

School Year: **2021-22**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Arroyo High School	1964519-1930320	02/23/22	03/02/22

Purpose and Description

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

Schoolwide Program

About This School

An Executive Summary of the school containing the Mission Statement, summary of school site demographics and unique characteristics as well as highlights of the school site's unique academic characteristics and accomplishments.

Arroyo High School's Vision Statement:

Arroyo High School inspires a passion for lifelong learning in all students. Our students grow as individuals and become responsible and productive citizens.

Mission Statement:

Arroyo High School provides its students a high-quality, comprehensive, and meaningful education in a safe, positive, healthy environment. Students are equipped to be college and career-ready, to collaborate in diverse groups, and to be productive members of the global community.

Arroyo provides a variety of programs and courses to meet the needs of the diverse student population. Advanced Placement (AP) courses, Accelerated courses, and Advancement via Individual Determination (AVID) courses provide targeted instruction aimed at meeting the needs of a diverse population. We have moved toward a full inclusion model for our students receiving special education services, by mainstreaming them into the general education courses, which includes collaboration between general and special education teachers.

The Title I program provides special services to assist students (including English Learners and Students with Disabilities that are dually identified) who are not meeting proficiency on the state standards. Title I funds are primarily used to provide intervention classes and support to improve reading comprehension and literacy skills. The McKinney-Vento Homeless Education funding provides federal funds for students who live in the El Monte High School area. The Title 1 program funds are used to help qualifying students by providing students with necessary instructional supplies and additional services when attendance/behavior is a result of homelessness.

Alignment of curriculum, instruction and materials to content and performance standards

All core textbooks have been aligned to the California state standards and include copies of the standards and their correlation to the text at the forefront of each book. As part of Program Improvement, the district has initiated district-wide textbook adoption in all core academic areas and seeks to purchase the most recent textbook editions.

The core areas have aligned their curriculum to more accurately address the Common Core standards for ELA and Math and the Next Generation for Science. This has been facilitated through the work of the Content Area Specialists and Course Leads funded through District and categorical funding. Content Specialists and Leads meet with their department to facilitate the alignment of curriculum to Common Core Standards. Benchmark exams have been implemented in the core areas to assess students according to Academic Performance. Course Leads meet with course teachers to develop curriculum, performance tasks, exams, and to share best practices with instructional strategies to tailor instruction to best address students' needs. The Math department meets by subject groups to discuss weekly lesson plans to align with the new Integrated Math curriculum. Both the English and Math course leads will be working on strategies to increase the number of student passing the SBAC at the proficient level.

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

Through the use of general funds, the district provides each student with appropriate textbooks.

Over the years Arroyo High School has updated textbooks in all core areas. Categorical funding is used to provide supplemental materials that allow teachers to differentiate instruction and address the needs of all students, including English Learners and Students with Disabilities.

Textbook selection is conducted through district-wide committees which include representatives from all school sites. Supplemental materials are selected by site teachers and purchases are approved by the School Site Council in alignment with the goals stated in the SPSA.

Alignment of staff development to standards, assessed student performance and professional needs

Through staff collaboration and participation in off-site conferences and workshops, Arroyo High School staff members keep up-to-date on the latest educational trends and teaching methodologies. Teachers, support staff and administrators participate in over 1,000 hours of professional staff development each year, most of which is aimed at directly improving instructional delivery to students. Other professional development time is spent improving school

safety, attendance and accounting procedures, and the administration and data analysis of state tests such as CAASPP.

In an effort to address the need of our English Learner population, Arroyo High School has supported the implementation of the Sheltered Instruction Observation Protocol (SIOP) school wide. The role of the instructional coach is to assist teachers with successful implementation of instructional strategies for lesson planning and instruction delivery that will lead to student achievement.

Arroyo High School banks minutes to provide for collaboration time. Classroom teachers meet with their departments to discuss benchmarks and content standards alignment on Late Start days. Procedures are in place to evaluate and disseminate information learned at off site conferences and workshops. Professional development workshops focusing on techniques and strategies for English Learners in the content areas have been offered to all teachers of English, math, science and social science. Individuals who attend these events must request funding in advance through a justification statement related to the SPSA goals. Upon returning to school, they are expected to verbally communicate to colleagues what they have learned and to submit those conclusions in writing to the district. Content Specialists - one for each of the core academic areas of English, mathematics, science, and social science - are released one period a day to work on the alignment of curriculum to standards, and they meet on a monthly basis with district colleagues.

Services provided by the regular program to enable under-performing students to meet standard El Monte Union High School District provides academic interventions to students to enable them to meet the content and performance standards. Services include concurrent enrollment and tutoring sessions for students relative to, English. Intervention classes funded through the district which focus on providing added instruction and interventions to improve student performance. The District also provides assistance to Arroyo via the Educational Services staff who provides professional preparation opportunities to faculty and staff that reflect the most current information related to excellent teaching and optimum learning. In addition, the District works with the teaching staff and administration to distribute information and guidelines related to state and federal programs.

Services provided by categorical funds to enable under-performing students to meet standards Interventions at Arroyo High School which help Guided Studies and Strategies for Success students achievement, provided through categorical funds are Advancement Via Individual Determination (AVID), English I Intensive, English 1 Transitional and Academic Language Development (10th and 11th grade level). In addition, a Summer Bridge program is offered for struggling incoming freshmen. Through professional and leadership development provided by categorical funds, we will build and sustain a practical comprehensive school-wide literacy action plan that focuses on the elements of: Standards-based English/Language Arts as well as mathematics instruction, reading intervention, and content literacy across the curriculum and assessment that guides literacy instruction. Teachers will be provided with technology and training in the use of technology to support instruction, particularly for English Learners, Students with Disabilities (dually identified), and at-risk/under performing students. Examples include computer-assisted learning software for language development, use of Chrome books, iPads and district wide data platform to analyze summative and formative test results. Use of the state and local assessments to modify instruction and improve student achievement.

