay Focused: This program consist of three interrelated components:
  - Students complete a semester or year-long freshman, comprehensive guidance course that helps students identify their interests and life goals, discover a career aligned to those interests and goals, and develop an educational pathway to prepare for that career.
  - The freshman course culminates with the development of an online, skills-based, 10-year career and education plan that is updated each year throughout high school and used by advisors for counseling and instructors for academic coaching.
  - During the 10th, 11th, and 12th grades students update their 10-year plans as they take a series of follow-up instructional modules that helps them expand their career and education options and learn the process for selecting and applying to post-secondary education and identifying the skills needed in the workforce.
- Spartan Study Spot Tutoring: CUHS provides tutoring in English and Math with two certificated staff members.

- Reteach, Retake, Replace: Teachers provide students with an opportunity to attend tutoring, retake a test, and replace their grade if they improve with two certificated staff and five peer-tutors.
- School Psychologist: One full time staff member to offer social/emotional support to all students.
- In-Class Presentations to promote current programs and services.

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.

We, at Central Union High School, strongly support the premise that our students must each have the opportunity to graduate from this institution with the knowledge and skills necessary to collaborate, communicate, create, think critically, and effectively use technology in order to function in an increasingly complex world. Furthermore, we are committed to excellence. To this end, we are committed to the following Expected School Learning Results:

### **WE ARE SPARTA!**

Socially Conscious

Problem Solvers

Achievers in academics, arts, and extracurricular activities

Responsible

Technologically Literate

Analytical Thinkers

Central Union High School is located in the Imperial Valley in the city of El Centro, a community of 44,201 residents. We represent an increasing variety of ethnic groups with enrollment of 1,869 students in 9<sup>th</sup> through 12<sup>th</sup> grades (2017-2018). Our school is 77.5% socioeconomically disadvantaged, 24.5% of our population is English Learners, 7.8% are students with disabilities and .05% are foster youth. The campus reflects the cultural and socioeconomic makeup of the community.

Central Union High School offers rich and varied courses and pathways. Our focus is to ensure all students are college and career ready. Through monthly collaborative meetings, teachers, and leadership team work hand-in-hand to share and implement best practices, strategies, and common assessment analysis. In addition, pull-out sessions and summer institutes are conducted by instructional coaches in which 21<sup>st</sup> Century tools and strategies are shared with teachers. This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions, and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

## **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**

Parent involvement is critical for students to achieve academic success. Throughout the 2018-19 school year the following stakeholder meetings were held in which input from stakeholders was part of the planning process for this SPSA/Annual Review and Update:

#### **School Site Council Meetings**

**September 4, 2018**, a Special School Site Council meeting was held in order to revise SPSA Goals 1.3 g and Goal 3.3 expenditures.

**September 10, 2018**, a School Site Council meeting was held to provide training to elected school site council members, election of officers, and review of by-laws.

**November 5, 2018**, a School Site Council meeting was held to review, vote, and input for CUHSD Board Policy Parent Involvement.

**December 10, 2018**, a School Site Council meeting was held to review implementation of SPSA actions and review Dashboard data results.

**January 22, 2019**, a School Site Council Meeting was held to review and approve the School Safety Plan and continued to review the current implementation and effectiveness of SPSA actions.

**February 4, 2019**, a School Site Council meeting was held to review current implementation and effectiveness of the Link Crew program and the Library Media Center.

**March 11, 2019**, a School Site Council meeting was held to review current implementation and effectiveness of the A.V.I.D program and the Library Media Center. SPSA Goals were aligned to LCAP Goals, and continued reviewed of implementation and effectiveness of SPSA actions.

**April 8, 2019**, a School Site Council meeting was held to review current implementation and assessment data from ELAC report. Revisions of proposed 2019-20 SPSA and budget.

**May 13, 2019**, a School Site Council meeting was held to approve proposed 2019-20 SPSA and budget.

#### **District EL Advisory Council and Site-Based EL Advisory Council Meetings**

Parent Meetings are held at the site and as a district five times per year. The dates of these meetings and location are as follows:

DELAC- SHS Library- August 2, 2018 @ 5:30 pm

ELAC- CUHS Library- October 17, 2018 @ 5:30 pm

ELAC- SHS Library- October 18, 2018 @ 5:30 pm

ELAC- CUHS Library- January 22, 2019 @ 5:30 pm

ELAC- SHS Library- January 24, 2019 @ 5:30 pm

ELAC- CUHS Library- April 9, 2019 @ 5:30 pm

ELAC- SHS Library- April 11, 2019 @ 5:30 pm

DELAC- CUHS Library- May 23, 2019 @ 5:30 pm

#### **Title I and LCAP Stakeholder Meetings**

**October 3, 2018**, a Title I and LCAP stakeholder meeting was held to inform parents of the eight state priorities, current funding and LCAP Goals, Star Reading test results, and CAASPP ELA and Mathematics data.

**December 5, 2018**, an LCAP Stakeholder meeting was held to inform about LCAP Goals and gather input on programs implemented on campus to better support our students.

**February 20, 2019**, an LCAP Stakeholder meeting was held to inform about CDE Dashboard. Provided data on English Language Learners, Socioeconomically Disadvantaged, and Suspension Rate.

**May 22, 2019**, an LCAP Stakeholders meeting will be held at the district office. This final LCAP meeting will give stakeholders the opportunity to be informed and provide input.

#### **Stakeholder Meetings**

**September 4, 2018**, Wake Cup Spartan Parents – Meeting was held in the Parent Center. Parent had the opportunity to learn how to utilize the AERIES Parent Portal.

**October 2, 2018**, Wake Cup Spartan Parents – Meeting was held in the Parent Center. Parents had the opportunity to learn about school safety protocol; learned about ALICE training protocol.

**November 6, 2018**, Wake Cup Spartan Parents – Meeting was held in the Parent Center. Parents had the Opportunity to learn about Social Media Safety and learn how to keep their children safe from the internet.

**December 4, 2018**, Wake Cup Spartan Parents – Meeting was held in the Parent Center. Parents had the opportunity to learn about tools available to keep their child safe from internet predators (IVICAC).

**January 8, 2019**, Wake Cup Spartan Parents – Meeting was held in the Parent Center. Parents had the opportunity to take a tour of our campus Career Technical Education (CTE) courses.

**January 17, 2019**, Career Technical Education night – Meeting was held in the multipurpose room and provided our stakeholders with technical opportunities offered at C.U.H.S.

**January 31, 2019**, Advanced Placement night – Meeting was held in the multipurpose room and provided our stakeholders with Advanced Placement courses offered at C.U.H.S.

**February 4, 2019**, Dual Enrollment night – Meeting was held in the multipurpose room and provided our stakeholders with information regarding dual enrollment courses offered at C.U.H.S by Imperial Valley College Instructors.

**February 5, 2019**, Wake Cup Spartan Parents – Meeting was held in the Parent Center. Parents had the opportunity to learn about the different courses, pathways, CSU/UC requirements, and graduation requirements.

**April 2, 2019**, Wake Cup Spartan Parents – Meeting was held in the Parent Center. Parents had the opportunity to learn about mental health awareness.

### **Feeder School Visits – Administration and Counselors**

In the following visits to feeder schools information regarding courses, pathways, mathematics placement, and summer school dates was provided to our incoming 9<sup>th</sup> graders.

