



## School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Leuzinger High School
<b>Address</b>	4118 West Rosecrans Avenue Lawndale, CA 90260
<b>County-District-School (CDS) Code</b>	19 64352 1935048
<b>Principal</b>	Dr. Howard Ho
<b>District Name</b>	Centinela Valley Union High School District
<b>SPSA Revision Date</b>	12/12/2019
<b>Schoolsite Council (SSC) Approval Date</b>	04/16/2019
<b>Local Board Approval Date</b>	January 21, 2020

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

# Table of Contents

SPSA Title Page .....	1
Table of Contents.....	2
School Vision and Mission .....	3
School Profile.....	4
Stakeholder Involvement .....	5
School and Student Performance Data .....	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results .....	13
Student Population.....	16
Overall Performance .....	17
Academic Performance .....	18
Academic Engagement.....	25
Conditions & Climate.....	28
Goals, Strategies, & Proposed Expenditures.....	30
Goal 1.....	30
Goal 2.....	41
Goal 3.....	50
CVUHSD Annual Evaluation of Previous Year’s SPSA.....	57
Annual Review and Update .....	59
Goal 1.....	59
Goal 2.....	62
Goal 3.....	64
Budget Summary and Consolidation .....	66
Budget Summary .....	66
Allocations by Funding Source.....	66
Expenditures by Funding Source .....	67
Expenditures by Budget Reference .....	68
Expenditures by Budget Reference and Funding Source .....	69
School Site Council Membership .....	70
Recommendations and Assurances .....	71
Addendum.....	72
Instructions: Linked Table of Contents.....	72
Appendix A: Plan Requirements for Schools Funded Through the ConApp.....	75
Appendix B: Select State and Federal Programs.....	77

# School Vision and Mission

## CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT

The mission of the CVUHSD is to ensure the academic success of all students by implementing school to career academies to address all learning needs and choices, reflecting the industry careers in the South Bay.

### The CVUHSD Vision Statement

The Centinela Valley Union High School District believes that all students can learn, and expects each and every student to make continuous progress toward meeting and exceeding the California State Standards. Our success as educators can only be measured by the success of our students and that success must and will be the driving force behind everything we do.

To that end, the Centinela Valley Union High School District believes that the following tenets are necessary in order for all our students to be successful.

1. It is not enough for us to teach and assume that our students have learned. Learning will be continuously assessed in order to evaluate the success of our teaching.
2. We will never blame students. Their success is our responsibility. When our students fail, we fail. Policies and practices of the District and its' employees will foster and never be a hindrance to student success. These policies and practices include, but are not limited to Instruction, Grading, Placement, Curriculum and Discipline.
3. All students have the right to access the most rigorous curriculum, and when appropriate, will be given any necessary support to be successful in the most advanced courses.
4. Our responsibility goes beyond the earning of a high school diploma. We will advance a curriculum that provides both academic and career-technical skills so that students have the choice to enter and be successful in a four-year university and/or obtain an industry job from a variety of career pathways.

### The CVUHSD Graduate Profile

The graduate profile was developed in collaboration with partners from industry, post-secondary, the community, as well as students, parents, school staff and administration, and district leadership. Each course and program works toward alignment with it, supporting each CVUHSD student in matching this profile upon graduation:

- College & Career Ready Individuals
  - o Graduates will develop and manage a clearly articulated post secondary plan that is aligned with their academic and/or career goals and personal passions.
- Effective Communicators
  - o Graduates will be able to express thoughts and articulate ideas through verbal, non-verbal, written, and technological means.
- Ethical Leaders
  - o Graduates will demonstrate ethical leadership through effective decision-making and self-management by understanding their personal strengths and weaknesses.
- Independent & Collaborative Critical Thinkers & Problem Solvers
  - o Graduates will exercise critical thinking skills to independently and collaboratively address the nature of a problem and propose creative solutions.
- Socially Aware & Responsive Community Members

o Graduates will act as productive citizens who serve in the community to improve the quality of life for their local, national, and global community.

Leuzinger High School Mission and Vision Statement:

Mission Statement

The Leuzinger High School community, in partnership with supportive families, strives to maximize the unique potential of each student to cultivate the skills essential for lifelong learning and to nurture responsible citizenship.

Vision Statement

Leuzinger High School will empower all students to act with integrity to achieve excellence through rigorous college and career pathways.

## School Profile

School Facilities:

Leuzinger High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed circa 1933. Monthly safety inspections and ongoing maintenance ensures school facilities are kept safe, in good working condition, and provide adequate space for students and staff. On November 4th, 2009 the local residents voted to approve Measure CV, a bond measure that will give Leuzinger High School a possible 90 million dollars to make repairs to buildings, and improve the facilities. This is a major win for our students and the school community, as Measure CV will ensure that the facilities continue to improve and new classrooms will be built in the upcoming years. The measure guarantees the upgrade and improvement of the school library and computer labs, as well, so it's expected that this money will soon help our school tremendously. 41 bungalows were replaced with a new two-story permanent building with Measure CV. Teachers were integral in helping this measure pass, as many volunteered time to phone bank during the campaign, showing their school pride and their belief in our school district. Phase II of construction is completed and includes 31 new classrooms that is dedicated to our Academies and there is also a new state of the art cafeteria. Phase III which includes the band room and the administration building is beginning construction. The band room began April 1st and has anticipated completion date of 8/2019 while the administration building will begin construction during the summer of 2019. During this time the administrative offices and classrooms will be located off of larch in bungalows.

Other School Characteristics:

In 2018 – 2019 Leuzinger High School is serving 1879 students in grades 9-12. Student enrollment included 11.2% receiving special education services, approximately 19.3.% qualifying for English learner support, and 90.7% Socially-Economically disadvantaged. In addition, our primary ethnic breakdown is as follows: 18% African American, 4.9% Asian, 71% Hispanic. Leuzinger High School offers a comprehensive standards-based curriculum, preparing students for their post-secondary education opportunities and entrance into the workforce.

School Programs:

Title 1 supported ELA and Math intervention courses, AVID, AP, Honors, PBIS opening day structures for students and 2nd semester resets, Supplemental Math and English Programs, Mandatory Peer Tutoring, After school tutoring, Environmental Career Academy, Multi-Media Career Academy, Advanced Academic Academy, Culinary Career Academy, After school SAT prep, SHAPE, BTSA, District Professional Development Days, Peer Assistance and Review (PAR), Department Collaboration, SPED, ELAC, PREP, and BSU

Title I School-wide Program:

Leuzinger High School operates a Title I School Wide Program. The School Site Council first completed the schoolwide needs assessment and submission of Schoolwide status in June of 2011 and it has been approved annually since then.

A school-wide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. This school-wide reform strategy requires that a school--

- Conduct a comprehensive needs assessment;
- Identify and commit to specific goals and strategies that address those needs;
- Create a comprehensive plan; and
- Conduct an annual review of the effectiveness of the school-wide program and revise the plan as necessary.

Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

Whereas Title I targeted assistance programs only provide educational services to identified individual students, school-wide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in school-wide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I.

A growing body of evidence shows that it is possible to create schools where all students achieve to high standards, even when most students in the school are poor or disadvantaged. These schools share common characteristics, including:

- A clear focus;
- High expectations for students and staff;
- An environment focused on learning;
- Strong leadership;
- Curriculum, instruction, and assessments aligned with standards;
- High-quality professional development;
- A collaborative spirit and collaborative structures;
- Meaningful parental involvement; and
- A commitment to continuous review and improvement.

These characteristics are most likely to produce effective schools when they are integrated together into a school-wide framework. The Title I school-wide process supports the creation of high-performing schools by encouraging schools to make significant, even radical, changes in how they do business, and providing them with a comprehensive process for doing so. Developing and implementing a high-quality school-wide program is a systemic, effective strategy for increasing the academic achievement of all students.

The school-wide authority also reflects the following fundamental principles of Title I:

- **Accountability for results.** In a school-wide program, accountability for results is shared throughout the school. All students are expected to meet the State’s challenging standards, and students who experience difficulty mastering those standards are provided timely, effective, additional assistance. Teachers use information about student performance and share ways that instruction can be improved to meet a wide range of student needs. The school keeps parents informed of the achievement of individual students, and of the progress of the school in meeting its goals.
- **Research-based practices.** School-wide programs operate according to a plan that contains proven, research-based strategies designed to facilitate schoolwide reform and improvement. Professional development activities are based on practices proven to be successful in helping teachers improve the quality of their instruction.
- **School and community engagement.** Staff in school-wide programs engage parents and the community in their work as planners, participants, and decision makers in the operation of the school. This collaboration is based on a shared vision of the school’s values and overall mission. These partnerships strengthen the school’s ability to meet the needs of all students and improve the school.