Through the use of Illuminate, our teachers analyze results from assessments. This program delivers benchmarks and classroom assessments. In addition our district is using Scholastic's Read180 reading intervention programs, which are aligned to state English and English Language Development content standards, with incoming 9th grade students who are struggling readers. Another avenue to improve student achievement are the intervention courses offered. These classes are offered to students who are at risk of not meeting state standards. The students are

provided with reinforcement of the content standards through different teaching modalities. The instructional coach in collaboration with content specialist and course leads review and analyze data to work directly with all teachers to modify instructional practices, pacing plans and assessments in order to increase student achievement.

Number and percentage of teachers in academic areas experiencing low student performance in 2020-21 are as follows D/F rates by core department showed, English Language Arts 21.9%, Math 36.1%, Science 26.1%, and Social Science 20.8%.

Teachers with high failure rates will receive staff development and assistance from their colleagues in the area of grading and increasing student achievement as well as release time to share best practices. Additionally, through training with the instructional coach, teachers will analyze student work, grades, and assessments results to identify areas of concern to modify classroom instruction. Administration and guidance counselors will monitor failure rates every six weeks. Family, school, district and community resources available to assist these students Arroyo High School uses many community agencies and district-provided services to assist our students. Some of these are sophomore counseling, junior counseling, Rio Hondo-El Monte Partnership Pledge, Foothill Family Health Services, independent counseling agencies, mailings to parents regarding D and Fail grades, Parent Teacher Student Association (PTSA) meetings, PTSA newsletters, English Learner Advisory Committee (ELAC) meetings and Title I School wide meeting. We also hired a community liaison to support the communication with parents and promote parental involvement.

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

Arroyo High School will continue to seek input from all stakeholders and review data on an ongoing basis as a means to ensure we continue to address our students needs. School Site Council will be formed following ESEA requirements and will meet regularly to review, monitor and revise the School Plan for Student Achievement (SPSA). Site Administration will continue to work closely with District staff to ensure the AHS SPSA and the District Local Control and Accountability plan are in alignment and address identified State priorities.

Resource Inequities

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

Arroyo High School currently faces the limitations listed below:

- School-wide tutoring/mentoring support for all students in all core content areas
- Parent involvement workshops that address monitoring skills (School Loop, Attendance, etc.) Smaller class sizes for all core subjects
- Para-educator support for all intervention classes

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.1%	0.1%	0.1%	2	2	2
African American	0.15%	0.16%	0.2%	3	3	4
Asian	26.03%	26.5%	25.9%	533	505	499
Filipino	0.83%	0.89%	0.7%	17	17	14
Hispanic/Latino	69.73%	69.62%	70.7%	1,428	1,327	1,361
Pacific Islander	0.15%	0.05%	%	3	1	
White	3.03%	2.57%	2.1%	62	49	40
Multiple/No Response	%	0%	0.1%		2	2
	Total Enrollment			2,048	1,906	1,924

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	539	472	506
Grade 10	494	529	468
Grade 11	471	461	487
Grade 12	544	444	463
Total Enrollment	2,048	1,906	1,924

Conclusions based on this data:

1. The data indicates that Arroyo High School has approximately 1,900 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	188	174	214	9.2%	9.1%	11.1%
Fluent English Proficient (FEP)	1,230	1,127	1091	60.1%	59.1%	56.7%
Reclassified Fluent English Proficient (RFEP)	18	16	19	8.5%	8.5%	10.9%

Conclusions based on this data:

1. The data shows an increase in the number of English Learners enrolled at Arroyo High School.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	548	455	471	534	441	0	533	441	0	97.4	96.9	0.0
All Grades	548	455	471	534	441	0	533	441	0	97.4	96.9	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2586.	2624.		20.64	32.43		33.02	35.37		27.02	20.18		19.32	12.02	
All Grades	N/A	N/A	N/A	20.64	32.43		33.02	35.37		27.02	20.18		19.32	12.02	

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	24.95	34.92		47.84	46.26		27.20	18.82	
All Grades	24.95	34.92		47.84	46.26		27.20	18.82	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	28.89	42.86		48.22	46.03		22.89	11.11	
All Grades	28.89	42.86		48.22	46.03		22.89	11.11	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	17.26	26.08		64.73	63.72		18.01	10.20	
All Grades	17.26	26.08		64.73	63.72		18.01	10.20	

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	31.14	41.04		54.22	47.39		14.63	11.56	
All Grades	31.14	41.04		54.22	47.39		14.63	11.56	

2019-20 Data:

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Conclusions based on this data:

1. CAASPP was suspended in 2021 and data will be reviewed with the administration in 2022.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	548	455	471	533	441	0	532	441	0	97.3	96.9	0.0
All Grades	548	455	471	533	441	0	532	441	0	97.3	96.9	0.0

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2579.	2601.		15.04	18.82		24.25	24.49		21.05	23.36		39.66	33.33	
All Grades	N/A	N/A	N/A	15.04	18.82		24.25	24.49		21.05	23.36		39.66	33.33	

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21			
Grade 11	29.19	31.75		25.05	25.40		45.76	42.86				
All Grades	29.19	31.75		25.05	25.40		45.76	42.86				

2019-20 Data:

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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					
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21			
Grade 11	16.76	21.54		46.89	48.98		36.35	29.48				
All Grades	16.76	21.54		46.89	48.98		36.35	29.48				

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	18.46	23.36		52.17	50.79		29.38	25.85	
All Grades	18.46	23.36		52.17	50.79		29.38	25.85	

2019-20 Data:

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Conclusions based on this data:

1. CAASPP was suspended in 2021 and data will be reviewed with the administration in 2022.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1538.8	1538.8	1546.0	1537.7	1528.8	1546.6	1539.3	1548.4	1544.8	39	44	70
10	1543.9	1546.6	1571.2	1544.4	1537.5	1582.9	1542.8	1555.1	1559.1	51	44	40
11	1539.3	1547.3	1528.0	1526.3	1532.0	1509.2	1551.8	1562.2	1546.2	50	43	42
12	1522.6	1538.7	1548.4	1510.0	1512.0	1534.6	1534.6	1564.9	1561.5	47	50	39
All Grades										187	181	191