**January 10, 2019** – Meadows, Wilson Junior High School, Heber, and Corfman Junior High School.

**January 17, 2019** – De Anza, Kennedy Junior High School, and Seeley School.

**February 15, 2019** – Heber School

**February 19, 2019** – De Anza

**February 20, 2019** – Meadows

**February 21, 2019** – Corfman

**February 22, 2019** – Seeley School

**February 26, 2019** – Kennedy Middle School

**February 28, 2019** - Wilson Junior High School

## **Resource Inequities**

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

The comprehensive needs assessment involved examining data from the California School Dashboard; district assessments/benchmarks, and conversations with the School Site Council (SSC), English Language Advisory Committee (ELAC), and other stakeholders. No resource inequities were identified; however, the school has identified the need to continue to support students in the area of mathematics by adding a third year of mathematics as a graduation requirement. This will give all 11<sup>th</sup> graders the opportunity to better prepare for the Mathematics-CAASPP exam. In addition, the Accrediting Commission for Schools, Western Association of Schools and Colleges, the Self-Study Visiting Committee (3/18/18-3/21/18) Report presented the following WASC Recommendations:

### **School-Wide Areas**

- Improve relationships between staff and administration.
- Increase use of availability of technology by staff for instruction and information purposes.
- Focus on implementing the project based learning approach.
- Increase the number of students satisfying the University of California A-G requirements prior to graduation.
- Formalize collaboration among departments to analyze data and use it to drive differentiated instruction for all students.
- Provide professional development on academically rigorous, standards-based strategies for rigorous teaching and learning for all students.
- Increase access to Honor and Advanced Placement classes for all students.
- Increase access to all school communications for second language families.
- Implement a systemic approach to early intervention for students struggling with academic and personal issues.

### **Organization**

- To develop structures to build capacity in teacher leadership to increase effective strategies that motivate students to succeed in a rigorous environment.
- To include various stakeholders (e.g. Community members, parents, students, and staff) in the review and implementation of the WASC and LCAP processes.
- To revisit the progress of the WASC critical areas annually
- To provide professional development on the effective use of data and utilizing collaborative summative assessments to inform and drive instruction.

### **Curriculum**

- To implement cross curricular lessons to increase student engagement and support critical thinking skills.
- To incorporate interventions school-wide to support students who are below grade level in reading and math.
- To implement updated curriculum (outlined in the current state frameworks) for science, history and world languages.

- To create differentiated pathways for students to successfully bridge from middle school math to the high school math program.
- To explore options to increase accessibility to math courses aligned with STEM and other CTE/career pathway programs.

### **Instruction**

- To use a diverse variety of instructional strategies, rather than lecture, bookwork, and/or worksheets, that encourage structured student communication, collaboration, critical thinking, and creativity and are responsive to varying student needs.
- To continue to expand the integration of technology into instruction to further increase student engagement.
- To increase the use of collaboration with colleagues and district academic coaches to provide targeted support and professional development on instructional strategies that motivate students and provide rigorous learning experiences.
- To create school-wide differentiation implementation strategies that benefit students at all learning levels.
- To implement research-based strategies in math instruction that support student achievement, minimize remediation, and enhance the STEM program.

### **Assessment and Accountability**

- To implement a process to use a wide variety of assessment data to effectively modify instruction.
- To investigate a system for obtaining disaggregated data from district common assessments by demographic groups (e.g. EL, special needs, foster youth, low income) to better meet the needs of students.
- To utilize the STAR Exam Lexile reading levels across curriculum to differentiate instruction and assist students in improving their Lexile reading levels.
- To analyze the divide between students achievement on the math portion of CAASPP and the grade distribution in math courses.

### **Culture**

- To continue improved communication between parents, students, and the school.
- To support students in meeting A-G requirements for college.
- To increase the student engagement opportunities for all students.
- To improve maintenance of the 4-year graduation plan after 9<sup>th</sup> grade year introduction.

### **The Visiting Committee concurs with the School's identified areas that are outlined in the schoolwide action plan. These are summarized below:**

1. Through the use of a variety of strategies, the school needs to ensure all students have engaging, rigorous, differentiated learning experiences that require structured student communication, collaboration, critical thinking, and creativity.
2. Using data to drive decision, the school needs to establish a site-based, systematic process for evaluating and monitoring the effectiveness of the current various instructional and program initiatives.
3. Through the use of collaboration with colleagues and district academic coaches, the school needs to provide targeted support and professional development on instructional strategies that motivate students and provide rigorous learning experiences.
4. Through the adoption and implementation of student support programs, the school needs to ensure that students' socio-emotional and academic needs are proactively identified to maintain positive school culture.

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal 1

**SPSA GOAL #1** Implement a comprehensive approach to increase rigor across the curriculum (i.e. reading and writing across the curriculum, depth of knowledge, and critical thinking) to align with Common Core State Standards. **LCAP Goal #1** Increase Achievement For All Students, Narrow The Gap Between High and Low Performing Student Subgroups, and Increase the Graduation Rate.

### Identified Need

Academic Engagement as measured by the California Department of Education Dashboard Graduation Rate increased by 1.6 % with 94.6% students graduated and received a high school diploma.

Academic Performance as measured by the California Department of Education Dashboard English Language Arts. This measure is based on student performance on Smarter Balanced Summative Assessments/CAASPP declined 13 points with 18.2 points above standard with 60.25% Met or Exceeded Standard.

Academic Performance as measured by the California Department of Education Dashboard Mathematics. This measure is based on student performance on Smarter Balanced Summative Assessments/CAASPP declined 8 points with 87.2 points below standard with 18% Met or Exceeded Standard.

In 2018-19, 80 freshmen will be reclassified for earning less than 50 credits/2.0 G.P.A.

#### Mathematics - Earned an “F”/failed course:

In 2018-19, 117 students enrolled in Algebra I failed. 64 students enrolled in Algebra II failed. 120 students enrolled in geometry failed.

#### English - Earned an “F”/failed course:

In 2018-19, 32 students enrolled in English 9 failed. 41 students enrolled in English 10 failed. 28 students enrolled in English 11 failed.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP – Mathematics ALL	Distance from standard: 87.2 below standard. Declined 8 points (Orange) 18% Met or Exceeded.	Decrease the distance from standard by 15 points. 32% Met or Exceeded.
CAASPP – Mathematics (English Learners)	Distance from standard: 134.4 points below standard. Maintained -1 points (Red)	Decrease the distance from standard by 15 points.
CAASPP – Mathematics (Socioeconomically Disadvantaged)	Distance from standard: 98.5 points below standard. Declined 8.7 points (Orange)	Decrease the distance from standard by 15 points.

CAASPP – Mathematics (Students with Disabilities)	Distance from Standard: 186.1 points below standard. Increased 33.9 points (Orange).	Decrease the distance from standard by 15 points.
CAASPP – English Language Arts ALL	Distance from Standard: 18.2 points above standard. Declined 13 points (Yellow). 60.25% Met or Exceeded.	Increase the distance above standard by 3 points and/or 65% Met or Exceeded.
CAASPP – English Language Arts (English Language Learners)	Distance from Standard: 39.6 points below standard. Declined 4.9 points (Orange).	Decrease the distance from standard by 15 points.
CAASPP – English Language Arts (Socioeconomically Disadvantaged)	Distance from Standard: 4.5 points above standard. Declined 18.2 points (Yellow).	Increase the distance above standard by 3 points.
CAASPP – English Language Arts (Students with Disabilities)	Distance from Standard: 94.9 points below standard. Declined 5.5 points (Red).	Decrease the distance from standard by 15 points.

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 1.1

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

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

All Students

### Strategy/Activity

#### 1.1 Expand Academic Options in Science and Math:

a - Maintain two Science positions added in 2015-16

b - Maintain 2.2 FTE Math positions in order to provide additional sections and offer math support courses during the regular school day.