## 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

Every year in late spring, the SSC analyzes data, monitors the sites progress in meeting the goals of the SPSA. In addition, the SSC analyzes schoolwide data that is specific to the goals of the SPSA. The school-wide data is also

reviewed at coffee with the principal meetings, in staff collaboration and at leadership team meetings. All of these meetings provide stakeholders with opportunities to provide input on the SPSA.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.1%	0.05%	0.05%	1	1	1
African American	18.5%	17.99%	17.56%	358	334	338
Asian	5.5%	4.90%	3.74%	106	91	72
Filipino	1.2%	1.08%	1.09%	23	20	21
Hispanic/Latino	68.9%	71.03%	72.05%	1,334	1319	1,387
Pacific Islander	1.5%	1.24%	1.51%	29	23	29
White	2.0%	1.67%	1.4%	38	31	27
Multiple/No Response	%	%	0.1%			2
<b>Total Enrollment</b>				1,829	1857	1,925

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 9	480	494	490
Grade 10	425	494	515
Grade 11	488	412	505
Grade 12	518	457	415
<b>Total Enrollment</b>	1,935	1,857	1,925

### Conclusions based on this data:

1. In the past 6 years there has been an upward trend in student enrollment.
2. The overall attrition rate has been relatively low. Our enrollment from year to year has stayed steady with consistent growth in 9th grade.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	383	359	317	19.8%	19.3%	16.5%
Fluent English Proficient	836	831	862	43.2%	44.7%	44.8%
Reclassified Fluent English Proficient	29	85	76	8.4%	22.2%	21.2%

### Conclusions based on this data:

1. The percentage of EL students has seen a decline this past year of about 3%.
2. There continues to be an increase in the number of EL students that were reclassified. Having an EL coach and a consistent process to work with EL's is a possible reason for the increase.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	448	415	478	429	407	470	429	407	470	95.8	98.1	98.3
All Grades	448	415	478	429	407	470	429	407	470	95.8	98.1	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2567.	2574.	2566.	15.38	15.48	18.51	32.17	34.64	27.45	26.34	27.52	26.60	26.11	22.36	27.45
All Grades	N/A	N/A	N/A	15.38	15.48	18.51	32.17	34.64	27.45	26.34	27.52	26.60	26.11	22.36	27.45

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	19.58	19.66	17.23	51.75	55.28	45.32	28.67	25.06	37.45
All Grades	19.58	19.66	17.23	51.75	55.28	45.32	28.67	25.06	37.45

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	22.38	24.08	28.51	48.02	47.42	48.30	29.60	28.50	23.19
All Grades	22.38	24.08	28.51	48.02	47.42	48.30	29.60	28.50	23.19

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	14.92	14.99	15.32	63.87	65.36	61.91	21.21	19.66	22.77
All Grades	14.92	14.99	15.32	63.87	65.36	61.91	21.21	19.66	22.77

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	26.57	29.98	25.96	52.21	50.37	48.51	21.21	19.66	25.53
All Grades	26.57	29.98	25.96	52.21	50.37	48.51	21.21	19.66	25.53

**Conclusions based on this data:**

1. Within our departments we need to continue to analyze the areas that our students struggled with. A large percentage of our students were at or near the standard. We have more students that have moved into the above standard, in research and inquiry, listening and writing. We need to look at the data on reading and identify the specific areas our students struggled with. We need to delve into this data and see just how close they were to being above and what were the types of questions they struggled with. 52% of students scored below the standard.
2. Reading and listening section has remained consistent, while there is slight growth in writing and slight growth in research. We will need to integrate more reading (comprehension) across the curriculum. The use of the text annotation can help students in all course content areas.
3. We need to look closely at the data for students and identify whether they were in the top tier or the lower tier in each area. We need to provide students with access to the practice questions in a computer based setting so they are familiar with the test.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	449	415	478	440	411	477	440	411	477	98	99	99.8
All Grades	449	415	478	440	411	477	440	411	477	98	99	99.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2510.	2520.	2507.	2.95	2.19	5.45	13.86	14.84	12.16	21.59	22.63	19.71	61.59	60.34	62.68
All Grades	N/A	N/A	N/A	2.95	2.19	5.45	13.86	14.84	12.16	21.59	22.63	19.71	61.59	60.34	62.68

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	9.32	10.46	11.32	23.86	21.41	18.45	66.82	68.13	70.23
All Grades	9.32	10.46	11.32	23.86	21.41	18.45	66.82	68.13	70.23

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	5.68	5.60	6.92	39.09	38.93	41.09	55.23	55.47	51.99
All Grades	5.68	5.60	6.92	39.09	38.93	41.09	55.23	55.47	51.99

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	6.14	3.89	5.87	55.45	59.12	49.06	38.41	36.98	45.07
All Grades	6.14	3.89	5.87	55.45	59.12	49.06	38.41	36.98	45.07

### Conclusions based on this data:

1. Our students will need opportunities to engage in math problem solving using the computers. This will help them become familiar with navigating the computerized math test, using the calculator functions on the computer and typing out mathematical answers on the computer. In addition we need to look closer at the data and see the breakdowns of the questions, how they are written and how much of understanding and answering the questions involve literacy.

2. Our teachers will need to build in more literacy skills into their math classrooms. Students will need to be provided with opportunities to write and talk about the math concepts they are learning. The data for problem solving, modeling and data analysis has remained consistent across the past three years. There has been a slight growth in concepts and procedures while there is a decline in communicating and reasoning.
3. We have seen shifts in the percentage of students not meeting the standards in math. The highest percentage (66.82) is in applying concepts and procedures. In math classes there is a need to provide students with more opportunities to explain their understanding of mathematical concepts orally so they can then apply the procedures required.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1523.6	1510.3	1516.1	1502.4	1530.6	1517.7	91	78
Grade 10	1536.9	1542.5	1535.4	1540.8	1537.9	1543.6	84	78
Grade 11	1516.9	1515.1	1509.1	1503.6	1524.1	1526.0	49	66
Grade 12	1513.4	1502.9	1493.8	1489.6	1532.4	1515.8	70	39
All Grades							294	261

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	19.78	5.13	30.77	28.21	26.37	32.05	23.08	34.62	91	78
10	33.33	16.67	25.00	20.51	19.05	41.03	22.62	21.79	84	78
11	*	7.58	24.49	25.76	*	28.79	34.69	37.88	49	66
12	*	2.56	31.43	17.95	31.43	41.03	27.14	38.46	70	39
All Grades	21.43	8.81	28.23	23.75	24.49	35.25	25.85	32.18	294	261

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	37.36	20.51	21.98	26.92	24.18	23.08	16.48	29.49	91	78
10	47.62	29.49	20.24	25.64	13.10	25.64	19.05	19.23	84	78
11	38.78	16.67	22.45	33.33	*	16.67	32.65	33.33	49	66
12	24.29	15.38	47.14	20.51	*	28.21	18.57	35.90	70	39
All Grades	37.41	21.46	27.55	27.20	14.63	22.99	20.41	28.35	294	261

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	1.28	17.58	7.69	24.18	41.03	50.55	50.00	91	78
10	*	6.41	29.76	16.67	23.81	42.31	38.10	34.62	84	78
11	*	1.52	*	12.12	32.65	34.85	48.98	51.52	49	66
12	*	0.00	*	5.13	35.71	41.03	45.71	53.85	70	39
All Grades	6.46	2.68	19.73	11.11	28.23	39.85	45.58	46.36	294	261

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	27.47	2.56	39.56	61.54	32.97	35.90	91	78	
10	29.76	6.41	45.24	60.26	25.00	33.33	84	78	
11	*	3.03	40.82	40.91	38.78	56.06	49	66	
12	*	2.56	45.71	30.77	44.29	66.67	70	39	
All Grades	22.79	3.83	42.86	51.34	34.35	44.83	294	261	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	56.04	55.13	28.57	16.67	15.38	28.21	91	78	
10	71.43	71.79	*	11.54	17.86	16.67	84	78	
11	53.06	54.55	*	18.18	26.53	27.27	49	66	
12	65.71	51.28	18.57	17.95	15.71	30.77	70	39	
All Grades	62.24	59.39	19.73	15.71	18.03	24.90	294	261	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	2.56	30.77	46.15	60.44	51.28	91	78	
10	14.29	7.69	36.90	52.56	48.81	39.74	84	78	
11	*	1.52	28.57	34.85	69.39	63.64	49	66	
12	*	0.00	24.29	41.03	68.57	58.97	70	39	
All Grades	8.84	3.45	30.61	44.44	60.54	52.11	294	261	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>9</b>	13.19	3.85	60.44	56.41	26.37	39.74	91	78
<b>10</b>	17.86	7.69	59.52	65.38	22.62	26.92	84	78
<b>11</b>	*	4.55	53.06	63.64	26.53	31.82	49	66
<b>12</b>	*	0.00	71.43	69.23	15.71	30.77	70	39
<b>All Grades</b>	15.65	4.60	61.56	62.84	22.79	32.57	294	261

**Conclusions based on this data:**

1. There is a need to target the written language, reading and writing domain portions of the ELPAC. The teachers will need to familiarize themselves with the ELPAC and what students are being asked to do in each of these areas and then provide students with targeted practice on these skills within their courses. This is not limited to ELA courses, but all courses.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1925	86.7	16.5	0.2

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	317	16.5
Foster Youth	4	0.2
Homeless	24	1.2
Socioeconomically Disadvantaged	1669	86.7
Students with Disabilities	240	12.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	338	17.6
American Indian	1	0.1
Asian	72	3.7
Filipino	21	1.1
Hispanic	1387	72.1
Two or More Races	48	2.5
Pacific Islander	29	1.5
White	27	1.4

### Conclusions based on this data:






1. The primary measurable subgroups we have are English Learners, students with disabilities, Hispanic and African American. It will be important to analyze the dis-aggregated data to see how these students are performing ELA and math, college and career readiness, suspensions and graduation rates.



# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Graduation Rate</b>  Green	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Orange		
<b>College/Career</b>  Green		

#### Conclusions based on this data:

1. There is a need to continue to have consistency with our tiers of support for academics, behavior, and attendance. The use of protocols in all instructional areas and the training of staff on understanding the ELPAC as well as the mentoring of LTEL's should help further support our English Learners. There is a need to have intense monitoring of the progress of our English learners.
2. While we are green in all areas except mathematics, there is a need to evaluate all areas once the data is disaggregated.