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	30.77	11.36	15.63	*	34.09	40.63	*	34.09	23.44	*	20.45	20.31	39	44	64
10	37.25	18.18	37.14	*	31.82	25.71	*	31.82	11.43	27.45	18.18	25.71	51	44	35
11	24.00	18.60	12.20	38.00	27.91	21.95	*	16.28	34.15	*	37.21	31.71	50	43	41
12	*	12.00	16.67	27.66	26.00	27.78	*	38.00	33.33	29.79	24.00	22.22	47	50	36
All Grades	28.34	14.92	19.32	27.81	29.83	30.68	19.25	30.39	25.57	24.60	24.86	24.43	187	181	176

2019-20 Data:

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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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	56.41	22.73	37.50	*	40.91	32.81	*	20.45	15.63	*	15.91	14.06	39	44	64
10	47.06	31.82	45.71	*	31.82	34.29	*	15.91	2.86	*	20.45	17.14	51	44	35
11	44.00	30.23	14.63	30.00	25.58	46.34	*	16.28	17.07	*	27.91	21.95	50	43	41
12	42.55	12.00	30.56	*	50.00	25.00	*	8.00	27.78	25.53	30.00	16.67	47	50	36
All Grades	47.06	23.76	32.39	20.86	37.57	34.66	14.97	14.92	15.91	17.11	23.76	17.05	187	181	176

2019-20 Data:

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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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	6.82	9.38	*	15.91	20.31	*	43.18	37.50	41.03	34.09	32.81	39	44	64
10	*	6.82	11.43	29.41	22.73	40.00	*	45.45	22.86	41.18	25.00	25.71	51	44	35
11	*	11.63	7.32	*	25.58	12.20	42.00	27.91	31.71	28.00	34.88	48.78	50	43	41
12	*	10.00	8.33	*	20.00	16.67	31.91	44.00	44.44	40.43	26.00	30.56	47	50	36
All Grades	11.76	8.84	9.09	21.93	20.99	21.59	28.88	40.33	34.66	37.43	29.83	34.66	187	181	176

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	38.46	4.55	16.39	38.46	70.45	68.85	*	25.00	14.75	39	44	61
10	50.98	4.55	26.47	25.49	70.45	55.88	23.53	25.00	17.65	51	44	34
11	32.00	6.98	4.88	46.00	48.84	56.10	22.00	44.19	39.02	50	43	41
12	25.53	6.00	5.56	44.68	62.00	72.22	29.79	32.00	22.22	47	50	36
All Grades	36.90	5.52	13.37	38.50	62.98	63.95	24.60	31.49	22.67	187	181	172

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	69.23	70.45	56.45	*	13.64	25.81	*	15.91	17.74	39	44	62
10	52.94	65.91	65.63	35.29	13.64	15.63	*	20.45	18.75	51	44	32
11	64.00	60.47	52.50	*	13.95	22.50	*	25.58	25.00	50	43	40
12	53.19	58.00	52.94	*	10.00	20.59	25.53	32.00	26.47	47	50	34
All Grades	59.36	63.54	56.55	24.60	12.71	22.02	16.04	23.76	21.43	187	181	168

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	6.82	12.90	35.90	54.55	50.00	51.28	38.64	37.10	39	44	62
10	*	18.18	20.59	37.25	47.73	55.88	45.10	34.09	23.53	51	44	34
11	*	11.63	7.69	38.00	44.19	33.33	54.00	44.19	58.97	50	43	39
12	*	10.00	11.11	29.79	54.00	47.22	65.96	36.00	41.67	47	50	36
All Grades	10.70	11.60	12.87	35.29	50.28	46.78	54.01	38.12	40.35	187	181	171

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	13.64	1.69	58.97	68.18	79.66	*	18.18	18.64	39	44	59
10	*	6.82	0.00	64.71	79.55	85.29	*	13.64	14.71	51	44	34
11	42.00	20.93	7.32	42.00	53.49	60.98	*	25.58	31.71	50	43	41
12	31.91	16.00	16.67	51.06	70.00	69.44	*	14.00	13.89	47	50	36
All Grades	27.81	14.36	5.88	54.01	67.96	74.12	18.18	17.68	20.00	187	181	170

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to distance learning student performance appears to have been impacted and we will revisit these scores when administration can take place in person.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1924	87.2	11.1	0.3
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	214	11.1
Foster Youth	6	0.3
Homeless	131	6.8
Socioeconomically Disadvantaged	1677	87.2
Students with Disabilities	216	11.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.2
American Indian or Alaska Native	2	0.1
Asian	499	25.9
Filipino	14	0.7
Hispanic	1361	70.7
Two or More Races	2	0.1
Native Hawaiian or Pacific Islander		
White	40	2.1

Conclusions based on this data:

1. The data indicates the majority of students are socioeconomically disadvantaged and are eligible for free or reduced priced meals, or have parents who did not receive a high school diploma.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699">English Language Arts</p>  <p data-bbox="305 751 362 779">Blue</p>	<p data-bbox="706 667 915 699">Graduation Rate</p>  <p data-bbox="773 751 852 779">Green</p>	<p data-bbox="1179 667 1398 699">Suspension Rate</p>  <p data-bbox="1245 751 1325 779">Green</p>
<p data-bbox="251 867 415 898">Mathematics</p>  <p data-bbox="297 951 375 978">Green</p>		
<p data-bbox="240 1066 427 1098">College/Career</p>  <p data-bbox="289 1150 378 1178">Orange</p>		

Conclusions based on this data:

1. Dashboard not provided in 2020 & 2021

School and Student Performance Data

Academic Performance English Language Arts

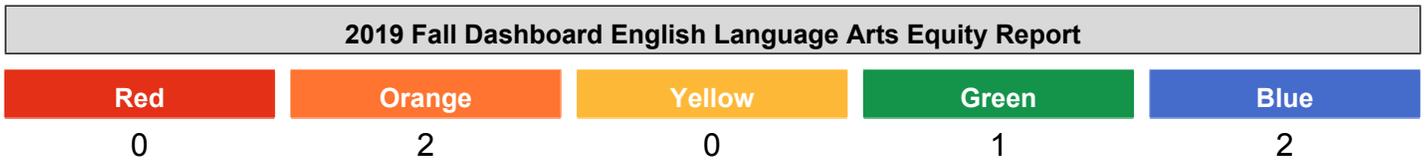
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Blue 41.6 points above standard Increased Significantly ++36.6 points 435	<p>English Learners</p> Orange 50 points below standard Increased Significantly ++32.3 points 72	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> No Performance Color 16.3 points above standard Declined Significantly -15.7 points 32	<p>Socioeconomically Disadvantaged</p> Blue 35.7 points above standard Increased Significantly ++38.1 points 375	<p>Students with Disabilities</p> Orange 71.4 points below standard Increased Significantly ++48.3 points 42