MAINTAIN

Math Support classes for Algebra I: AMAS Algebra I & Robotics Support periods

c. Enhance Algebra/AMAS curriculum through implementation of the Agile Mind curriculum

### 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)

1000: \$182,673

LCFF

3000: \$ 30,589

Supplemental/Concentration

5000: \$ 20,638

Title I

## Strategy/Activity 1.2

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



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

All Students

### Strategy/Activity

#### 1.2 Assessment:

- a. Provide time for teacher teams to continue to evaluate validity and reliability of CCSS-aligned assessments, revise assessments as needed, generate performance reports, and support colleagues in using data to inform instruction (Curriculum & Assessment Teams-CATs)
- b. Ongoing professional development for teachers in formative assessment.
- c. Provide materials for new teachers to assist with formative assessment strategy usage.
- e. *Provide substitutes for year round professional development (\$3960 + 1268 benefits Title II)*
- f. *Renew Contract for EADMS assessment tool to support assessment administration and analysis (\$7,738 Title I)*

### 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)
1000: \$ 5,200 3000: \$ 1,092 4000: \$ 500	LCFF Supplemental/Concentration
1000: \$ 3,960 3000: \$ 1,268	Title II
5000: \$ 7,738	Title I

### Strategy/Activity 1.3

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

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

All Students

### Strategy/Activity

#### 1.3 Tutoring:

- a. After-School tutoring - *SSS 2 Certificated Math teachers 4 days per week \*30 weeks \*\$40 per hour = \$9,600 + \$1,940 benefits.*
- b. In-class tutoring to provide support in selected English, math, and music classes.  
*Provide in-class tutors for ALL Algebra I sections 2 days a week (2 college tutors 6 hours per week \*30 weeks \*\$17.50 per hour = \$6,300 + \$1,775 benefits) (1 college tutor 6 hours per week \*30 weeks \*\$15 per hour = \$2,700+ \$760 benefits)*
- c. Cross-age tutoring- *7 peer-tutors to provide after-school tutoring 4 times per week for 30 weeks. (Title I) (7tutors\*4 hours per week \* 30 weeks\*\$12 per hour = \$10,080 + \$2,839 benefits.*
- d. A.V.I.D. Program Tutoring (budgeted in Action 5.7)
- e. Virtual Tutoring for low-performing students not identified as unduplicated pupils. Incentives for students who meet tutoring goals. (LPSBG)

## 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)
1000: \$ 3,600 3000: \$ 756 4000: \$ 500 5000: \$ 7,500	Multi-funded – Low Performing Student Block Grant
1000: \$ 13,950 (9,600) 3000: \$ 2,929 (1,940) 2000: \$ 19,080 3000: \$ 5,374	Title I
2000: \$ 10,500 3000: \$ 1,061	LCFF Supplemental/Concentration

## Strategy/Activity 1.4

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

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

English Language Learners

### Strategy/Activity

#### 1.4 English Learner Tutoring:

- a. After-School Tutoring – Certificated
- b. In-Class- A.V.I.D. Trained College Tutors

## 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)
1000: \$ 3,600 2000: \$ 14,000 3000: \$ 2,170	LCFF Supplemental/Concentration

## Strategy/Activity 1.5

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

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

Low, Income, Foster Youth, and English Language Learners

### Strategy/Activity

### 1.5 Intervention for Failed Coursework:

Provide Opportunities for students who have earned D/F grades to make-up credits and/or improve GPA in order to meet graduation and a-g requirements. (Prioritize services for Low Income, Foster Youth, and ELs)

a. Offer on-line intervention offerings during the regular school year and during summer.

b. *E-Intervention - Edgenuity – Intervention to provide support for at-risk students in all subjects (Title I \$75,750).*

### 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)
1000: \$ 59,979	LCFF Supplemental/Concentration
3000: \$ 19,197	
1000: \$ 17,840	Title I
3000: \$ 3,746	
5000: \$ 75,750	

### Strategy/Activity 1.6

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

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

All Students

#### Strategy/Activity

#### 1.6 Intervention and Support:

a. Implement the Reteach/Retake/Replace (RRR) strategy during after-school/Summer intervention in Math in order to allow struggling students opportunity to relearn content and improve grades. *Host after-school targeted support for Algebra I – (2 certificated 3 days a week for \*30 weeks \*\$40 per hour = \$7,200 + 2030 benefits)*

b. 1 teacher in the summer for English 9 and 1 section of a teacher in the summer for Reading Plus/Intervention for remediation.

c. Provide late bus transportation as needed.

Algebra 1 RRR, English 9, and Biology Summer Program.

Algebra 1 and geometry – 2 days per week tutoring after-school.

*d. purchase Loaners – P.E. Clothes and laundry supplies for maintenance of clothing to decrease number of referrals and allow students to remain in class to participate. (\$1,000 Title I)*

*e. Purchase lanyards and other supplies to easily identify students and determine where they should be for intervention (\$3,500 Title I)*

### 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)
1000: \$ 8,560	LCFF Supplemental/Concentration
3000: \$ 1,798	
1000: \$ 17,040	Title I
3000: \$ 3,578	
4000: \$ 4,500	

## Strategy/Activity 1.7

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

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

All Students

### Strategy/Activity

#### 1.7 Increase Instructional Time:

Maintain the 4% increase in the instructional minutes (2% added in 2014-15 and 2015-16) in order to continue with the advisory/intervention/enrichment period.

Convene as needed to task force composed of teachers and administrators to evaluate the effectiveness of the advisory and make recommendations for improvement.

### 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)

District-Wide \$ 580,000

LCFF –District-wide

District-Wide \$ 190,000

Supplemental/Concentration

## Strategy/Activity 1.8

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

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

All Students

### Strategy/Activity

#### 1.8 Guidance and Additional Support Services:

a. Maintain Guidance Support Specialist (GSS) positions

b. Ensure that Student Success Team (SST) meeting is conducted for every identified Foster Youth Student.

c. Employ an additional psychologist to assist with assessments, SST meetings, and provision of support to the increasing number of students identified as being in need of specialized support.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000: \$ 42,340

LCFF

3000: \$ 22,734

Supplemental/Concentration

District-wide: \$132,037

## Strategy/Activity 1.9

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

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

All Students

Strategy/Activity

**1.9 Counseling Services:**

- a. Provide full-time Counselors on Special Assignment (COSAs) at CUHS devoted to intervention, attendance, foster youth, and at-risk/low income students.
- b. Maintain the reduced student to counselor ratio at CUHS by continuation of the additional .5 FTE to the regular counseling staff.
- c. Provide needed materials for group counseling sessions.
- d. Offer extended counseling hours at the end of each semester to provide expanded opportunities for working parents to meet with counselors (25 hours = 1000: \$1,000 + 202 benefits & supplies 4000: \$ 798 LCFF).

**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)
1000: \$124,789	LCFF Supplemental/Concentration
3000: \$ 42,709	
4000: \$ 2,000	

**Strategy/Activity 1.10**

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

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

All Students

Strategy/Activity

**1.10 Intervention/Support for At-Risk 9<sup>th</sup> graders**

Provide targeted support for freshman.

- a. Summer Connections: Provide focused summer intervention instruction for students from feeder middle schools who failed to meet 8<sup>th</sup> grade graduation requirements.

**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)
4000: \$ 450	Title I
District-wide: \$ 53,200	

**Strategy/Activity 1.11**

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

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

English Language Learners

## Strategy/Activity

### 1.11 Support Services for English Learners:

Provide administrative and student/parent support services

a. Maintain Director of Instruction and EL Program position

b. Maintain EL Program Assistant positions.

c. Maintain EL Program Testing Clerk Positions.

d. Provide clerical support for invitation, certificates, posters, etc. EL awards or parent meetings (\$300 Title I)

### 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)
1000: \$ 34,060 2000: \$ 27,500 3000: \$ 26,253	LCFF Supplemental/Concentration
2000: \$ 31,781 3000: \$ 19,619	Title III
2000: \$ 12,306	Supplemental & Concentrated contribution to Title III
2000: \$ 300 3000: \$ 85	Title I

### Strategy/Activity 1.12

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

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

All Students

## Strategy/Activity

### 1.12 Instructional Program Improvement Support:

a. Maintain Program Improvement Resource Teacher (PIRT) position at CUHS

### 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)
1000: \$ 45,234 3000: \$ 15,000	LCFF Supplemental/Concentration
1000: \$ 45,234 3000: \$ 15,000	Title I

### Strategy/Activity 1.13

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

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

All Students

### Strategy/Activity

#### 1.13 Data Driven Instruction and Decision-making

Provide Schools with support and assistance in maintaining student data systems, analyzing data, and generating reports.  
a. Maintain Data Analyst position.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000: \$ 36,698

LCFF

3000: \$ 14,174

Supplemental/Concentration

## Annual Review

### SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

Actions and services for Goal 1 were largely implemented as planned. There were no actions/services that did not occur at all, although some were offered on a limited basis as a result of challenges related to staffing, inability to find sufficient qualified applicants, and delayed hiring timelines.

Overall effectiveness of the strategies/activities were found to be effective. Staff, parents, and students reported that tutoring, interventions, counseling/guidance, and EL program services positively impacted student performance.