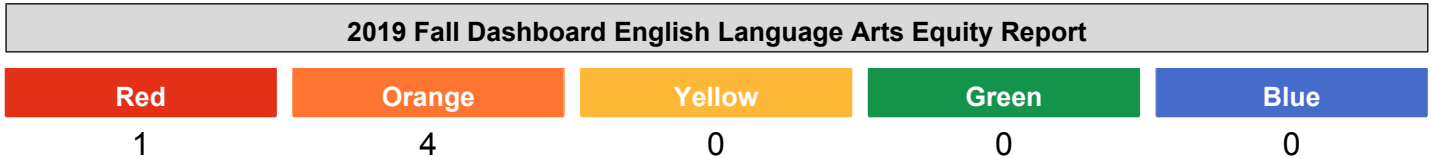
# School and Student Performance Data

## Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 13.1 points below standard Declined -8.4 points 455	<p><b>English Learners</b></p>  Red 93.8 points below standard Declined -10.3 points 103	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 14.8 points below standard Declined -9.5 points 419	<p><b>Students with Disabilities</b></p>  Orange 109.9 points below standard Increased ++11.2 points 51

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 39 points below standard Declined -10.2 points 63	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 79.6 points above standard Increased Significantly ++45.4 points 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 16.1 points below standard Declined -13.9 points 343	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
138.6 points below standard Declined Significantly -18.1 points 51	49.9 points below standard Maintained ++2.9 points 52	17.6 points below standard Declined -8 points 158

**Conclusions based on this data:**

- While the school is yellow as a whole we need to provide additional support to all students but specific support to English Learners and African- America students who saw a decline in their scores.

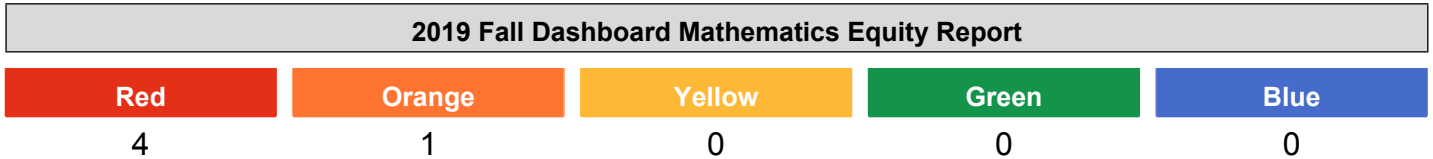
# School and Student Performance Data

## Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 114.2 points below standard Declined -10.7 points 455	<p><b>English Learners</b></p>  Red 181.6 points below standard Declined Significantly -25.1 points 103	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p><b>Socioeconomically Disadvantaged</b></p>  Red 116 points below standard Declined -13.6 points 419	<p><b>Students with Disabilities</b></p>  Orange 197.5 points below standard Increased Significantly ++16.7 points 51

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 145.9 points below standard Declined -12.2 points 63	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 1.6 points below standard Increased Significantly ++27.3 points 20	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Red 117.1 points below standard Declined -13.8 points 343	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
227.7 points below standard Declined Significantly -47.8 points 51	136.4 points below standard Maintained ++0.6 points 52	125.5 points below standard Declined -4.1 points 158

#### Conclusions based on this data:

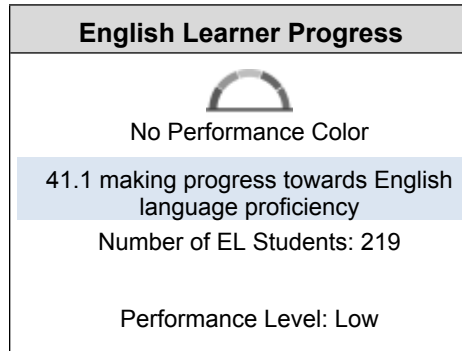
- While the school data reveals we are yellow, once you look at the disaggregated data you can identify the gaps. Specifically our African-Americans and Re-classified English learners saw declines in their levels. As a staff we need to look at ways to engage and provide support to these students in the classroom.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
38	91	6	84

#### Conclusions based on this data:

- Overall EL progress saw an increase. There is need for continued structured and monitored EL support. The addition of an EL instructional coach at the school site should help address some of these concerns.
- There is a need to have consistent safety nets for EL students. The addition of a targeted assistance counselor to support EL's should address some of the issues such as a decline in graduation and progress.

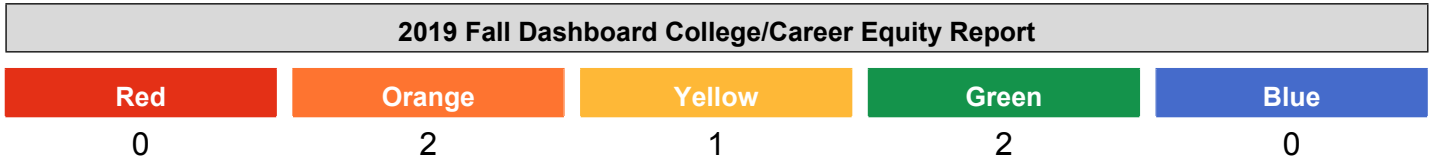
# School and Student Performance Data

## Academic Performance College/Career







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>46.6</p> <p>Increased +3.3</p> <p>425</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>19.8</p> <p>Declined -3.3</p> <p>101</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>47.1</p> <p>Increased Significantly +16.3</p> <p>17</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>47.5</p> <p>Increased +3.4</p> <p>402</p>	<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>13.6</p> <p>Increased +2.5</p> <p>44</p>

**2019 Fall Dashboard College/Career by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 36.3 Declined -5.5 91	 No Performance Color 0 Students	 No Performance Color 57.1 Declined Significantly -14.3 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Green 49.1 Increased +8.5 287	 No Performance Color 45.5 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

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

**2019 Fall Dashboard College/Career 3-Year Performance**

Class of 2017	Class of 2018	Class of 2019
<b>Prepared</b>	43.3 <b>Prepared</b>	46.6 <b>Prepared</b>
<b>Approaching Prepared</b>	19.8 <b>Approaching Prepared</b>	20 <b>Approaching Prepared</b>
<b>Not Prepared</b>	36.9 <b>Not Prepared</b>	33.4 <b>Not Prepared</b>

**Conclusions based on this data:**

1. We need to continue to provide students with support in understanding A-G as well as career options. The implementation of the CUES program after school, A-G conversations in freshmen classes and increased access to AVID should help improve these percentages.
2. There is also a need to provide students with more opportunities for dual enrollment.
3. There needs to be explicit conversations with students and staff on what makes a student meet the criteria of being college/career ready.



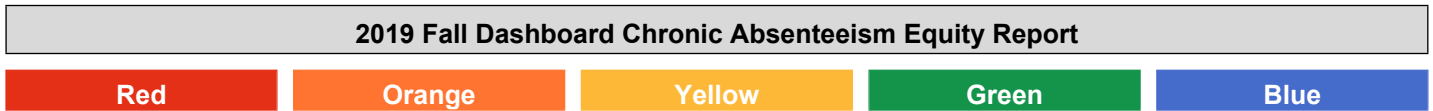
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

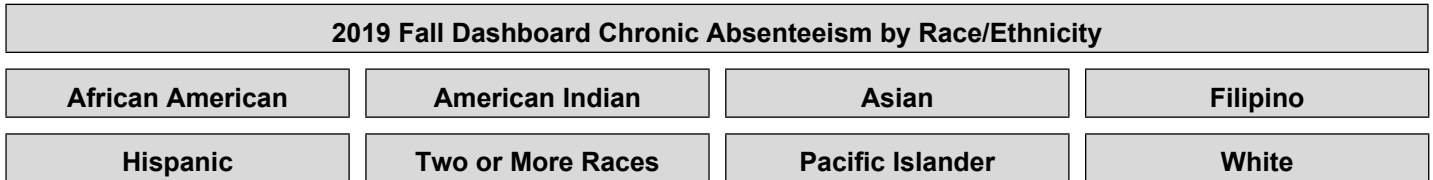
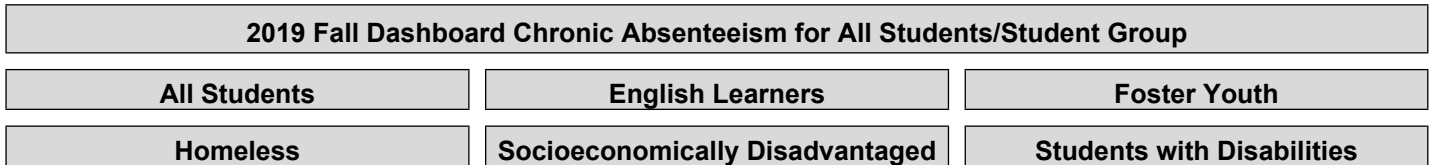
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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



Conclusions based on this data:

1.

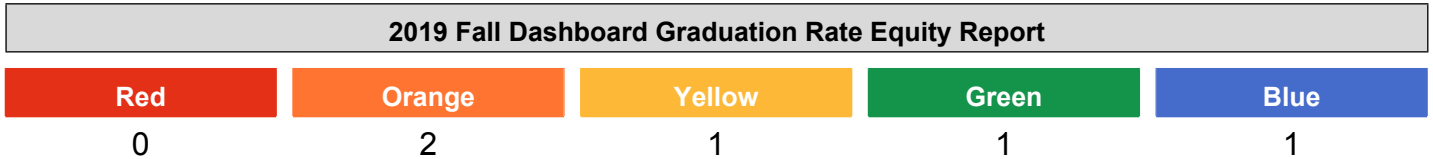
# School and Student Performance Data

## Academic Engagement Graduation Rate







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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>92.1</p> <p>Maintained -0.8</p> <p>429</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>75.2</p> <p>Declined -10</p> <p>105</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>100</p> <p>Increased +7.7</p> <p>17</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>92.6</p> <p>Declined -1</p> <p>406</p>	<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>90.9</p> <p>Increased +2</p> <p>44</p>

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

African American	American Indian	Asian	Filipino
 Blue 98.9 Increased +6.6 91		 No Performance Color 85.7 Declined -14.3 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Orange 89.7 Declined -2.5 291	 No Performance Color 100 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

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

**2019 Fall Dashboard Graduation Rate by Year**

2018	2019
92.9	92.1

**Conclusions based on this data:**

- Homeless need to be provided with additional support to help ensure they meet the graduation requirements.