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 101.7 points above standard Increased Significantly ++40.3 points 130	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Green 12.9 points above standard Increased Significantly ++34.5 points 287	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 78.4 points above standard Increased Significantly ++21.1 points 11

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
80.7 points below standard Increased Significantly ++35.8 points 34	22.5 points below standard Increased Significantly ++31.6 points 38	34.6 points above standard Increased Significantly ++37.4 points 123

Conclusions based on this data:

- Dashboard not provided in 2020 & 2021

School and Student Performance Data

Academic Performance Mathematics

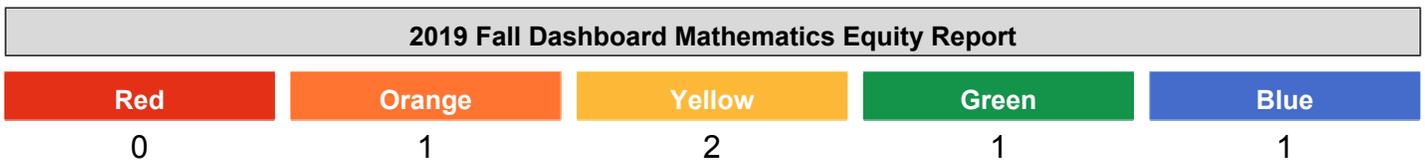
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Green 26.5 points below standard Increased Significantly ++20.5 points 435	<p>English Learners</p> Yellow 97.8 points below standard Increased ++12.2 points 72	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> No Performance Color 45.3 points below standard Declined -5.7 points 32	<p>Socioeconomically Disadvantaged</p> Green 35.8 points below standard Increased Significantly ++16.5 points 375	<p>Students with Disabilities</p> Orange 171.5 points below standard Increased Significantly ++16.6 points 42

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 71.4 points above standard Increased Significantly ++21.5 points 130	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 71.6 points below standard Increased Significantly ++10.4 points 287		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 12.4 points above standard Increased ++3.6 points 11

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
144.9 points below standard Declined Significantly -30.7 points 34	56.1 points below standard Increased Significantly ++50.8 points 38	39.9 points below standard Increased Significantly ++28.4 points 123

Conclusions based on this data:

- Dashboard not provided in 2020 & 2021

School and Student Performance Data

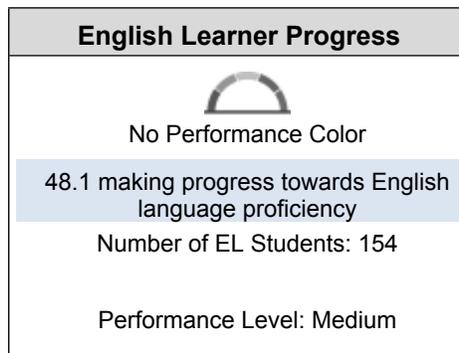
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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
16.2	35.7	5.1	42.8

Conclusions based on this data:

1. Not applicable.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	462	100
African American		
American Indian or Alaska Native	1	0.2
Asian	128	27.7
Filipino	6	1.3
Hispanic	308	66.7
Native Hawaiian or Pacific Islander		
White	18	3.9
Two or More Races		
English Learners	58	12.6
Socioeconomically Disadvantaged	417	90.3
Students with Disabilities	53	11.5
Foster Youth	5	1.1
Homeless	26	5.6

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	85	18.6
African American		
American Indian or Alaska Native		
Asian	60	46.9
Filipino		
Hispanic	20	6.6
Native Hawaiian or Pacific Islander		
White	3	16.7
Two or More Races		
English Learners	1	1.9
Socioeconomically Disadvantaged	74	18
Students with Disabilities	0	0
Foster Youth		
Homeless	7	29.2

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	44	9.5
African American		
American Indian or Alaska Native		
Asian	6	4.7
Filipino		
Hispanic	33	10.7
Native Hawaiian or Pacific Islander		
White	4	22.2
Two or More Races		
English Learners	5	8.6
Socioeconomically Disadvantaged	40	9.6
Students with Disabilities	9	17
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	243	52.6
African American		
American Indian or Alaska Native		
Asian	106	82.8
Filipino		
Hispanic	123	39.9
Native Hawaiian or Pacific Islander		
White	7	38.9
Two or More Races		
English Learners	8	13.8
Socioeconomically Disadvantaged	212	50.8
Students with Disabilities	2	3.8
Foster Youth		
Homeless	12	46.2

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	19	4.1
African American		
American Indian or Alaska Native		
Asian	4	3.1
Filipino		
Hispanic	12	3.9
Native Hawaiian or Pacific Islander		
White	2	11.1
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	18	4.3
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	1	0.2
African American		
American Indian or Alaska Native		
Asian	1	0.8
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	1	0.2
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	0	0
African American		
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	65	14.1
African American		
American Indian or Alaska Native		
Asian	15	11.7
Filipino		
Hispanic	49	15.9
Native Hawaiian or Pacific Islander		
White	1	5.6
Two or More Races		
English Learners	5	8.6
Socioeconomically Disadvantaged	61	14.6
Students with Disabilities	0	0
Foster Youth		
Homeless	4	15.4

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. The average of our students is 53% but we need to work to close the achievement gap among our Asian students and our Hispanic students