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

Algebra I after-school “Reteach, Retake, Replace” programs were implemented in two different classrooms, which provided for additional instruction and opportunities to retake assessments and improve. The “RRR” for English will be provided in the summer.

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.

The number of students identified as being in need of additional services continues to rise, as a result, more individualized student intervention meetings and the increasing need to monitor implementation of classroom accommodations.

## Goal 2

**SPSA Goal #2** Implement systematic school-wide strategies and services to identify targets and success criteria, common formative assessments, and classroom interventions to support struggling students and support them in finding success in their coursework. **LCAP Goal # 2** Effectively use instructional strategies and resources, including technology, to improve student learning and achievement.

### Identified Need

In 2018-19, focus on increased in student and teacher access to technology (COWs, classroom technology, instructional applications, and innovative technology) and supplemental instructional materials were purchased. In 2019-20, there is a need to increase student and teacher access to technology to include: Workshops and training for teachers; focus on effective instructional strategies; differentiated instruction for English learners (teacher stipends, instructional materials, and trainings).

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Speak Up Technology Survey (Bi-annual) Student Regular Use Rate	The Speak Up survey was administered in winter 2019. 1023 students participated. A general question regarding "Regular Use" was not included in this year's survey, so it was not possible to measure change on this metric. However, some noteworthy results showed that: <ul style="list-style-type: none"> <li>- 95% of students rated themselves as "Advanced" or "Average" in their technology skills.</li> <li>- 88% responded that they had a Smartphone with Internet connectivity</li> <li>- 40% reported they have a family computer or laptop that connects to the Internet, and</li> <li>- only 9% indicated that they did not regularly use technology at school</li> </ul>	95%
Staff Professional Development Survey (Impact Score on 1-10 Scale)	PD Impact on Student Learning: Average Score: 6.68 Expected Outcome Met	6.5

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 2.1

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

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

All Students



## Strategy/Activity

### 2.1 Technology:

Increase student access to classroom technology

a - Expand and implement classroom sets of devices (Computers on Wheels or COWs) in selected core academic and elective courses

- Provide updated and innovative teacher and classroom technology for instructional purposes (expenditures to be determined by Monica M. and Tech Team)

b - Provide updated and innovative teacher and classroom technology for instructional purposes

c - Utilize software and applications to support, manage, and improve student learning. Evaluate and purchase new and emerging technology innovations that show strong promise for enhancing classroom instruction.

*Renew "Turnit-in" to support literacy with an emphasis in writing (\$8,031 Title I)*

*Renew "Newsela" for two Spanish teachers (\$1,500 Title I)*

*Reading Plus program to assess reading levels and provide instructional resources that support services to increase reading comprehension in all content areas to improve academics and performance on CAASPP. (\$25,000 Title I)*

d - Maintain technology supplies and equipment to support classroom instruction (printers, cartridges, projector bulbs, etc.)

e - In cooperation with ICOE and the BorderLink project, facilitate the provision of Internet services to low income students

*f. Continue to employ Computer Lab Technician to increase technology access and create opportunities for students to create and perform research tasks (\$35696 + 17464 benefits Title I)*

### 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)
4000: \$ 94,776	LCFF
5000: \$ 7,000	Supplemental/Concentration
2000: \$ 35,696	Title I
3000: \$ 17,464	
4000: \$ 16,600	
5000: \$ 1,750	
5000: \$ 34,531	

## Strategy/Activity 2.2

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

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

All Students

## Strategy/Activity

## 2.2 Effective Strategies Professional Development:

Provide PD for teachers on research-based effective instructional strategies.

Workshops & Training:

- a. Instructional Technology – *Provide training for History and Math teachers for CUE technology conference in Palm Springs March 2020 (registration, hotel, substitute, food and travel)(5000: \$3,500 Title II)*
- b. Effective Teaching Strategies – *Provide PD opportunities for staff to learn about motivating unmotivated students as well as utilizing high engagement and relevant strategies in instruction. (5000: \$ 600 Title II)*
- c. Math Instructional Strategies
- d. Using data to drive/inform instruction/Formative Assessment - *Offer EADMS Training – Instructional coaches to provide PD on the use of EADMS to better support the analysis of data to drive instruction (1000: \$600 + \$122 benefits Title II).*
- e. AP
- f. Reflective Instructional Rounds – *Provide materials and light refreshments for participants (4000: \$ 500 Title I)*
- g. College/Career Readiness & Get Focused/Stay Focused – *Counselors to attend UC Conference, FAFSA Training, CASC and other trainings that enhance the counseling programs at the high school level. (5000: \$2,900 Title II)*
- h. Designated/Integrated ELD
- I. A.V.I.D.
- J. Lesson Studies for Science Team
- k. *counselors to attend professional development that will better prepare them to improve stakeholder engagement and student progress related to college and career readiness (5000: \$3,000 Title II).*
- l. *Provide culture building exercises/activities for staff (4000: \$500 Title I)*
- m. *Provide Professional Development for teachers implementing Reading Plus (1000: \$1,040 + 300 benefits Title I)*

## 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)
1000: \$ 600	Title II
3000: \$ 122	
1000: \$ 6,500	
3000: \$ 1,365	
5000: \$ 12,000	
5000: \$ 10,000	Title I
1000: \$ 1,040	
3000: \$ 300	
4000: \$ 1,000	
5000: \$ 7,500	
1000: \$ 13,390	LCFF Supplemental/Concentration
4000: \$ 500	
3000: \$ 2,812	

## Strategy/Activity 2.3

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

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

All Students

Strategy/Activity

2.3 Instructional Coaching:

a. Maintain three Instructional Coaching positions with an emphasis on Math/Science, ELA/Social Studies, and Technology. Add a fourth Instructional Coach.

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)

District-Wide \$462,884

LCFF  
Supplemental/Concentration

Strategy/Activity 2.4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2.4 Library Resources and Services:

Maintain certificated school librarian positions

Purchase current literary material for support for struggling readers

e. EBSCO Periodical Annual renewal (\$900 Title I)

f. Destiny Library Manager Maintenance agreement annual renewal (\$907.60 Title I).

g. Gale Subscription database annual renewal and hosting fee for electronic books as currently configured (\$4101.68 Title I)

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)

1000: \$ 56,987

3000: \$ 18,569

4000: \$ 3,000

LCFF  
Supplemental/Concentration

5000: \$ 5,912

Title I

Strategy/Activity 2.5

Students to be Served by this Strategy/Activity

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

## English Language Learners

### Strategy/Activity

#### 2.5 Differentiated Instruction for English Language Learners:

- Stipends for EL Program Teachers (SEI, Bilingual classes)
- Instructional materials, software, and applications (such as LAS Links, Newsela, Edge-ELLevation)
- Professional development: MOU with ICOE – Content/ELD Standards Focus
- Summer Program for EL Students-Alg 1

### 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)

1000: \$ 25,000

LCFF

3000: \$ 5,250

Supplemental/Concentration

### Strategy/Activity 2.6

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

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

All Students

### Strategy/Activity

#### 2.6 Instructional materials/manipulatives.

- Provide more hands-on classroom resources and materials in designated subject areas
- Provide instructional materials and equipment designated to enhance the quality of Career Technical Education programs.
- Maintain Science Lab Supplies (including cleaning)
- Purchase Biology/anatomy consumables (\$4000 Title I)*
- Science Fair Materials and participation fee ( \$2000 Title I)*
- Purchase Algebra and geometry consumables (\$1500 Title I)*
- Agile Mind materials and supplies (\$1,000 Title I)*

### 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)

4000: \$ 30,000

4000: \$ 7,500

5000: \$ 1,000

Title I

5000: \$ 1,500

LCFF

Supplemental/Concentration

# Annual Review

**SPSA Year Reviewed: 2018–19**

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.

Goal 2 has allowed for teacher and student technology access. Computer Lab 1 was updated with new computers. Teacher and student devices were updated.

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

Innovative technology was purchased for professional development. Innovative technology, an interactive flat panel, a Jamboard, Pilot Hover Cams, and 2 VR kits for training purposes and use in the classroom.

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.