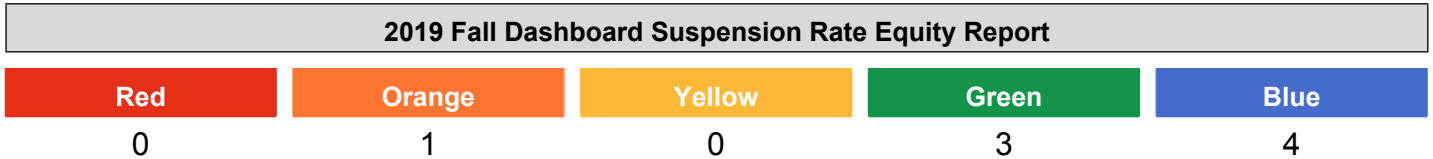
# School and Student Performance Data

## Conditions & Climate Suspension Rate

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>1.1</p> <p>Maintained +0.1</p> <p>2044</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0.5</p> <p>Maintained -0.2</p> <p>365</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>7</p>
<p><b>Homeless</b></p> <p>Blue</p> <p>0</p> <p>Declined -5.9</p> <p>44</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>1.1</p> <p>Maintained +0.2</p> <p>1775</p>	<p><b>Students with Disabilities</b></p> <p>Green</p> <p>1.6</p> <p>Declined -1.5</p> <p>250</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 1.9 Increased +1.1 367	 No Performance Color Less than 11 Students - Data 1	 Blue 0 Maintained 0 74	 No Performance Color 0 Maintained 0 22
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.9 Maintained -0.1 1469	 Blue 0 Declined -4.1 52	 No Performance Color 6.7 Increased +3 30	 No Performance Color 0 Maintained 0 29

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1	1.1

**Conclusions based on this data:**

1. Suspension rates have continued to decline. The continued use of PBIS will help support keeping students in school and in the classroom as opposed to outside of school on suspensions.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Student Achievement

### Goal Statement

Increase levels of literacy and numeracy skills of all students while closing the achievement gap between higher and lower performing subgroups by utilizing instructional practices and analyzing CSA data to emphasize rigor and differentiation.

### LCAP Goal

LCAP Goal #1: Close the achievement gaps between all students and the District's five lowest performing subgroups by increasing the percentage of EL, Black/African-American, SpEd, Foster Youth, and Low Income students who graduate and who are ready for college, career, and life.

### Basis for this Goal

SBAC Data  
ELPAC data  
AP Data  
Grade data  
CSA Data  
SAT numbers  
ACT data  
SAT class enrollment  
A-G data

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC Data ELPAC data AP Data Grade data CSA Data SAT numbers ACT data SAT class enrollment A-G data	ELA 50% Math 17%	ELA 52% and improve 2 lowest performing subgroups, Math 19% and improve lowest performing subgroups

### Planned Strategies/Activities

#### Strategy/Activity 1

Workshops for teachers on differentiation and rigor

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

All Students

### Timeline

2019-2021

### Person(s) Responsible

Admin

### Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Targeted workshops that address differentiation and rigor

### Strategy/Activity 2

1.2 180 Consumables

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

Students in ELA intervention courses

### Timeline

2018-2021

### Person(s) Responsible

Instructional Coach

### Proposed Expenditures for this Strategy/Activity

Amount	2000.16
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Read 180 consumables for intervention classes

### Strategy/Activity 3

Math Classroom supplemental materials

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

Open to all students but targeted to juniors

### Timeline

2018-2021

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3500
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Calculators, rulers, compasses, protractors, pencils

### Strategy/Activity 4

1.4 Community Liaison

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

All students and parents

### Timeline

2018-2021

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	32027.00
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Meet with parents and integrate them to participate in PIQE and other parent workshops on campus in relation to student achievement, A-G

<b>Amount</b>	9461.55
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits

<b>Amount</b>	14500.00
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Health and Welfare

<b>Amount</b>	500
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies



**Description**

Copier charges for parent involvement

**Strategy/Activity 5**

1.5 Intervention Sections (Math and ELA support courses with reduced class sizes)

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

Students identified via multiple measures that require ELA or math instructional support

**Timeline**

2018-2021

**Person(s) Responsible**

Administration

**Proposed Expenditures for this Strategy/Activity**

**Amount**

200000

**Source**

Title I

**Budget Reference**

1000-1999: Certificated Personnel Salaries

**Description**

Provide students with additional ELA and math support

**Amount**

60000

**Source**

Title I

**Budget Reference**

3000-3999: Employee Benefits

**Description**

Benefits - Health and Welfare

**Strategy/Activity 6**

Supplemental materials for ELA classes

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

All students in AP classes

**Timeline**

2018-2021

**Person(s) Responsible**

Site

**Proposed Expenditures for this Strategy/Activity**

**Amount**

3000

**Source**

Title I

**Budget Reference**

4000-4999: Books And Supplies

**Description**

Journals, pens, pencils, reading libraries, writing workbooks

**Strategy/Activity 7**

1.7 CSUDH REACH Push in tutoring

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

All students

**Timeline**

2018-2021

**Person(s) Responsible**

Administration

**Proposed Expenditures for this Strategy/Activity**

**Amount**

120000

**Source**

Title I

**Budget Reference**

5800: Professional/Consulting Services And Operating Expenditures

**Description**

Support in ELA and Math intervention classes

**Strategy/Activity 8**

1.8 Provide Credit recovery program

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

ALL Students

**Timeline**

2018-2021

**Person(s) Responsible**

Administration

**Proposed Expenditures for this Strategy/Activity**

**Description**

Credit recovery classes and the 8 period day

**Strategy/Activity 9**

1.9 Provide Field Trips for EL's

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

EL Students

**Timeline**

2018-2021

**Person(s) Responsible**

ELD Coordinator

**Proposed Expenditures for this Strategy/Activity**

**Description**

Provide ELD students with academic field trips.

**Strategy/Activity 10**

1.10 Data Analysis

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

ALL students

**Timeline**

2018-2021

**Person(s) Responsible**

Administration

**Proposed Expenditures for this Strategy/Activity**

**Description**

Teachers to collaborate weekly and analyze data to ensure all students are being supported

**Strategy/Activity 11**

1.11 Co-teaching planning time, Lunchtime PLO's for all staff

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

All Students (teachers will learn strategies to support literacy and numeracy skills in the classroom)

**Timeline**

2018-2021

**Person(s) Responsible**

Administration/District SPED

**Proposed Expenditures for this Strategy/Activity**

**Description**

Time for co-teachers to work with another on planning instruction to support our SPED students in the LRE. Time for Gen ed teachers to attend lunchtime PLO's to learn and share strategies on consistently incorporating literacy and numeracy skills in the classroom.

**Strategy/Activity 12**

1.12 Use SAM data to support interventions students in setting and understanding goals

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

Students in ELA and math intervention courses

**Timeline**

2018-2021

**Person(s) Responsible**

Intervention teachers and instructional coaches

**Proposed Expenditures for this Strategy/Activity**

**Description**

Use SAM data to support the needs of intervention students in helping them meet goals

**Strategy/Activity 13**

Supplemental Materials for Science classes

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

ALL Students

**Timeline**

2018-2021

**Person(s) Responsible**

Administration

**Proposed Expenditures for this Strategy/Activity**

**Amount**

3000

**Source**

Title I

**Budget Reference**

1000-1999: Certificated Personnel Salaries

**Description**

supplemental materials

**Strategy/Activity 14**

Increase access for students to receive additional support in SLC's (academies, AVID, upward bound)

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

All

**Timeline**

2018-2021

**Person(s) Responsible**

Administration

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	800
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Hold informational meetings on academies and AVID, classroom visits to discuss academies and AVID program

## Strategy/Activity 15

1.15 Parent Workshops on college admissions and financial aid

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

ALL students

### Timeline

2018-2021

### Person(s) Responsible

Teacher leaders, counselors, career center and administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1500
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Provide multiple workshops for parents on navigating the college application process and FAFSA
<b>Amount</b>	396.48
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	3000-3999: Employee Benefits

## Strategy/Activity 16

1.16 After School workshops for teachers

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

### Timeline

2018-2021

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3000
---------------	------

<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Planning time for teachers presenting after school workshops and payment for teachers who attend after school PLO's.
<b>Amount</b>	650.00
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits for teachers who plan and attend after school PLO

### Strategy/Activity 17

1.17 Breakfast/Lunch items for parent center events

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

All staff

#### Timeline

2018-2021

#### Person(s) Responsible

Administration/instructional coaches

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4000
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	lunch/breakfast for parent center events.

### Strategy/Activity 18

1.18 After School Vertical Team Planning

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

#### Timeline

2018-2021

#### Person(s) Responsible

Administration and District

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	6700
---------------	------

<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Vertical team planning in core subjects
<b>Amount</b>	1328.21
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits

## Strategy/Activity 19

1.19 Learning Walks

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

All teachers

### Timeline

2018-2021

### Person(s) Responsible

Administration and District

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	collaborate on best instructional practices and visit peers classrooms for learning walks
<b>Amount</b>	991.20
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits

## Strategy/Activity 20

Supplemental Materials for social science classes

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

Intervention students

### Timeline

2018-2021

### Person(s) Responsible

Administration

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	2500
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Supplemental materials



# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Student Engagement/ other student outcomes/ parent involvement

### Goal Statement

Increase student engagement and motivation as measured by attendance and suspension and expulsion rate.