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

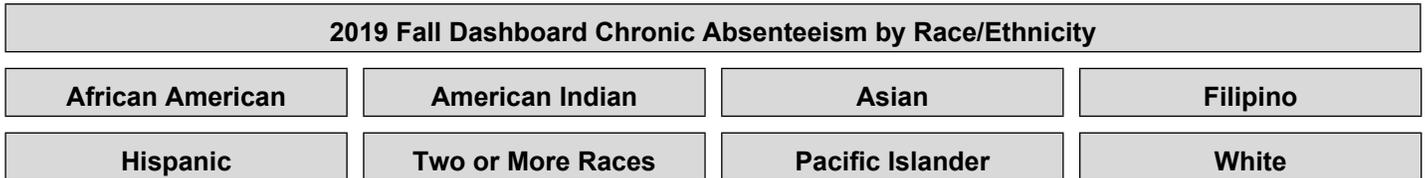
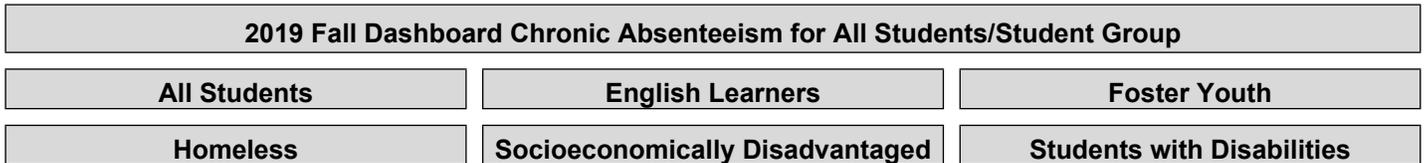
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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. Not applicable.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	462	441	6	95.5
English Learners	58	45	4	77.6
Foster Youth	5		1	
Homeless	26	25	2	96.2
Socioeconomically Disadvantaged	417	396	6	95
Students with Disabilities	53	46	3	86.8
African American				
American Indian or Alaska Native	1		0	
Asian	128	124	0	96.9
Filipino	6		0	
Hispanic	308	291	6	94.5
Native Hawaiian or Pacific Islander				
White	18	18	0	100
Two or More Races				

Conclusions based on this data:

- Overall our graduation rate has shown a positive trend, however we will continue to focus on our English Learners population to promote additional growth.

School and Student Performance Data

Conditions & Climate Suspension Rate

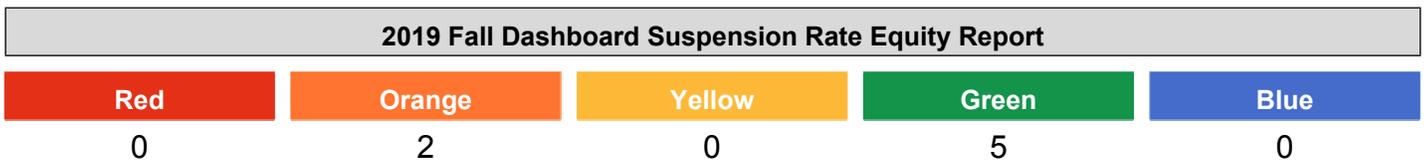
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>2</p> <p>Declined -0.7</p> <p>2138</p>	<p>English Learners</p>  <p>Green</p> <p>2.3</p> <p>Declined Significantly -3.9</p> <p>219</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>15.4</p> <p>Declined -6.4</p> <p>13</p>
<p>Homeless</p>  <p>Green</p> <p>2.5</p> <p>Declined -0.8</p> <p>121</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>2.1</p> <p>Declined -0.7</p> <p>1823</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>6.3</p> <p>Increased +1.4</p> <p>238</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 2	 Green 0.6 Maintained 0 544	 No Performance Color 0 Declined -3.4 17
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.4 Declined -1.1 1501	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 3	 Orange 4.5 Increased +1.4 66

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.7	2

Conclusions based on this data:

1. Not Applicable

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

LCAP Goal #3: Increase Student Achievement

Goal 1

Goal: Increase Reading and Literacy Proficiency

GOAL OBJECTIVE

1. The number of 11th grade students meeting or exceeding the standards as measured by the CAASPP with a score of 2583 or above will increase as follows:

Identified Need

ISSUE STATEMENT

Though our SBAC results demonstrate 67.80% of students meeting or exceeding the standards and is above the state average, our focus remains to increase the number of students meeting and exceeding the standards in English Language Arts. The number of students not meeting or nearly meeting the standard is of concern.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School-wide ELA	67.80%	76%
Asian ELA	87.79%	88%
Hispanic ELA	58.76%	68%
Socio-Economically Disadvantaged ELA	66.14%	74%
English Learners	21.63%	25%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students including the Asian, Hispanic, English Learner, Students with Disabilities, and Socio economically Disadvantaged.

Strategy/Activity

Actions

Curriculum Alignment (ELA 1)

Tasks

1. Content Specialist and Course Leads will work with core department teachers to support that standards are being taught and that the approved curriculum is being used.
2. Content Specialist and Course Leads will provide classroom support and guidance on data analysis.
3. Integration of researched based strategies, supplemental instructional materials for developing and increasing literacy skills.
4. Vertical Teams will meet to review curriculum and address the needs of incoming 8th graders.

Measures

1. Agendas, sign-in, minutes, walk-through evaluations
2. Agendas, sign-in, minutes, data analysis reports
3. Agendas, sign-in, minutes, Instructional Coach training calendar, requisitions
4. Agendas, sign-in, minutes

People Assigned

1. Administration, Content Specialist, Course Leads, Teachers
2. Administration, Content Specialist, Course Leads, Department Chairs, Teachers
3. Administration, Content Specialist, Department Chairs, Instructional Coach, Teachers
4. Administration, Content Specialist

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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10,409.0	Title I Part A: Allocation 4000-4999: Books And Supplies Technology/Computer Software
116,177.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Content Specialists
384.62	Title I Part A: Allocation 4000-4999: Books And Supplies Supplemental Instructional Materials- Scholastic Scope
193,094.27	Title I Part A: Allocation 4000-4999: Books And Supplies Technology/Computer Software and Supplies
11,669.89	Title I Part A: Allocation 4000-4999: Books And Supplies Other Supplies Planners
4144.72	Title I Part A: Allocation Other Supplies
38,567	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitutes
12,139.00	Title II 1000-1999: Certificated Personnel Salaries Course Leads

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students including the Asian, Hispanic, English Learner, Students with Disabilities, and Socio economically Disadvantaged.

Strategy/Activity

Data Teams (ELA 2)

Tasks

1. Analyze and monitor data for students placed in intervention classes to ensure proper program placement using multiple measures and District System of Opportunities.
2. Monitor and analyze data for all English classes including Academic Language Development (ALD) support classes and English Language Development (ELD) classes to modify instruction, pacing plans, assessments and set instructional goals.
3. Modify and/or improve teaching strategies, with support from the Instructional Coach and EL TOSA, to ensure the steady progress of student performance.