With the building of our new STEM building, increased innovative technology and training will need to be provided to meet the demands of 21<sup>st</sup> Century learners.

# Goal 3

**SPSA Goal #3** Establish professional development for teachers and counselors that support student achievement in all subjects. **LCAP Goal # 3** Implement the Common Core State Standards (CCSS) across all content areas.

## Identified Need

Academic Performance as measured by the California Department of Education Dashboard College and Career “Prepared” Indicator maintained at 1.6 % with 38.5% students placed in the “Prepared” level on the College/Career Indicator. In order to better support our teachers and students, Common Core Standards professional development will be provided in the areas of NGSS, ELA, Social Studies, and mathematics frameworks, and CAASPP Blueprint. In addition, data analysis professional development will be provided in order to continue to evaluate and refine CCSS aligned curricula.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Local Indicator (Priority 2)	ELA – Common Core State Standards for ELA: 5	ELA – Common Core State Standards for ELA: 5
Self-Reflection Tool #1 (Professional Learning)	ELD (Aligned to ELA Standards): 4 Mathematics – Common Core State Standards for Mathematics: 4 Next Generation Science Standards: 2 History-Social Science: 1	ELD (Aligned to ELA Standards): 5 Mathematics – Common Core State Standards for Mathematics: 5 Next Generation Science Standards: 3 History-Social Science: 2
Self-Reflection Tool #3 (Implementing Policies/Programs to Support Staff)	ELA Common Core State Standards for ELA: 3 ELD (Aligned to ELA Standards): 3 Mathematics – Common Core State Standards for Mathematics: 2 Next Generation Science Standards: 1 History-Social Science: 3	ELA – Common Core State Standards for ELA: 4 ELD (Aligned to ELA Standards): 4 Mathematics – Common Core State Standards for Mathematics: 4 Next Generation Science Standards: 3 History-Social Science: 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 3.1

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

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

All Students

#### Strategy/Activity

### 3.1 Common Core Standards Professional Development:

- a - Literacy (across all content areas)
- b - Next Generation Science Standards (And Argumentation)
- c - New Framework Alignment for Social Studies and Science teachers
- d - Common Core English Language Arts
- e- Common Core Math
- f - Mathematical Mindsets (Jo Boaler)
- g - CAASPP Blueprint, Question Types, DESMOS, etc.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000: \$ 5,400	LCFF
3000: \$ 1,134	
5000: \$ 2,500	

### Strategy/Activity 3.2

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

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

All Students

#### Strategy/Activity

### 3.2 Curriculum Development:

- a- Continue to evaluate and refine CCSS aligned curricula.
- b- Provide compensated time during summer for teacher teams to work on curriculum guides, assessments and instructional units (up to 10 hours (3-4 hrs/day) for content teams of 4 teachers in each Science Content Team (19-20), Algebra I "Agile Mind" (18-19), ERWC (19-20), 11th grade math (18-19), and Eng.11 Content Team (18-19))
- c. Provide opportunities to establish professional and curriculum development to teachers and counselors that support student achievement in all subjects (\$4,500 Title II)*

### 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)
1000: \$ 8,400	LCFF Supplemental/Concentration
3000: \$ 1,764	
1000: \$ 3,000	Title II
3000: \$ 500	
5000: \$ 1,000	

## Strategy/Activity 3.3

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

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

English Language Learners

### Strategy/Activity

#### 3.3 EL Program Curriculum Development and Refinement:

a - EL materials: Purchase and implement supplemental and core materials to support ELD, SEI, and content-area bilingual courses.

b - Provide compensated time during summer and/or after-school for EL program teacher teams to work on curriculum guides, assessments and instructional units

### 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)

1000: \$ 800

LCFF

3000: \$ 168

Supplemental/Concentration

## Annual Review

### SPSA Year Reviewed: 2018–19

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.

All actions/services were generally implemented as planned. Teachers were provided numerous opportunities to increase and improve instructional practices through attendance at workshops and conferences. Nearly all teachers participated in at least one training that focused on topics related to CCSS, NGSS, CAASPP, or the Social Studies Framework. All but two CUHS mathematics teacher participated in the Jo Bowler's Mathematical Mindsets training in either online course or the Stanford training. The Spanish 4 team collaborated with SHS and completed a curriculum mapping and assessments for their new class. ELD teachers received training in Rosetta Stone to optimize their use of the tool with students through the use of reports and specialized information. New SAIL Teachers participated in a pull-out training where they observed the program being used and then worked with their content team partner to implement a common lesson for all students.

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

Fewer hours of teacher planning time were needed than anticipated in action 2 and 3 for Curriculum Development.



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.

A greater focus on professional development and curriculum development will be needed in the areas of science, social studies, and mathematics. With the adoption of new curriculum/textbook in the science department, NGSS professional learning and planning opportunities will need to be provided. In addition, the social studies, English and mathematics will need to dig deeper into the CCSS framework.

## Goal 4

**SPSA Goal # 4** Improve parent awareness and involvement to support student learning by:

- Clear communication with parents regarding student progress and achievement using multiple methods
- Empower students and parents to monitor and support student progress.
- Promoting and supporting school and community events.
- Offering Professional Development in motivation/engagement strategies as well as formative assessment strategies.
- Celebrating success improve parent awareness and involvement to support student college and career readiness.

**LCAP GOAL #4** Improve communication among all Stakeholders.

### Identified Need

There is a need to continue to improve communication with all stakeholders. In addition, more stakeholder meetings need to incorporate community resources and support available. Furthermore, guidance and support in the area of college and career readiness need to be provided to all stakeholders. Stakeholders need to have an understanding that our number one priority is the success of all students.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LEA-Wide Parent Survey (Rating of Overall School Quality)	Fall 2018 Parent Survey: Average Rating of Overall School Quality (on a 1-10 scale): 8.7	8.7
LEA-Wide Staff Survey (Rating of Overall Timeliness/Effectiveness of School Communication)	Spring 2019 Staff Survey Average Rating of Overall Timeliness & Effectiveness of School Communication: 7:59 Slight increase from the 2018 rate of 7:53 Expected Outcome Not Met	7.7

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 4.1

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

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

All Students

### Strategy/Activity

#### 4.1 Communication:

Implement a variety of strategies for improved communication among/between teachers, parents, students, staff, community and administrators.

- a. Evaluate, refine, and continue campaign to promote open communication among stakeholders.
- b. Provide a variety of planned/advertised opportunities for stakeholders to engage in two-way communication with principals and/or site/district administration. (to include, but not limited to, discussion forums, chat sessions, topical information meetings, etc.)
- c. Conduct school and district level stakeholder meetings for the purpose of soliciting and receiving input about LCAP.
- d. Regularly update district and school websites.
- e. Continue the implementation of the use of a phone/text notification system (Aeries Communication) to improve school-to-home communication. *Instructional coaches to offer prep-period professional development to train teachers to better communicate electronically with students and parents.*
- f. Purchase digital signage equipment for better communication of programs and 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)

District Wide: \$3,600

4000: \$ 5,000

5000: \$ 6,587

LCFF

Supplemental/Concentration

### Strategy/Activity 4.2

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

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

All Students

### Strategy/Activity

**4.2 Parent Involvement and Community Engagement:**

- a. Update and implement parent involvement plans which include strategies to seek parent input in making decisions for the school district or school site for all students including unduplicated students and students with exceptional needs.
- b. Offer additional parent workshops focused on variety of topics including college and career readiness, school programs, and social/emotional/behavioral issues.
- c. DELAC/ELAC Meetings.
- d. *Invite ALL stakeholders to informational events providing mailings, refreshments, and materials to increase student success – 10 meetings per year (4000: \$ 3,000 Title I)*
- e. *Host open-house celebration, Back-to-School Night, and Welcome Back Assembly (4000: \$500 Title I)*
- f. *Host three A.V.I.D. Stakeholder meetings and provide refreshments (4000: \$300 Title I).*
- g. *Create Newsletter informing stakeholders of important dates and events via mail, fliers, website, and special invites (4000: \$1,000 Title I).*
- h. *Host Freshman Parent/Guardian Orientation to educate, promote, and motivate parent/guardian to be better prepared and informed to support student achievement (4000: \$500 Title I)*
- i. *Train parents in the use of the Parent Portal (hourly staff pay) (\$500 + \$150 benefits Title I)*
- j. *Three counselors to host Saturday College and Career Readiness informational stakeholder (parent/student) workshop. (3 counselors \*6 hours \*40= \$720 + \$146 benefits).*