### LCAP Goal

LCAP Goal #2: Build local capacity to fully implement a multi-tiered system of supports in all classrooms and throughout the organization by actively engaging students, families, and the school community in promoting students' academic and behavioral health.

### Basis for this Goal

- 2015-17 Attendance data
- A2A Chronic Absenteeism rates

graduation data

AVID Data

Academy Data

Tutoring Data

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance data A2A Chronic Absenteeism rates graduation data AVID Data Academy Data Tutoring Data		

### Planned Strategies/Activities

#### Strategy/Activity 1

2.1 Intervention specialists to work directly with admin. on attendance

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

All

## Timeline

2018-2021

## Person(s) Responsible

Intervention Specialists

## Proposed Expenditures for this Strategy/Activity

### Description

Work on attendance and chronic absenteeism rates - Parent conferences, SART meetings, attendance campaigns, attendance awards

## Strategy/Activity 2

2.2 parent involvement to present attendance data at semester parent meeting

## Students to be Served by this Strategy/Activity

## Timeline

2018-2021

## Person(s) Responsible

Title I Parent involvement

## Proposed Expenditures for this Strategy/Activity

### Description

Organizing and planning semester parent meetings and presenting data on graduation/attendance

## Strategy/Activity 3

2.3 Parent Engagement Advisors

## Students to be Served by this Strategy/Activity

## Timeline

2018-2021

## Person(s) Responsible

Parent Liaison

## Proposed Expenditures for this Strategy/Activity

### Amount

12750

### Source

Title I Part A: Parent Involvement

### Budget Reference

5800: Professional/Consulting Services And Operating Expenditures

### Description

Provide Parent Training Courses - on attendance, study habits, supporting learning at home

## Strategy/Activity 4

2.4 Intervention specialist to deal with parent student attendance interventions and conferences- increase parent engagement.

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

All

**Timeline**

2018-2021

**Person(s) Responsible**

Intervention Specialist

**Proposed Expenditures for this Strategy/Activity****Description**

Share attendance data, have clear supports on how to deal with students who struggle with attendance. Tiered interventions in place

**Strategy/Activity 5**

2.5 Attendance Incentives

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

All Students

**Timeline**

2018-2021

**Person(s) Responsible**

Intervention Specialists

**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 6**

2.6 Attendance Award Night

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

ALL Students

**Timeline**

2018-2021

**Person(s) Responsible**

Intervention specialists

**Proposed Expenditures for this Strategy/Activity****Amount**

500

**Source**

Title I

**Budget Reference**

4000-4999: Books And Supplies

**Description**

attendance awards for students

**Strategy/Activity 7**

2.7 AVID Meetings

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

AVID Students

**Timeline**

2018-2021

**Person(s) Responsible**

Admin over AVID and AVID Coordinator

**Proposed Expenditures for this Strategy/Activity**

**Amount**

1000

**Source**

Title I Part A: Parent Involvement

**Budget Reference**

4000-4999: Books And Supplies

**Description**

AVID Parent Meeting Refreshments

**Strategy/Activity 8**

2.8 AVID Copier Charges

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

AVID Students

**Timeline**

2018-2021

**Person(s) Responsible**

Admin over AVID and AVID coordinator

**Proposed Expenditures for this Strategy/Activity**

**Amount**

2000

**Source**

Title I

**Budget Reference**

5000-5999: Services And Other Operating Expenditures

**Description**

Copies for cornell notes, tutorials etc...

**Strategy/Activity 9**

2.9 Intramural Sports at lunch

## Students to be Served by this Strategy/Activity

All Students

## Timeline

2018-2021

## Person(s) Responsible

Administration

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4400
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	2 Teachers to provide students with intramural sports supervision in the small gym and on the basketball courts during lunch.
<b>Amount</b>	872.26
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits

## Strategy/Activity 10

Teen parent Coordinator

## Students to be Served by this Strategy/Activity

Pregnant students and student parents

## Timeline

2018-2021

## Person(s) Responsible

Admin over AVID and AVID coordinator

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2500
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Support students pregnant with continuing education

## Strategy/Activity 11

2.11 Student motivational speaker for 1st semester and 2nd semester

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

All students

**Timeline**

2018-2021

**Person(s) Responsible**

Admin

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	7000
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	motivational speaker on being in school, following your dreams and seeking achievement

**Strategy/Activity 12**

PBIS Awards for modeling Olympian SPIRIT

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

All students

**Timeline**

2018-2021

**Person(s) Responsible**

Administration

**Proposed Expenditures for this Strategy/Activity**

<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Awards given to students for modeling the SPIRIT Pillars
<b>Budget Reference</b>	3000-3999: Employee Benefits

**Strategy/Activity 13**

2.13 Parent Workshops

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

All students

**Timeline**

2018-2021

**Person(s) Responsible**

Administration/ Parent Liaison

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	10000
<b>Source</b>	Title I Part A: Parent Involvement
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Computer classes to understand accessing powerschool, family and social support on encouraging good habits,

### Strategy/Activity 14

2.14 Teacher workshops

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

All Students

### Timeline

2018-2021

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5000
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	conferences on equity, building classroom culture, creating success for ALL students and providing targeted assistance for identified students who are performing below grade level.

### Strategy/Activity 15

2.15 Restorative Practices

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

All Students

### Timeline

2018-2021

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3000
---------------	------

<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Workshop for all departments on building classroom culture, creating success for ALL students and providing targeted assistance for identified students who are performing below grade level
<b>Amount</b>	594.72
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits

### Strategy/Activity 16

Parent Workshops on restorative practices

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

All Students

#### Timeline

2018-2021

#### Person(s) Responsible

Parent Liasion and AP

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4000
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Restorative practices parent workshops

### Strategy/Activity 17

2.12 Link Crew summer hours to transition link crew role for the new leaders

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

9th grade students and mentors

#### Timeline

2019-2022

#### Person(s) Responsible

Admin

#### Proposed Expenditures for this Strategy/Activity



<b>Amount</b>	2000
<b>Source</b>	Title I
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Extra duty for link crew transition
<b>Amount</b>	450
<b>Source</b>	Title I
<b>Budget Reference</b>	3000-3999: Employee Benefits
<b>Description</b>	Benefits

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

College/Career Readiness

### Goal Statement

Increase A-G rate and post-secondary opportunities in college and career by participating in AVID, and academies and improving SAT, SBAC, and AP scores.

### LCAP Goal

LCAP Goal #1: Close achievement gaps by increasing the percentage of students who graduate ready for college, career, and life.

### Basis for this Goal

Academy data  
A-G data  
AVID data

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Academy data A-G data AVID data		

### Planned Strategies/Activities

#### Strategy/Activity 1

3.1 Teacher Training on supporting students with college and career readiness

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

All students

#### Timeline

2018-2021

#### Person(s) Responsible

Admin

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4000
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Guest Speakers on cultural competence, A-G, Career Readiness

## Strategy/Activity 2

SBAC Incentives

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

All students

### Timeline

2018-2021

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	10000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	promotional items for SBAC assemblies, classroom presentations

## Strategy/Activity 3

3.3 Career trip for all senior Economics students to visit ECC and evaluate the various programs available; students will analyze the local labor market and engage with college administration to understand how that data impacts the program offerings at the college and how that, in turn, impacts the local economy.

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

Seniors

### Timeline

2018-2021

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4000
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures

**Description**

ECC labor market/career awareness trip

**Strategy/Activity 4**

3.4 Continue to provide AP trainings and refine student entry and support provided once entered in AP classes

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

AP students

**Timeline**

2018-2021

**Person(s) Responsible**

Administration

**Proposed Expenditures for this Strategy/Activity**

**Amount**

5000

**Source**

Title I

**Budget Reference**

5800: Professional/Consulting Services And Operating Expenditures

**Description**

Ap teacher training, AP summer support and in school support

**Strategy/Activity 5**

3.5 Parent Workshops on college and career readiness

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

Parents/Students to learn about college, A-G and FAFSA

**Timeline**

2018-2021

**Person(s) Responsible**

Administration/ Career center

**Proposed Expenditures for this Strategy/Activity**

**Amount**

3000

**Source**

Title I Part A: Parent Involvement

**Budget Reference**

5000-5999: Services And Other Operating Expenditures

**Description**

Parent to learn about college, A-G and FAFSA

**Strategy/Activity 6**

3.6College materials for classrooms

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

All students

### Timeline

2018-2021

### Person(s) Responsible

Administration/ AVID Coordinator

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	6000
<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Materials for AVID classrooms- whiteboards, markers, pennants,

### Strategy/Activity 7

3.7 AVID Copier Charges

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

AVID

### Timeline

2018-2021

### Person(s) Responsible

AVID Coordinator

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4000
<b>Source</b>	Title I
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Copies of tutorials, assignment logs, cornell note sheets, learning logs.....