Measures

1. Multiple measures will be used: SBAC, ELPAC, SRI, CFBA's, grades

2. Multiple measures will be used: SBAC, ELPAC, SRI, CFBA's, grades, student work
3. Walk through evaluations, lesson plans, student work

People Assigned

1. Administration, Counselors, Teachers, Language Assessment Aide
2. Administration, Department Chair, Instructional Coach, Teachers
3. Administration, Department Chair, Instructional Coach, Teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
73,725.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Intervention English 1 Intensive
54,768.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries CCC
798,102.00	S & C 1000-1999: Certificated Personnel Salaries Guidance Counselors
82,152.00	S & C 1000-1999: Certificated Personnel Salaries CCC
156,772.00	S & C 1000-1999: Certificated Personnel Salaries Instructional Coach

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students including the Asian, Hispanic, English Learner, Students with Disabilities, and Socio economically Disadvantaged.

Strategy/Activity

Instructional Support (ELA 3)

Tasks

1. Provide researched-based supplemental instructional support and materials to enhance rigor and to ensure academic growth and achievement for all students.
2. Provide and monitor the use of technology, such as ELMO and LCD projectors to accommodate the different types of learning modalities, enhance learning and mastery of content standards.

3. Provide and monitor the use of program software in support classes.
4. Increase Library reading selections by providing supplemental fiction and non-fiction books to target all levels of reading ability and interest.

Measures

1. Requisitions, standard based curriculum
2. Technology support, standard based curriculum, equipment inventory
3. Lesson plans, computer logs, lessons plans, walk-throughs, equipment inventory
4. Requisitions, reading lexile results

People Assigned

1. Administration, Instructional Coach, Teachers, Categorical Program Assistant
2. Technology Specialist, Instructional Coach, Teachers, Categorical Program Assistant
3. Technology Specialist, Program Teachers, Categorical Program Assistant
4. Administration, Librarian

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
384.62	Title I Part A: Allocation 4000-4999: Books And Supplies Instructional Materials- Scholastic Classroom
45,981.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Categorical Program Assistant
10,683.34	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Computer Tech Related Service Instruction
0.00	S & C 1000-1999: Certificated Personnel Salaries Instructional Coach-Previously Identified in Plan

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students including the Asian, Hispanic, English Learner, Students with Disabilities, and Socio economically Disadvantaged.

Strategy/Activity

Intervention Classes (ELA 4)

Tasks

1. Ninth grade students with ab RI score of 800 or below will be placed in English 1 Intensive or an English 1P Transitional class depending upon their language classification.
2. Tenth and eleventh grade Long Term English Learners with an overall score of Intermediate on ELPAC and a grade of D or lower will be placed in Academic Language Development (ALD). The ALD course is a supplemental class designed to help students acquire reading, writing, comprehension skills and academic language that will enable them to achieve a level of proficiency on state tests.
3. Continue to offer AVID, a four-year college preparation program, that provides academic instruction and support to prepare all students for eligibility to a four-year college. Students may be from low-income families or may be the first generation to attend college.
4. A Summer Bridge program will be offered for incoming 9th grade at-risk students which is a transition class with educational field trips to create an awareness of the expectations and demands of high school.
5. Assign Paraeducator to provide support with student centered instructional activity and/or small group instruction.

Measures

1. RI/SPI results, grades, walk-throughs
2. ELPAC, grades, walk-throughs
3. Grades, Teacher recommendations
4. Attendance, grades of participants
5. Instructional aide schedule, CFBA, grades
6. Multiple measures will be used, grades, attendance & student work

People Assigned

1. Administration, counselors, teachers
2. Administration, counselors, teachers, Language Assessment Aide, EL TOSA
3. Administration, counselors, teachers
4. Administration, Summer Bridge teachers, district personnel. CWA
5. Administration, Categorical Programs Assistant
6. Administration, counselors, teachers, Instructional Coach

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
Intervention English 1 Intensive- Previously Identified in Plan

1359.70

Title I Part A: Allocation
5700-5799: Transfers Of Direct Costs
Field Trips - Summer Bridge

13,536.40	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Summer Bridge
7,154.83	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Instructional Resource-Additional Hours
0.00	Title I Part A: Allocation Instructional Materials-Previously Identified in Plan
0.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Categorical Programs Assistant- Previously Identified in Plan
0.00	S & C Guidance Counselors-Previously identified in plan
154,192.00	SC/EL 1000-1999: Certificated Personnel Salaries EL TOSA

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students including the Asian, Hispanic, English Learner, Students with Disabilities, and Socio economically Disadvantaged.

Strategy/Activity

Academic/Supplemental Support (ELA 5)

Tasks

1. Monitor D/F rate in English and support classes at the end of each grading period for early intervention and tutoring opportunities.
2. Students earning D/F grades at the conclusion of each grading period may be recommended for tutorial support during the Shields Up period.
3. Provide tutoring throughout the school day in target area for all students.
4. Provide students with instructional supplies (school agendas, binders, notebooks, etc.) to encourage and promote organizational skills to succeed academically.
5. Provide additional services and instructional supplies on referral, through set aside McKinney-Vento funds, when attendance/behavior and student class performance is a result of homelessness.
6. Mentoring and motivate at-risk students through Student Support Team meetings to increase student achievement and provide academic/community resources.

Measures

1. Mark Analysis report, tutoring logs

2. Grades, student sign-in sheets
3. Requisitions, class rosters
4. Teacher/Counselor referrals
5. Grades, student sign-in sheets, staff recommendation
6. Grades, student sign-in sheets, staff recommendation

People Assigned

1. Administration, Counselors, Teachers
2. Administration, Counselors, Teachers, EL TOSA
3. Administration, Child Welfare & Attendance Coordinator, Counselors
4. Administration, Teachers, Categorical Programs Assistant
5. Administration, Child Welfare & Attendance Coordinator, Counselors
6. Administration, Child Welfare & Attendance Coordinator, Counselors

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	S & C 1000-1999: Certificated Personnel Salaries Guidance Counselors-Previously Identified in Plan
0.00	Title I Part A: Allocation Instructional Materials/Supplies- Previously Identified in Plan
2154.83	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Academic Mentoring - Shields UP
0.00	SC/EL 1000-1999: Certificated Personnel Salaries EL TOSA- Previously Identified in plan
157,873.00	S & C 1000-1999: Certificated Personnel Salaries CWA

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students including the Asian, Hispanic, English Learner, Students with Disabilities, and Socio economically Disadvantaged.