**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)
1000: \$ 1,600 3000: \$ 336 4000: \$ 1,000	LCFF Supplemental/Concentration
1000: \$ 480 3000: \$ 101 4000: \$ 4,300 1000: \$ 1,220 3000: \$ 296 4000: \$ 5,300	Title I

**Strategy/Activity 4.3**

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

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

All Students

Strategy/Activity

**4.3 Promote Positive Communication With and Between Students:**

- a. Publicly recognize student achievements (through on-campus displays, assemblies, incentives, and award celebrations)
- b. Provide on-campus informational posters regarding important student topics (e.g. CTE pathways, grad/a-g requirements, etc.)
- c. Link Crew – Maintain Link Crew Coordinator (2 coordinators\* 60 hours\* \$40 per hour = \$4,800 + 605 benefits Title I).
- d. Link Crew – Materials and Supplies for Freshman Orientation and School Connectivity Activities (\$1,000 Title I).
- e. Link Crew – Coordinators to attend training to improve Link Crew program (\$2,300 Title I)
- d. Link Crew members to attend Link Crew conference (registration and transportation) (\$1,000 Title I)
- f. Purchase certificate and awards for student recognition in ESLR's We ARE SPARTA (\$1,500 Title I)

**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)
4000: \$ 21,500	LCFF Supplemental/Concentration
1000: \$ 4,800 3000: \$ 605	Title I
4000: \$ 1,187	
4000: \$ 2,500	
5000: \$ 3,300	

**Strategy/Activity 4.4**

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

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

All students

**Strategy/Activity**

**4.4 Articulation:**

- a. Conduct meetings with representatives from feeder districts including administrators, counselors and teachers.
- b. Participate in meetings with I.V.C. continue to develop opportunities for articulated credit and dual enrollment.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1000: \$ 600 3000: \$ 126	LCFF Supplemental/Concentration

# Annual Review

## SPSA Year Reviewed: 2018–19

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.

It is a continuous effort to increase communication with all stakeholders. Digital smart displays were placed in the counseling center, multipurpose room, and main office. Four more digital smart displays were purchased and will be placed in the College Center, Career Center, Library and gymnasium. A variety of stakeholder meetings were held to inform and gather input regarding LCAP/SPSA goals, actions, and services. A CTE Parent Night was held to share pathways and course information with parents. Parents were encouraged to talk with their students about courses and enrollment in these courses. A Freshman Parent meeting was held at the beginning of the year to share information with parents regarding a-g requirements, graduation requirements, CTE pathways, Get Focused curriculum, etc. AP Parent Night was held to provide students and parents updated information regarding Advanced Placement. Parents and students had the opportunity to meet with AP teachers, counselors, and administrators to make informed decisions about course requests. On a monthly basis, We Are Sparta celebrations honored students who represented our ESLR's. Link Crew leaders participated in trainings to become positive role models and guide freshmen to discover what it takes to be successful during the transition to high school. Link Crew leaders meet with freshmen twice a week for activities and academic check-ups/encouragement sessions. Assistant Principals, Director of Instructions, and Special Programs personnel and counselors meet with incoming 9<sup>th</sup> graders at the feeder schools to explain pathways, programs, and graduation requirements and discuss summer school, curriculum changes and math placement.

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

District and site administration worked closely with IVC staff throughout the year in the implementation of Dual Enrollment coursework to be offered under AB288 legislation. The Associated Dean of Workforce Preparation and Community Special Projects presented for the CUHSD Board of Trustees in March, and an updated CCAP Agreement was approved in April. Two Dual Enrollment courses per semester will be offered and plans to continue to offer summer and regular year courses in 2019-20.

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.

Parent and student survey indicate that we still have work to do in the area of communication. Monthly parent meetings will continue to be implemented. In addition, student performance and recognition will be included in our stakeholder meetings to increase stakeholder participation.

## Goal 5

**SPSA Goal # 5** Monitor and improve school-wide student engagement and provide a series of courses and experiences at each grade-level to increase college and career readiness and create a vision for their future after high school. Monitor and improve school-wide motivation and engagement as measured by attendance, graduation rates, grades, and school culture. **LCAP Goal # 5** Increase instructional program options, student engagement, and school connectedness through expanded access to rigorous and high interest course offerings; strategic supports for struggling and at-risk students; specialized curricula tailored to support EL students' acquisition of English; and targeted actions, interventions, and incentives designed to improve student attendance.

### Identified Need

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
UC/CSU Required Course Completion	28.2% (2017)	31%
Advanced Placement Exam Results (Percentage of score 3 or higher)	49.9%	51%
EL Reclassification Rates	20%	16.6
EL – CAASPP ELA (% Met/Exceeded Std.)	20%	20%
Attendance Rates	95.72% (2017-18)	95.60%
Chronic Absenteeism	10.60%	10.30%
Cohort Dropout Rates	5.40%	4.30%
California Healthy Kids Survey Results (School Connectedness – High/Moderate)	The CHSKS Survey is administered every two years. Spring 2019 results are not yet available. 2016-17 Results reflect that the percent of students reporting High (H) or Moderate (M) levels of School Connectedness was: Gr. 9 – H 56%; M 37% Gr. 11 – H 49%; M 44%	N/A Biennial Survey
Course Access (Master Schedules all courses necessary to fulfill graduation and a-g requirements)	100%	100%

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 5.1

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

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

All Students

### Strategy/Activity

#### 5.1 Course Access:

Expand elective and academic course offerings

a. Courses to be added 2019-20:

-3<sup>rd</sup> year math

a. Courses to be added in 2018-19:

-Electronic Music

a. Courses to be added in 2017-18:

-Success 101

-Construction II

-Forensic Science

-Drone Photography/Videography

-AMAS (See Goal 1.1)

-SAIL (See Goal 5.6)

-Add'l Section of Legal Services

a. Courses to be added in 2016-17:

-PE 3/Lifeguarding

#### 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)

1000: \$ 307,235

3000: \$ 94,686

5000: \$ 22,800

LCFF

Supplemental/Concentration

### Strategy/Activity 5.2

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

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

All Students

### Strategy/Activity

#### 5.2 Rigorous Curricular Offerings:

a. Offer Summer AP Courses (Migrant Only)

b. AP Testing Fees: Provide District financial support to offset the costs of uncovered AP fees for low income students.

#### 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)

4000: \$ 20,000	Title IV
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### Strategy/Activity 5.3

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

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

All Students

#### Strategy/Activity

##### 5.3 Dual Enrollment:

Under a CCAP Agreement with I.V.C. offer Dual Enrollment course at CUHS. Particularly focus on students who historically may not have chosen to pursue college level coursework while in high school.

#### 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)
District-Wide \$ 30,000	LCFF Supplemental/Concentration

### Strategy/Activity 5.4

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

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

All Students

#### Strategy/Activity

##### 5.4 Course Access (Base Program):

a. Continue to offer all required courses necessary for graduation, college preparedness, and career readiness

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
District-Wide \$ 18,860,000	LCFF Supplemental/Concentration

### Strategy/Activity 5.5

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

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



## Students with Exceptional Needs

### Strategy/Activity

#### **5.5 Program of Study for Students with Exceptional Needs:**

Provide specialized coursework and supports for students with special needs

- a. Offer designated RSP and SDC classes
- b. Provide TIP's classes to support students who are mainstreamed
- c. Coordinate services with ICOE to ensure provision of specialized instruction for hearing impaired, visually impaired, and severely disabled students
- d. Provide needed related services such as speech therapy and counseling
- e. In cooperation with Imperial County Behavioral Health, provide the Adolescent Habilitative Learning Program (AHLP) for students with emotional/behavioral disturbances
- f. Provide special education bus transportation
- g. Provide specially trained and/or certificated instructional, administrative, and support staff
  1. Director of Special Education
  2. School Psychologists (New position reflected in 1.8)
  3. Special Education Teachers
  4. Instructional Aides (2)

#### **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)

District-Wide \$ 2,854,500

LCFF  
Supplemental/Concentration

#### **Strategy/Activity 5.6**

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

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

English Language Learners

### Strategy/Activity

#### **5.6 Program of Study for English Learners:**

Offer designated ELD, SEI, primary language, and support classes.