### Strategy/Activity 8

3.8 AVID Meetings and Parent Nights

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

AVID students

### Timeline

2018-2021

**Person(s) Responsible**

Administrator

**Proposed Expenditures for this Strategy/Activity****Amount**

3000

**Source**

Title I Part A: Parent Involvement

**Budget Reference**

4000-4999: Books And Supplies

**Description**

Food, decorations etc for parent nights

**Strategy/Activity 9**

3.9 College/Career Workshops

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

All students

**Timeline**

2018-2021

**Person(s) Responsible**

Administration

**Proposed Expenditures for this Strategy/Activity****Amount**

3000

**Source**

Title I

**Budget Reference**

4000-4999: Books And Supplies

**Description**

Various workshops and college fair on campus during the day

**Strategy/Activity 10**

3.10 AP Practice materials for AP classes

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

AP students

**Timeline**

2018-2021

**Person(s) Responsible**

Administration

**Proposed Expenditures for this Strategy/Activity****Amount**

9000

<b>Source</b>	Title I
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	AP practice workbooks

### Strategy/Activity 11

College and career fieldtrips

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

All Students

#### Timeline

2018-2021

#### Person(s) Responsible

Administration

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	6000
<b>Source</b>	Title I
<b>Description</b>	Trips to various colleges and career locations

### Strategy/Activity 12

AP Saturday support session

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

AP students

#### Timeline

2018-2021

#### Person(s) Responsible

Admin

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	9000
<b>Source</b>	Title I
<b>Description</b>	Saturday AP prep
<b>Amount</b>	3000
<b>Source</b>	Title I
<b>Description</b>	benefits





# CVUHSD Annual Evaluation of Previous Year's SPSA

**SCHOOL:** Leuzinger High School

**YEAR:** 2018-2019

Budgeted Amount \$: 609,000	<b>Current Year Use of Funds</b>	How did data support the <b>Current Year's</b> use of funds?	Maintain Eliminate
Actual \$ Expended:	(ie. Instructional Coach, extra hours, professional development)	(ie. District benchmark, percentage of growth, etc.)	What data determines the use of <b>Next Year's</b> funds?
Source: (ie. Title I) Title I	Professional development, tutoring, supplemental materials, AVID, AP support, parent training	We saw growth in both our SBAC and ELA scores for the 2018 year. We will not get our current SBAC data until late summer early fall for this year. We also saw increases in the numbers of students passing AP exams. We saw growth in our AVID and academies. Finally, we saw attendance at the forefront of parent meetings, student assemblies and lunchtime rally activities.	Based on our WASC visit this past year we slightly modified our goals to include some areas we need to address.

Budgeted Amount \$:	<b>Current Year Use of Funds</b>	How did data support the <b>Current Year's</b> use of funds?	Maintain Modify Eliminate
Actual \$ Expended:	(ie. Instructional Coach, extra hours, professional development)	(ie. District benchmark, percentage of growth, etc.)	What data determines the use of <b>Next Year's</b> funds?
Source: (ie. Title I)			

**To complete the analysis of the SPSA activities, provide detailed narrative descriptions of the following:**

1. *Describe professional development activities for meeting the goals of you SPSA.*

We provided teachers with vertical team planning time, lunchtime and after school PLO's, AVID classroom materials, supplemental classroom materials, math and ELA support classes at 15 to 1, conference attendance, and AP training.

2. *Describe all parent education and involvement activities.*

We provided monthly coffee with the principal, computer education classes, FACTOR classes (transcripts, attendance, college information, interacting with the school). Parents participated in mental health awareness week and suicide awareness week. Parents also participated in on campus parent workshops on nutrition, drug education, and mental health support.

3. *Describe parent input/feedback about categorical programs:*

Parents are concerned about the amount being spent on tutors and whether or not it is supporting student learning. There are also questions about the effectiveness of the math intervention classes.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 1

1. Increase levels of literacy and numeracy skills by 2% while closing the achievement gap between higher and lower performing subgroups

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Math and ELA SBAC Scores	Increase over the prior year	ELA and Math saw increases

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Saturday AP Support Sessions (increase success of struggling students who enrolled in AP through open access of all students at all academic levels)	Saturday AP Sessions held	Staff pay for running Saturday Sessions 1000-1999: Certificated Personnel Salaries Title I 9586	
Read 180 Consumables	Students in ELA intervention courses classroom workbooks	Resource books for students in support class 4000-4999: Books And Supplies Title I 2000	
After school or Saturday SAT support class	Teachers extra duty to teach after school SAT prep classes	Staff pay for after school SAT prep 4000	
Community liaison	Parent support	Parent support position 46,500	
Intervention Teachers	MATH and ELA Intervention classes	Math and ELA support classes 156,000	
AP Student Resource Books	Workbooks for AP classes	AP workbooks for practice 8,000	
REACH Tutoring	REACH Tutoring	REACH tutoring for support classes in ELA and math also Science and ELD 163,000	
Lunch PLO's	Lunchtime Professional Development	Lunchtime Teacher Workshops 8,000	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teen Parent Coordinator	Work with pregnant teens on attendance and services	Working with pregnant students on academics, attendance and mental/emotional support 3,000	
Back on Track Parent Meetings	Meetings for parents of students that are failing	Food for parent meetings for students failing classes 800	
Parent Workshops	Parent Workshops on financial aid, college application etc..	Payment to workshop presenters and snacks 2,400	
After school workshops for teachers	PD on teacher strategies and resources	PD on teacher strategies and resources 8,500	
Parent Center Events	Coffee with principal, counselors, intervention specialists	Coffee, pastries and other food items for coffee with the principal 4,000	
After school vertical team planning	Vertical team planning	AP course vertical team planning 8,000	
Learning Walks	Teacher learning walks	New teacher learning walks and existing teacher walks 6,000	
Materials for support classes	Supplemental materials for classes	Rulers, compasses, calculators, journals, etc.. 5,000	

## Analysis

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

The overall implementation of the activities to achieve this goal helped support the needs of students in all courses noted above. The supplemental materials allowed all students to have use of materials in the classroom and borrow them if needed.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We saw increases in both our ELA and our math scores as well as increased numbers of students passing AP exams.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We proposed less on materials than we spent. As the year progressed, we were able to provide our classes with more supplemental materials once we received the adjusted budget.

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 goal noted above was adjusted for next year after our WASC visit in March. It was adjusted to include the areas noted which included rigor and differentiation.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 2

Increase overall attendance rate by 2% by 2019-2020.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
? 2015-17 Attendance data ? A2A Chronic Absenteeism rates graduation data AVID Data Academy Data Tutoring Data	Increase student attendance by 2%	We do not have the final attendance numbers for this year yet.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent Engagement Advisors	Training for parents on understanding the inner-workings of school	Parent Workshops 12,750	
Attendance Awards Night	Celebrate students attendance	Materials and food for attendance celebrations 500	
AVID Parent Meetings	Parent Meetings	AVID Parent Night 1,000	
AVID Copier charges	Copies	Copies for AVID tutorials 2,000	
Lunchtime Intramural Sports	Lunchtime supervision of student sports	Basketball gym supervision and open field supervision 5300	
AVID Materials	Materials for AVID classes	Markers, erasers, folders, 4,000	
Motivational Speaker	Speakers for Opening of each semester	Speakers for opening each semester 7,000	
Link Crew Summer Hours	Hours to work with students and freshmen	Time to plan the summer link crew events 3,000	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent Workshops	Parent Education Bridge	Computer classes semester 1 and 2 10,000	
Teacher Workshops	Professionals to come in and do workshops	conferences on equity, building classroom culture, creating success for ALL students and providing targeted assistance for identified students who are performing below grade level. 5,000	
Restorative Practices	Training on restorative practices	Workshop for all departments on building classroom culture, creating success for ALL students and providing targeted assistance for identified students who are performing below grade level 3,600	

## Analysis

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

The strategies and activities were implemented as noted.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The effectiveness of the strategies in place have helped keep attendance in the forefront of the minds of students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The proposed expenditures and actual expenditures were pretty close to what was budgeted.

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.

This goal will be updated to include suggestions given to us by our WASC visiting committee.

# Annual Review and Update

SPSA Year Reviewed: 2018-19

## Goal 3

Increase post-secondary opportunities by 10% by increasing participation in college and career prep programs

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Academy data A-G data AVID data	Increase of participation by 10%	We exceeded the increase of 10% in all areas

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teacher Training on supporting students with college and career readiness	Training on understanding FAFSA and college requirements	Presenters coming in to discuss college requirements, updates and changes 4,000	
Supplemental materials for science, math and ELA classes	Supplemental materials for all classrooms	additional workbooks, pencils, pens, notebooks, calculators etc... 8,000	
Career trip for all senior Economics students to visit ECC and evaluate the various programs available; students will analyze the local labor market and engage with college administration to understand how that data impacts the program offerings at the college and how that, in turn, impacts the local economy.	El Camino Trip	Community college trips 4,000	
Continue to provide AP trainings and refine student entry and support provided once entered in AP classes	Training and student support	AP trainings and After school support for students 5,000	
Parent Workshops	College and career readiness workshops	application workshops and career options 3,000	



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
AVID Materials	Materials for AVID class	Whiteboards 6,000	
AVID Copier Chargers	Copies for class materials	Cornell notes, assignment logs 2,000	
AVID Parent Nights and meetings	Monthly team meetings and parent nights	2545	
College and Career Workshops	Various workshops and college fair on campus during the day	Workshops and college fair during the day 6,000	
AP Practice Materials	Prep books and supplemental class materials	Materials and books 12,000	

## Analysis

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

Most of the the strategies and activities were implemented and supported our goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies and activities have allowed us to increase students enrolled in the support programs we have available.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Most of the expenditures were really close to what was proposed.

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 goal will be adjusted based on recommendations made from our WASC visiting committee.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	609800
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	601,921.58

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	517619.97	7,833.42
Title I Part A: Parent Involvement	92180.03	45.00

# Expenditures by Funding Source

Funding Source	Amount
Title I	509,786.55
Title I Part A: Parent Involvement	92,135.03

## Expenditures by Budget Reference

Budget Reference	Amount
	6,000.00
1000-1999: Certificated Personnel Salaries	228,600.00
2000-2999: Classified Personnel Salaries	32,027.00
3000-3999: Employee Benefits	89,244.42
4000-4999: Books And Supplies	47,800.16
5000-5999: Services And Other Operating Expenditures	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	171,250.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I	12,000.00
	Title I	6,000.00
1000-1999: Certificated Personnel Salaries	Title I	227,100.00
3000-3999: Employee Benefits	Title I	64,886.39
4000-4999: Books And Supplies	Title I	39,300.16
5000-5999: Services And Other Operating Expenditures	Title I	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	148,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	32,027.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	24,358.03
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	8,500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	22,750.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

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

Name of Members	Role
Pamela Brown	Principal
Tamika Dyson	Classroom Teacher
Kristin Matuz	Classroom Teacher
Jamie Rapp	Classroom Teacher
Barry Wilson Jr.	Secondary Student
Angela Sanchez	Secondary Student
Kimberly Jiminez	Secondary Student
Qiara Lipe	Parent or Community Member
Cecilia Rodriguez	Parent or Community Member
Teresa Palma	Parent or Community Member
Catrina Draffen	Other School Staff
Damion Nunley	Classroom Teacher

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

*Vicky Caseria*

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 04/17/2019.