Strategy/Activity

Professional Development (ELA 6)

Tasks

1. Continue to provide professional development in research based instructional strategies, with the support of the Instructional Coach and EL TOSA. Strategies focus on embedding high level thinking skills and on development of clear, appropriate learning outcomes to develop an essential question in order to build a background, including comprehensible input and student interaction in the lesson in preparation for CCSS.
2. Continue to provide professional development with research based strategies to embed higher levels of critical thinking in discussion and assignments with support from Instructional Coach
3. Collaboration time for teachers to share best practices from conferences/workshops during department release days to meet curriculum and student needs.
4. Continue to train Content Specialists and Course Leads to support and collaborate with teachers to develop and implement the common core college and career readiness anchor standards for reading, writing, language, speaking, and listening.
5. Literacy will continue to be a focus of our school-wide professional development. Research based strategies such as AVID, CRW and CER will be used to help students master content through reading, writing, listening, and speaking with support from the Instructional Coach.

Measures

1. Data reports, agendas, sign-in sheets, walk-throughs
2. Student work, lesson plans, instructional coach calendar, agendas, sign-in sheets, walk-throughs
3. Agendas, sign-in sheets, conference evaluations, walk-throughs
4. Agendas, sign-in sheets, minutes
- 5.

People Assigned

1. Administration, Instructional Coach, teachers, EL TOSA
2. Administration, Instructional Coach, teachers
3. Administration, Instructional Coach, teachers
4. Administration, Content Specialists
5. Administration, Instructional Coach, Teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

13,954.66

Source(s)

Title I Part A: Allocation
5000-5999: Services And Other Operating Expenditures
Professional Development Conference /Travel Expenses

0.00

Title I Part A: Allocation

	Substitutes- Previously Identified in Plan
0.00	SC/EL 1000-1999: Certificated Personnel Salaries EL TOSA- Previously identified in plan
0.00	Title I Part A: Allocation Content Specialists-Previously identified in plan

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

LCAP Goal #3: Increase Student Achievement

Goal 2

Goal: Increase Math Proficiency

GOAL OBJECTIVE

1. The number of 11th grade students meeting or exceeding the standards as measured by CAASPP will increase as follows:

Identified Need

ISSUE STATEMENT

Though our SBAC results demonstrate 21.63% of students meeting or exceeding the standards and is just below the state average, our focus remains to increase the number of students meeting and exceeding the standards in Mathematics. The number of students not meeting or nearly meeting the standard is of concern.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School-wide Math 2018-19	21.63%	45%
Asian Math 2018-19	80.15%	82%
Hispanic Math 2018-19	26.80%	29%
Socia-Economically Disadvantaged Math 2018-19	40.21%	43%
English Learners	21.63%	25%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math 2018-19		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students including Asian, Hispanic, white, English Learner, Students with Disabilities, and Socially Economically Disadvantaged.

Strategy/Activity

Actions

Curriculum Alignment (Math 1)

Tasks

1. Content Specialists and Course Leads will work with core department teachers to support curriculum that is aligned to the Common Core Mathematics Standards i.e. classroom support and data analysis.
2. Review student work and assessment data and Common Core standards to drive instruction, set instructional goals and modify pacing plans with support from the Instructional Coach in Integrated Math.
3. Monitor and review the content of benchmark and or site assessments and Performance Tasks to identify repeat and/ or spiral questions and ensure alignment with Common Core Standards.

Measures

1. Agendas, sign-in sheets,
2. Data Analysis, student work
3. Data Analysis, benchmarks

People Assigned

1. Administration, Content Specialists, Course Leads, Teachers
2. Administration, Content Specialists, Teachers
3. Administration, Content Specialists, Teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries

	Content Specialists- Previously Identified in Plan
0.00	Title II 1000-1999: Certificated Personnel Salaries Course Leads-Previously identified in plan

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students including Asian, Hispanic, white, English Learner, Students with Disabilities, and Socially Economically Disadvantaged.

Strategy/Activity

Data Teams (Math 2)

1. Analyze data from common assessments in Integrated Math I, Integrated Math II, and Integrated Math III to identify skill gaps in order to determine methods of re-teaching strategies and to share best practices.
2. Monitor data, grades, D/F rate to identify areas of need and to drive instructional practices/strategies with support from the Instructional Coach.
3. Increase articulation with partner schools for data review to address strengths and areas of need for incoming ninth grade students in Integrated Math I and Integrated Math II .

Measures

1. Algebra I and Geometry data analysis
2. Assessment data, mark analysis, instructional coach collaboration calendar
3. Grades, teacher recommendation

People Assigned

1. Administration, Department Chair, Course Leads, Teachers
2. Administration, Department Chair, Course Leads, Instructional Coach, Teachers
3. Administration, Department Chair, Course Leads, feeder school Math teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitutes-Previously Identified in Plan
0.00	Title II 1000-1999: Certificated Personnel Salaries Course Leads-Previously identified in plan

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students including Asian, Hispanic, white, English Learner, Students with Disabilities, and Socially Economically Disadvantaged.

Strategy/Activity

Instructional Support (Math 3)

Tasks

1. Provide scientifically researched-based supplemental instructional support and materials to enhance the curriculum to ensure academic growth in mathematics, (i.e. electronic resources and other materials that address math skills.)
2. Reinforce academic math vocabulary through lesson plans with support from the Instructional Coach.

Measures

1. Requisitions and purchase orders
2. Requisitions and purchase orders, Textbook inventory
3. Master Schedule

People Assigned

1. Administration, Categorical Program Assistant
2. Administration
3. Administration, Instructional Coach

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8709.5

Source(s)

Title I Part A: Allocation

Supplemental Instructional Materials

0.00

Title I Part A: Allocation

Categorical Programs Assistant-Previously Identified in Plan

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students including Asian, Hispanic, white, English Learner, Students with Disabilities, and Socially Economically Disadvantaged.