Maintain Accelerated Language and Support (ALAS) classes for Level 3 ELs implemented in 2016-17.

Implement Supporting Academic Instruction and Language (SAIL) classes in 2017-18 for Level 1-2 students who have been in U.S. Schools 3+yrs.

Continuously evaluate program effectiveness, provided professional development, acquire supplemental resources, revise curriculum, and/or update course offerings for English learners to best meet student needs.

#### **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)

District-Wide \$ 1,547,301	LCFF Supplemental/Concentration
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### Strategy/Activity 5.7

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

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

All Students

#### Strategy/Activity

##### 5.7 A.V.I.D

Offer the AVID Program to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education.

- a. Include 8 sections at CUHS in the master schedule
- b. support costs of AVID membership
- c. provide ongoing AVID PD (see Goal 2)
- e. Provide AVID Summer Institute, coordinator training, and site training (\$5,800 Title II)
- f. Provide AVID Coordinator with AVID Prep Period (\$20,935 + 4225 benefits Title I).
- g. Provide AVID Tutors for Tuesday, Thursday Tutorials and Friday notebookcheck – 74 tutor hours per week for 33 weeks at \$15 per hour= \$36,630+\$10,316 benefits (Title I).

#### 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)
1000: \$ 163,669	LCFF Supplemental/Concentration
3000: \$ 51,974	
5000: \$ 6,559	
1000: \$ 20,935	Title I
2000: \$ 17,802	
2000: \$ 18,828	
3000: \$ 12,743	
3000: \$ 1,798	Title II
5000: \$ 5,800	

### Strategy/Activity 5.8

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

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

All Students

## Strategy/Activity

### 5.8 College & Career Readiness:

Implement the Get Focused, Stay Focused program in order to develop college and career readiness skills beginning in 9<sup>th</sup> grade.

a. Offer the Success 101 course (Get Focused) for all grade 9 students. Provide Career Choices Instructional Materials.

b. Provide time for curriculum planning

c. 9<sup>th</sup> grade field trip to I.V.C. and 10<sup>th</sup> grade field trip to SDSU-IV Campus

d. GFSF Professional development

e. ELD and SAIL students to visit University to be exposed to Higher Education opportunities (\$2,000 Title I).

f. Provide test prep courses to assist students in achieving success in AP exams (20 AP teachers to tutor for 8 hours at \$40 per hour = \$6,400+\$1,292 benefits.)

g. Host every-other-year a college and career day (2019-20) – Keynote speaker and materials (\$3000 Title I).

h. Provide student planner/agendas for all 9<sup>th</sup> graders, AVID, Migrant, Spartan Senate, ASB, Special Education, Link Crew, and AP students (\$3,000 Title I)

i. Provide SAT and ACT Saturday test prep - (1 teacher to provide two - four hour Saturdays 1000: \$320+ 65 benefits Title I).

### 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)

1000: \$ 2,000

3000: \$ 420

1000: \$ 6,720

3000: \$ 1,357

4000: \$ 4,000

4000: \$ 6,350

5000: \$ 4,000

Title I

## Strategy/Activity 5.9

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

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

All Students

## Strategy/Activity

### 5.9 Promote Attendance and Monitor Absences:

a. Maintain Community Liaison position to monitor student absences, make parent contacts, conduct home visits of habitual truants, track and report attendance data and work cooperatively with administration, attendance clerks, and Counselor on Special Assignment.

b. Utilize the tardy monitoring system included in AERIES-Communications (see Goal 4)

c. Conduct an Attendance Campaign

d. Provide Student Incentives for Good/Improved Attendance

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000: \$ 18,526	LCFF Supplemental/Concentration
3000: \$ 10,564	
4000: \$ 2,500	
5000: \$ 2,500	

### Strategy/Activity 5.10

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

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

All Students

#### Strategy/Activity

##### 5.10 Provide Transportation Routes to High Needs Areas:

Maintain increased bus services in order to improve attendance by students residing in designated district areas of attendance currently not served.

- a. Maintain the two additional bus driving positions (added in 2016-17 and 2017-18) in order to accommodate added routes.
- b. Purchase a bus to replace a 32 year old vehicle that lacks seatbelts and appropriate safety features.

#### 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)
District-wide \$ 116,932	LCFF Supplemental/Concentration

### Strategy/Activity 5.11

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

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

Foster-Youth and Homeless Students

#### Strategy/Activity

##### 5.11 Targeted Foster Youth and Homeless Student Services:

Collaborate with other Imperial County service agencies to ensure appropriate unduplicated services for FY students.

Offer supplemental counseling services provided by Counselor on Special Assignment (COSAs) designed to specifically address the unique needs of Foster Youth (Budgeted in Action 1.9)

Provide Opportunities for Foster Youth to participate in field trips to training agencies (such as Job Corps) and postsecondary campus tours (such as IVC, SDSU, etc.)

Provide targeted Homeless students and family services provided by the district's Homeless Liaison

## 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)

5000: \$ 2,000

LCFF  
Supplemental/Concentration

## Strategy/Activity 5.12

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

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

All Students

### Strategy/Activity

#### 5.12 Pregnant & Parenting Teens:

- Provide specially designed instruction and support for pregnant and parenting teens.
- Provide an infant and toddler care program for children of parenting teens.

Maintain Coordinator, teacher, and clerical support positions.

## 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)

District-Wide \$424,309

LCFF  
Supplemental/Concentration

## Strategy/Activity 5.13

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

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

Low Income Students

### Strategy/Activity

#### 5.13 Supplemental Health & Support Services For Low Income Pupils

- Supplement operational costs of the Family Resource Center
- Hire a support staff person to provide clerical assistance for the FRC and Special Education Department (6 hr Classified)
- Maintain School Nurse position
- Provide health related services (e.g. eye glasses)
- Provide needed Medical Supplies (e.g. Epi Pens, bandages, antiseptic, etc.)

f. Purchase hygiene kits for students

### 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)

4000: \$ 5,500

LCFF

District-Wide \$ 159,681

Supplemental/Concentration

## Annual Review

### SPSA Year Reviewed: 2018–19

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.

All courses listed were offered. Teachers, administrators, parents, and students were provided opportunities to give input about additional electives and new and/or modified courses to be offered in 2019-20. A need was identified for the addition of a new Math classes in order to support the implementation of the new three year math graduation requirement. There were 33 sections of AP offered with enrollment of 760 students. Our Foster Youth students had the opportunity to visit UCSD 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.

The difference between the fees owed and paid for low income students was covered with CRBG and Title IV funds.

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.

Agile Mind and Reading Plus are two new programs that will be implemented to support our students in the areas of Mathematics and ELA. Teachers, support staff, and foster youth advocates communicated a need for students to have more experiential learning opportunities through visits to various community agencies and post-secondary educational institutions.

## Goal 6

**SPSA Goal # 6 and LCAP Goal # 6 a.** Actively recruit, hire and retain highly qualified and fully certified teachers. **b.** Provide standards aligned instructional materials for all students. **c.** Provide a safe and effective learning environment.

## Identified Need

Academic Engagement as measured by the California Department of Education Dashboard Graduation Rate increased by 1.6 % with 94.6% students graduated and received a high school diploma.

Academic Performance as measured by the California Department of Education Dashboard English Language Arts. This measure is based on student performance on Smarter Balanced Summative Assessments/CAASPP declined 13 points with 18.2 points above standard with 60.25% Met or Exceeded Standard.

Academic Performance as measured by the California Department of Education Dashboard Mathematics. This measure is based on student performance on Smarter Balanced Summative Assessments/CAASPP declined 8 points with 87.2 points below standard with 18% Met or Exceeded Standard.

In 2018-19, 80 freshmen will be reclassified for earning less than 50 credits/2.0 G.P.A.