Attested:

*Kamela Brown*

Principal, Dr. Howard Ho on 06/13/2019

SSC Chairperson, Qira Llpe on 06/13/2019

# Addendum

---

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

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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

Goals, Strategies, & Proposed Expenditures

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

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

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

## Expected Annual Measurable Outcomes

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

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.



A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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

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

### **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

### **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

#### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

#### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

### **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## **Budget Summary and Consolidation**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### **Budget Summary**

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

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

A school may include additional information or more detail.

### **Consolidation of Funds**

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program

## Article I Duties of the SSC

The SSC of Leuzinger High School, hereinafter referred to as the SSC, shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed SPSA from all school advisory committees
- Develop and approve the SPSA and related expenditures in accordance with all state and federal laws and regulations
- Recommend the SPSA and expenditures to the governing board for approval
- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members
- Make modifications to the SPSA whenever the need arises
- Submit the modified SPSA for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures
- Annually (and at each semester, trimester, etc) evaluate the progress made toward school goals to raise the academic achievement of all students
- Carry out all other duties assigned to the SSC by the district governing board and by state law

## Article II Members

### **Section A: Composition**

The SSC shall be composed of 15 members, selected by their peers, as follows:

- 4 Classroom teachers
- 1 Other school staff members
- 3 Parents or community members
- 3 students
- The school principal shall be an ex officio member of the SSC

SSC members chosen to represent parents may be employees of the school district so long as they are not employed at this school.

### **Section B: Term of Office**

SSC members shall be elected for 2 year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. At the first regular meeting of the SSC, each member's current term of office shall be recorded in the minutes of the meeting.

### **Section C: Voting Rights**

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the SSC. Absentee ballots shall not be permitted. Voting by proxy is permitted.

### **Section D: Termination of Membership**

The SSC may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the SSC chairperson.

### **Section E: Transfer of Membership**

Membership on the SSC may not be assigned or transferred.

## **Section F: Vacancy**

Any vacancy on the SSC occurring during the term of a duly elected member shall be filled by a new member selected in an appropriate manner (e.g., regular elections; appointment of the SSC for the period of time until the next regular election; or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat).

## **Article III Officers**

### **Section A: Officers**

The officers of the SSC shall be a chairperson, vice-chairperson, secretary, parliamentarian and other officers the SSC may deem desirable.

The chairperson shall:

- Preside at all meetings of the SSC
- Sign all letters, reports, and other communications of the SSC
- Perform all duties incident to the office of the chairperson
- Have other such duties as are prescribed by the SSC

The vice-chairperson shall:

- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence

The secretary shall:

- Keep minutes of all regular and special meetings of the SSC
- Transmit true and correct copies of the minutes of such meetings to members of the SSC and to the following other persons: Hatha Parrish
- Provide all notices in accordance with these bylaws
- Be custodian of the records of the SSC
- Keep a register of the names, addresses and telephone numbers of each member of the SSC, the chairpersons of school advisory committees, and others with whom the SSC has regular dealings, as furnished by those persons
- Perform other such duties as are assigned by the chairperson or the SSC

The Parliamentarian shall:

- Assist the chairperson in maintaining order
- Should be familiar with the committee's bylaws, parliamentary procedures and Robert's Rules of Order



## **Section B: Election and Terms of Office**

The officers shall be elected annually at the Title I meeting of the SSC and shall serve for one year, or until each successor has been elected

## **Section C: Removal of Officers**

Officers may be removed from office by a two-thirds vote of all the members.

## **Section D: Vacancy**

A vacancy in any office shall be filled at the earliest opportunity by a special election of the SSC for the remaining portion of the term of office.

## Article IV Committees

### **Section A: Subcommittees**

The SSC may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the SSC. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the SSC.

### **Section B: Membership**

Unless otherwise determined by the SSC, the SSC chairperson shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

### **Section C: Terms of Office**

The SSC shall determine the terms of office for members of a committee.

### **Section E: Rules**

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the SSC, or policies of the district governing board.

### **Section F: Quorum**

At least one member from each group shall be represented at SSC meetings to constitute a quorum, unless otherwise determined by the SSC. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

Article V  
Meetings of the SSC

**Section A: Meetings**

The SSC shall meet quarterly on the date published on the school website and in parent calendars. Special meetings of the SSC may be called by the chairperson or by a majority vote of the SSC.

**Section B: Place of Meetings**

The SSC shall hold its regular meetings at a facility provided by the school, unless such a facility accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the SSC.

### **Section C: Notice of Meetings**

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time, or location shall be given special notice. All meetings shall be publicized in the following venues: Teacher Bulletin Board, Web Page, and Student Bulletin Board.

All required notices shall be delivered to the SSC and committee members no less than 72 hours and no more than 4 days in advance of the meeting, personally or by mail (or by e-mail).

### **Section D: Administrative Responsibility**

The principal shall have the responsibility for the proper function of the SSC.

### **Section E: Conduct of Meetings**

Meetings of the SSC shall be conducted in accordance with the rules of order established by California *EC* Section 3147(c), and with *Robert's Rules of Order* or an adaptation thereof approved by the SSC.

### **Section F: Meetings Open to the Public**

All meetings of the SSC, and of committees established by the SSC, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

## Article VII Amendments

An amendment of these bylaws may be made at any regular meeting of the SSC by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to SSC members at least 5 days prior to the meeting at which the amendment is to be considered for adoption.

## **Pacto entre La Escuela y Padres**

La Preparatoria Leuzinger ha distribuido y desarrollado en conjunto con los padres de los estudiantes de Title 1 un pacto entre la escuela y los padres. El pacto resume como los padres, el personal de la escuela y los estudiantes compartirán la responsabilidad por el progreso en el éxito académico de los estudiantes. El pacto resume los medios con los cuales la escuela y los padres construirán y desarrollaran una asociación que ayudara a que los estudiantes logren los estándares más altos del estado. Este pacto entre la escuela y padres esta en efecto durante este año escolar.

### **Responsabilidades del Estudiante**

- Asistir a todas las clases diario puntualmente con los útiles necesarios.
- Completar todas las asignaturas del salón y tareas.
- Respetarse a uno mismo y a los demás.
- Obedecer todas las reglas del salón y escuela.
- Tomar responsabilidad por mis propias actividades de aprendizaje y actividades extracurriculares (durante el almuerzo, antes y después de clases) progreso académico.

### **La Preparatoria Leuzinger**

- Proveerá un currículum de alta calidad e instrucción.
- Participara en capacitación profesional para mejorar las estrategias de enseñanza para así poder abordar las necesidades académicas de todos los estudiantes.
- Apoyará normas escolares con respecto a las academias, asistencia y disciplina.
- Evaluará y notificara a padres sobre el progreso del estudiante cada cinco semanas.
- Mantendrá comunicación entre padres y maestros por medio de y a lo mínimo en conferencias anuales, reportes de progreso estudiantil, acceso al personal, y oportunidades de ser voluntario y participar observando el programa educativo.
- Proveerá un ambiente seguro, positivo y saludable para los estudiantes.
- Se asegurara que los estudiantes reciban ayuda en cuanto es requerida.

### **Responsabilidades de los Padres**

Nosotros como padres apoyaremos el aprendizaje de nuestro estudiante haciendo lo siguiente:

- Apoyando el aprendizaje de mi estudiante y asegurándome que mi estudiante asista a la escuela todos los días, que tenga un lugar en casa donde estudiar y que complete todas las tareas asignadas.
- Mandar a mi estudiante a la escuela bien nutrido, descansado, y con los útiles necesarios.
- Apoyar las normas de la escuela con respecto a las academias, asistencia y disciplina.
- Contactar a la escuela con respecto a las ausencias, tareas, disciplina, y si mi estudiante tiene alguna dificultad con el aprendizaje.
- Apoyar un ambiente seguro, positivo y saludable para los estudiantes

Asegurarse que todos los estudiantes reciban ayuda en cuanto es requerida.

X \_\_\_\_\_

Firma de los Padres

X \_\_\_\_\_

Firma del estudiante

## **School-Parent Compact**

Leuzinger High School has jointly developed with and distributed to parents of Title 1 students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help students achieve the State's high standards. This school-parent compact is in effect during the school year.

### **Student Responsibilities:**

- Attend all classes on time every day, with necessary supplies.
- Complete all classroom and homework assignments
- Respect self and others.
- Obey all school and classroom rules
- Take responsibility for my own learning activities and extracurricular activities (during lunch, before or after school) academic improvement.

### **Leuzinger High School Will**

- Provide high-quality curriculum and instruction
- Participate in professional development to improve teaching strategies in order to address the academic needs of all students.
- Support school policies regarding academics, attendance and discipline.
- Evaluate and notify parents of student progress every five weeks.
- Maintain ongoing communication between parents and the teachers through, at a minimum, annual conferences, report on the student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.
- Provide a safe, positive, and healthy learning environment for all students.
- Ensure that all students get the help as soon as it is needed.

### **Parent Responsibilities**

We as parents will support our students' learning by doing the following things:

- Support my student's learning by insuring that my student attends school every day, has a quiet place to study at home and completes all homework assignments
- Send my student to school well nourished ,rested, and with the necessary school supplies
- Support school policies regarding academics, attendance and discipline.
- Contact the school regarding absences, schoolwork, discipline, and if my student has any problems with learning.
- Support a safe, positive, and healthy learning environment for all students.
- Ensure that all students get help as soon as it is needed.

X \_\_\_\_\_

**Parent Signature**

X \_\_\_\_\_

**Student Signature**

## **Leuzinger High School Title 1 Parent Involvement Policy**

Leuzinger High School has developed a parent involvement policy with input from Title 1 parents. The school hosts quarterly meetings in order to keep parents informed about all aspects of the Leuzinger High School Community. Parents have been given the opportunity at these meetings to provide feedback to school leaders about steps that can be taken to increase parent involvement, improve communication between all stakeholders, and further increase student performance. In addition, parents are represented on the school's Leuzinger High School's School Site Council which is responsible for working together to develop programs to improve student performance. Leuzinger High School's policy describes the means for carrying out the following Title 1 parental involvement requirements.

### **Involvement of Parents in the Title 1 Program**

Leuzinger High School does the following:

1. Convenes an annual meeting to inform parents of Title 1 students of Title 1 requirements and their rights to be involved in the Title 1 program
  - A meeting is held during the first month of the school year to review this information.
  - The meeting is conducted in both English and Spanish; all handouts are in both languages as well.
  - Parents are informed of this meeting through letters mailed to home addresses, as well as autodialers and phone calls made by school personnel
2. Offers a flexible number of meetings
  - Leuzinger's administration hosts quarterly Title 1 parent meetings.
  - These meetings are conducted in both English and Spanish; all handouts are in both languages as well.
  - Parents are informed of these meetings through letters mailed to home addresses, as well as phone calls made by school personnel.
3. Involves parents of Title 1 students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title 1 programs and the Title 1 parental involvement policy.
  - At the quarterly parent meetings, the principal reviews the school's performance data with parents, and encourages them to make suggestions as to steps that can be taken to improve that data.

- Parents are provided with their student’s testing results at the quarterly parent meetings as it becomes available. Such data includes SBAC scores, AP results, CELDT levels, and CSA data
  - The Single School Plan for Student Achievement is shared with parents at these meetings, and feedback is solicited.
  - The Title 1 Parent Involvement Policy is shared with parents at these meetings, and feedback is solicited.
4. Provides parents of Title 1 students with timely information about Title 1 programs
- Each quarterly Title 1 parent meeting provides information to parents about important Title 1 programs, as well as information about how those programs can help their students achieve at higher levels.
  - At most meetings, representatives from these programs are present to answer questions and address concerns from parents.
5. Provides parents of Title 1 students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
- The principal and her staff routinely review the expectations that the school, district, state, and federal government have for all students at the quarterly Title 1 meetings
  - At these meetings, parents are provided information about the curriculum that is being taught in each academic department.
  - Parents are presented with specific information about the various tests the school is give: CELDT, SBAC, SAT/ACT, AP exams, and CSA exams.
  - Assessment data is shared with parents at these meetings, and parents are provided with resources that are available to help their students reach proficiency.
6. Provides parents of Title 1 students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children
- Quarterly parent meetings for Title 1 parents are held at Leuzinger High School.
  - Parents are represented on the School Site Council and other organizations such as ELAC
  - Counselors meet with every student and their parents at least once per year.
  - Administrators, department leaders, and academy coordinators hold meetings throughout the year to provide parents with detailed information about how their students can improve in school.

**ADOPTION**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Title I Parent Meeting/SSC Meeting. This Parent

Involvement Policy was adopted by **Leuzinger High School** on 5/12/2018 and will be in effect for the period of the school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before June 9, 2019. It will be made available to the local community on or before June 9, 2019. Leuzinger High School's notification to parents of this policy will be in an understandable and uniform format and, to the extent required by law, provided to parents in a language they can understand. These people were involved with the development of this document:

## **Título 1 de la Preparatoria Leuzinger Póliza de Participación de los Padres**

La Escuela Secundaria Leuzinger ha desarrollado una política de participación de padres con aportes del Título 1 padres. La escuela organiza reuniones trimestrales para mantener a los padres informados sobre todos los aspectos de la Comunidad de la Preparatoria Leuzinger. A los padres se les ha dado la oportunidad en estas reuniones de proporcionar retroalimentación a los líderes escolares sobre los pasos que pueden tomarse para aumentar la participación de los padres, mejorar la comunicación entre todos los interesados y aumentar aún más el rendimiento estudiantil. Además, los padres están representados en la escuela Leuzinger High School El Consejo Escolar que es responsable de trabajar en conjunto para desarrollar programas para mejorar el rendimiento estudiantil. La política de la Escuela Secundaria Leuzinger describe los medios para llevar a cabo los siguientes requisitos de participación de los padres del Título 1.

### **Participación de los padres en el programa de Título 1**

La preparatoria Leuzinger hace lo siguiente:

1. Convoca a una reunión anual para informar a los padres de estudiantes del Título 1 de los requisitos del Título 1 y sus derechos para participar en el programa del Título 1

- Se lleva a cabo una reunión durante el primer mes del año escolar para revisar esta información.
- La reunión se lleva a cabo en inglés y español; todos los folletos están en ambos idiomas también.
- Los padres son informados de esta reunión a través de cartas enviadas por correo a domicilio, así como también llamadas automáticas y llamadas telefónicas realizadas por personal de la escuela

2. Ofrece un número flexible de reuniones

- La administración de Leuzinger organiza reuniones trimestrales de padres del Título 1.
- Estas reuniones se llevan a cabo en inglés y español; todos los folletos están en ambos idiomas también.
- Los padres son informados de estas reuniones a través de cartas enviadas a domicilio, así como de llamadas telefónicas hechas a mi personal escolar.



3. Involucra a los padres de estudiantes del Título 1 de una manera organizada, continua y oportuna, en la planificación, revisión y mejora de sus programas de Título 1 y la política de participación de los padres del Título 1.

- En las reuniones trimestrales de padres, el director revisa los datos de rendimiento de la escuela con los padres y los alienta a hacer sugerencias sobre los pasos que se pueden tomar para mejorar esa información.
- A los padres se les proporcionan los resultados de las pruebas de sus alumnos en las reuniones trimestrales de padres a medida que estén disponibles. Dichos datos incluyen puntuaciones de SBAC, resultados de AP, niveles de CELDT y datos de CSA
- El plan escolar único para el rendimiento estudiantil se comparte con los padres en estas reuniones, y se solicitan comentarios.
- La Política de participación de los padres del Título 1 se comparte con los padres en estas reuniones, y se solicitan comentarios.

4. Proporciona a los padres de estudiantes del Título 1 información oportuna sobre los programas del Título 1

- Cada reunión trimestral de padres del Título 1 brinda información a los padres sobre programas importantes del Título 1, así como información sobre cómo esos programas pueden ayudar a sus estudiantes a alcanzar niveles más altos.
- En la mayoría de las reuniones, los representantes de estos programas están presentes para responder preguntas y abordar inquietudes de los padres.

5. Proporciona a los padres de alumnos del Título 1 una explicación del plan de estudios, las evaluaciones y los niveles de competencia que se espera que los alumnos cumplan.

- El director y su personal revisan rutinariamente las expectativas que la escuela, el distrito, el estado y el gobierno federal tienen para todos los estudiantes en las reuniones trimestrales del Título 1
- En estas reuniones, los padres reciben información sobre el plan de estudios que se enseña en cada departamento académico.
- A los padres se les presenta información específica sobre las diferentes pruebas que se le dan a la escuela: exámenes CELDT, SBAC, SAT / ACT, AP y CSA.
- Los datos de evaluación se comparten con los padres en estas reuniones, y los padres reciben recursos disponibles para ayudar a sus alumnos a alcanzar el nivel de competencia.

6. Proporciona a los padres de estudiantes del Título 1, si se les solicita, oportunidades para reuniones regulares para participar en decisiones relacionadas con la educación de sus hijos

- Las reuniones trimestrales de padres para padres del Título 1 se llevan a cabo en la Secundaria Leuzinger

Colegio.

- Los padres están representados en el Consejo Escolar y otras organizaciones como ELAC
- Los consejeros se reúnen con cada alumno y sus padres al menos una vez al año.
- Los administradores, los líderes del departamento y los coordinadores de la academia celebran reuniones durante todo el año para proporcionar a los padres información detallada sobre cómo pueden mejorar sus alumnos en la escuela.

#### **ADOPCIÓN**

Esta Política de participación de los padres en la escuela se ha desarrollado conjuntamente con los padres de los niños que participan en los programas de Título I, Parte A, según lo evidenciado por la Reunión de padres / SSC del Título I. Esta política de participación de los padres fue adoptada por Leuzinger High School el 5/12/2018 y estará vigente para el período del año escolar. La escuela distribuirá esta política a todos los padres de niños participantes del Título I, Parte A el 9 de junio de 2019 o antes. Se pondrá a disposición de la comunidad local a más tardar el 9 de junio de 2019. La notificación de la escuela Leuzinger a los padres de esta póliza será en un formato comprensible y uniforme y, en la medida requerida por la ley, proporcionada a los padres en un idioma que puedan entender. Estas personas participaron en el desarrollo de este documento:

Howard Ho, Principal (Directora)

Erik Hendricks, Teacher (Maestro)

Jaime Rapp, Teacher (Maestro)

Tamika Dyson, Teacher (Maestra)

Catrina Draffen, Classified Staff Member (Personal Clasificado)

Qiara Lipe, Parent (Padre)

Teresa Palma, Parent (Madre)

Cecilia Rodriguez, Parent (Madre)

Katie Calderon, Student (Estudiante)

Ariana Diaz, Student (Estudiante)

Samantha Nguyen, Student (Estudiante)