Mathematics - Earned an “F”/failed course:

In 2018-19, 117 students enrolled in Algebra I failed. 64 students enrolled in Algebra II failed. 120 students enrolled in geometry failed.

English - Earned an “F”/failed course:

In 2018-19, 32 students enrolled in English 9 failed. 41 students enrolled in English 10 failed. 28 students enrolled in English 11 failed.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Local Indicator (Priority 1) Number of Teacher miss-assignments or vacancies	0	0
Number of Students without access to standards-aligned instructional materials	0	0
Facilities Inspection Tool (FIT) Results Number of instances of facilities not meeting “good repair” standard	<b>FIT Results (Fall 2018)</b> Total number of areas evaluated: 20 Overall Rating: 94% School Rating: Good Compared to Fall 2017 Overall Rating: 89% School Rating: Fair	Average Score 90% School Rating: Good Outcome Met
California Healthy Kids Survey (CHKS): % Perceived Safety at School (Very Safe or Safe)	Survey is administered bi-annually: 2016-17 Results reflect that the percent of students reporting High (H) or Moderate (M) levels of “Perceived Safety at School” was H(Very Safe or Safe) Gr. 9- 65% Gr. 11- 64% M (Neither Safe nor Unsafe) Gr. 9 – 28% Gr. 11 – 32%	N/A – Survey administered bi-annually
Suspension Rate (CA Dashboard Data)	3.1 % Suspended at least once	3.5% district-wide (2017-18) Outcome Met

	Declined 0.8% (2018) Dashboard (Green) Compared to 3.9% (2017) And 3.6% (2016)	
Expulsion Rate	0%	0% Outcome Met
Cohort Dropout Rate	3.5% (Ed Data)	4.4% (Class of 2018)

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 6.1

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

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

All Students

### Strategy/Activity

#### 6.1 Qualified Teachers:

- Strive to fill all new openings with fully credentialed teachers.
- Provide support to teachers who are not fully certified in their subject areas.
- Employ advertising and recruiting practices that attract highly qualified applicants.
- Provide BTSA/Induction Training and Support for new teachers.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000: \$ 10,750 2000: \$ 2,257	Title II
5000: \$ 25,000	LCFF Supplemental/Concentration

## Strategy/Activity 6.2

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

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

All Students

### Strategy/Activity

#### 6.2 Standards Aligned Materials:

Ensure there are sufficient adopted instructional materials in all core content areas. Purchase materials as needed based on student numbers.

- Evaluate and adopt NGSS aligned Science materials



### 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)
4000: \$ 78,000	Lottery
4000: \$ 112,000	LCFF Supplemental/Concentration

### Strategy/Activity 6.3

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

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

All Students

#### Strategy/Activity

##### 6.3 Facilities:

- a. Conduct annual evaluations of campuses to identify and address areas of need and establish priorities. Construct a new STEM building at CUHS (Bond Funding)  
Facilities Improvement & Capital Renewal Plan:
- b. Complete annual campus painting, electrical, HVAC, paving, plumbing, flooring, general repair and maintenance, and roofing projects.

### 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)
District-Wide Fund 210 \$10,000,000	Fund 210

### Strategy/Activity 6.4

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

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

ALL Students

#### Strategy/Activity

##### 6.4 Equitable Facilities:

Repurpose and Remodel an existing Classroom to create a Parent/Student Center. Purchase Technology and furniture that provide a functional, yet welcoming environment. **(This applies to D.O.H.S. Only)**

### 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)

4000: \$ 5,000

LCFF  
Supplemental/Concentration

### Strategy/Activity 6.5

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

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

All Students

#### Strategy/Activity

##### 6.5 Campus Safety and Positive Disciplinary Supports:

- a. Conduct Annual Security guard training at the beginning of each school year that meets SB 1626 and Education Code 38001.5 requirements.
- b. Review and follow-up on Threat Assessment that was conducted in 2015-16 at all school sites to assess critical information and continue to reduce the level of campus risks and increase campus safety and security.
- c. Maintain FTE Security Guards
- d. SRO contract with the El Centro PD
- e. Provide upgraded Radio System (repeaters) to improve campus communications.
- f. Maintain the Catapult Emergency Management System in order to enhance communication with all staff during emergency situations.
- g. Implement Positive Behavior and Intervention Support Program (PBIS) as a proactive approach to reducing disciplinary actions and establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. Provide Professional development and planning time for PBIS team members. (Title IV)
- h. PBIS team to attend PBIS Symposium (\$3,000 Title II).*

#### 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)

1000: \$ 3,500

Title IV

3000: \$ 735

5000: \$ 3,000

Title II

2000: \$ 165,891

3000: \$ 70,619

4000: \$ 3,950

5000: \$ 42,000

LCFF  
Supplemental/Concentration

# Annual Review

## SPSA Year Reviewed: 2018-19

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.

As a result of the statewide teacher shortage, finding fully credentialed teachers continues to be a challenge. Teachers reported sufficient instructional materials in all core content areas. A variety of supplies for art, music, and science were purchased. The Spanish program was re-aligned to support efforts to improve instruction and the development of bi-literary. The CUHS STEM construction project is well underway. The building and completion of exterior improvements such as sidewalks, amphitheater, and landscaping are expected to continue throughout the 2019-20 school year.

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

In an effort to continue to support teachers, Instructional Coaches in joint efforts with support providers/mentor teachers for Induction, Internship and emergency credentials provide continuous support to our new teachers. In addition to this support system, PBIS is in its third year of implementation. The systems of support will better assist in creating a positive school culture.

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.

The Positive Behaviors and Interventions and Supports (PBIS) Team is a prevention, not punishment, framework. The purpose is to promote positive behaviors in the classroom and improve school culture based on data driven information.

# 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	\$ 421,677.28
Total Federal Funds Provided to the School from the LEA for CSI	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 672,324.00

## 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 (At Risk Student Support)	\$ 450,000
Title II (Professional Development)	\$ 60,574
Title III (English Learner Program)	\$ 44,600
Title IV (GFSP)	\$ 25,000
Perkins (CTE)	\$ 55,000
Migrant (District-Wide)	\$ 258,000

Subtotal of additional federal funds included for this school: \$ 893,174

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

State Programs	Allocation (\$)
Lottery (District-Wide)	\$ 94,208
Partnership Academy (Legal/SAVAPA/Health)	\$ 75,600
Learning Communities School Success Program (PBIS District-Wide)	\$ 14,130
Low Performing Students Block Grant	\$ 38,200
Classified School Employees Professional Development (Safety District-Wide)	\$ 12,780

Subtotal of state funds included for this school: \$ 234,918

Local Programs	Allocation (\$)
Pregnant & Parenting Teen Program	\$ 175,500
A.V.I.D.	\$ 257,300
Dual Enrollment I.V.C	\$ 5,000
Career Technical Education (Formerly ROP, LCFF-S/C)	\$ 646,816
Attendance Incentives	\$ 5,000

Subtotal of local funds included for this school: \$ 1,089,616

Total of federal, state, and/or local funds for this school: \$ 2,217,708

## School Site Council Membership

California Education Code describes the required composed of the principal and representatives of: teachers selected by teachers at school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by parents; and, pupils selected by pupils attending the school. The current makeup of the SSC is as follows:

Name:	Position:
Craig Lyon	Principal
Alicia Apodaca	Resource Teacher
Irma Avelar	Counselor
David Henderson	Teacher
Cristina Plancarte	Teacher
Monique Escobedo	Teacher (Alternate)
Norma Bailon	Classified Staff
Christeena Ramirez	Parent - Vice-Chairperson
Blanca Hernandez	Parent - Chairperson
Luis Urquidez	Parent
Nallie Merrill	Parent (Alternate)
Victor Plancarte	Student - Secretary
Brandon Hernandez	Student
Maria Chavez	Student
Sebastian Avila	Student (Alternate)

## 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 stakeholders before adopting this plan.

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 May 13, 2019.

Attested:

Principal, Craig Lyon, on Monday, May 13, 2019 and SSC Chairperson, Blanca Hernandez, on Monday, May 13, 2019