Strategy/Activity

Intervention Classes (Math 4)

Tasks

1. Incoming ninth graders who have a D or F in math will enroll in a math class in the summer.
2. A Summer Bridge program is offered for at-risk ninth students which includes a transition class to understand expectations and demands of high school.
3. The Instructional coach will provide support with student centered instruction activities and/or small group instruction.
4. Incoming ninth grade students with a low SBAC score or low SMI score will be enrolled in a support class related to Integrated Math I.
5. Math Readiness course is offered for at-risk incoming ninth grade students, in preparation for the demands of high school math.

Measures

1. SBAC results
2. CUM records, class roster
3. Attendance and progress/semester grades of participants
4. Multiple measures will be used, grades, attendance & student work
5. 8th grade SBAC results provided by Partner school, SMI results

People Assigned

1. Administration, counselors and teachers
2. Administration and counselors
3. Administration, Summer Bridge teachers
4. Administration, counselors, teachers, Instructional Coach
5. Administration, Department Chair, Course Lead

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	Title I Part A: Allocation Field Trips - Summer Bridge-Previously Identified in Plan
0.00	Title I Part A: Allocation Certificated w/Fringe & Health Benefits - Summer Bridge-Previously Identified in Plan
0.00	Title I Part A: Allocation Office Supplies -Previously Identified in Plan
0.00	Title I Part A: Allocation

	Instructional Supplies-Previously Identified in Plan
0.00	S & C 1000-1999: Certificated Personnel Salaries Guidance Counselors-Previously identified in plan
0.00	Title II 1000-1999: Certificated Personnel Salaries Course Leads-Previously identified in plan

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students including Asian, Hispanic, white, English Learner, Students with Disabilities, and Socially Economically Disadvantaged.

Strategy/Activity

Academic/Supplemental Support (Math 5)

Tasks

1. Students who participate in AVID classes will succeed in rigorous A-G curriculum. AVID teachers and college tutors will provide the math support and tutoring needed.
2. Monitor D/F rate in core subjects regularly for early intervention and tutoring opportunities.
3. Students earning D/F grades at the conclusion of each grading period may be recommended for tutorial support during the Shields Up period.
4. Academic tutoring is available to under-performing targeted students.
5. Provide students with instructional supplies (student agendas, binders, notebooks, etc.) to encourage and promote organizational skills to succeed academically.

Measures

1. Students in AVID program will show an increase in fulfillment of A-G requirements with a grade of C or better
2. Master schedule, class rosters and student transcripts
3. D/F mark analysis report, student work
4. Grades, teacher recommendation
5. Class rosters, requisitions

People Assigned

1. Administration, AVID teachers and college tutors
2. Administration and Counselors
3. Administration, counselors, teachers
4. Administration, Mentors
5. Administration, Categorical Programs Assistant

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	Title I Part A: Allocation Student Planners-Previously Identified in Plan
95,502.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 5 AVID Sections
0.00	Title I Part A: Allocation Instructional Supplies-Previously Identified in Plan
22,778.17	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Tutoring
4000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Intervention Shields Up
0.00	Title I Part A: Allocation Categorical Programs Assistant- Previously Identified in Plan
0.00	S & C 1000-1999: Certificated Personnel Salaries Guidance Counselors- Previously identified in plan
123,428.00	S & C 5 AVID Sections

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students including Asian, Hispanic, white, English Learner, Students with Disabilities, and Socially Economically Disadvantaged.

Strategy/Activity

Professional Development (Math 6)

Tasks

1. Provide professional development on instructional strategies and data analysis to improve lesson delivery and student achievement.

2. Offer training on lesson planning and best teaching practices to Integrated Math I, Integrated Math II, and Integrated Math III to teachers by Instructional Coach.
3. Continue to provide professional development on research-based instructions to embed higher levels of critical thinking in discussions and assignments with support from the Instructional Coach.
4. Collaboration time for teachers to share best practices from off site conferences/workshops, and department release days to meet student needs.

Measures

1. Agendas, sign-in sheets, walk-throughs
2. Agendas, sign-in sheets, walk-throughs
3. Agendas, sign-in sheets, walk-throughs
4. Agendas, sign-in sheets, walk-throughs

People Assigned

1. Administration, Department Chair, Instructional Coach, teachers
2. Administration, Instructional Coach, teachers
3. Administration, Instructional Coach, teachers
4. Administration and Math teachers

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	Title I Part A: Allocation Substitutes-Previously Identified in Pan
0.00	Title I Part A: Allocation Professional Development-Previously Identified in Plan

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parental Involvement

LEA/LCAP Goal

LCAP Goal #4: Increase Parent Engagement

Goal 3

Goal: Increase Parent Participation

GOAL OBJECTIVE

Arroyo will strive to increase parental involvement by at least 5% yearly in the following areas:

- School Loop Parent Enrollment/Usage
- Parent-Teacher-Student Association Membership (PTSA)
- English Learner Advisory Committee Membership (ELAC)
- School Site Council Membership (SSC)
- Open House Attendance
- Back to School Night Attendance
- AVID Parent & Family Day Meetings
- Parent Education Workshops
- Title 1 Schoolwide Parent Meeting
- Cash for College Attendance
- College Information Night (hosted by Rio Hondo)

Identified Need

ISSUE STATEMENT

To increase parental involvement in an effort to increase student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Loop Parent Enrollment	910	955

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students and parents at Arroyo High School.

Strategy/Activity

Actions

Promote Parent Involvement (PI 1)

Tasks

1. Promote parent involvement through school mailings, Blackboard, School Loop, personal phone calls to inform parents of involvement opportunities.
2. Promote membership to English Learner Advisory Committee (ELAC) , the Parent, Teacher, Student Association (PTSA), School Site Council (SSC), and the WASC Committee throughout the school year.
3. Organize and facilitate parent workshops (include providing materials, supplies and translations) such as computer classes for parents, AVID parent/family nights, EL parent meetings and District Parent Involvement Academy, Open House attendance, Back to School Night Attendance, Cash for College, College Information Night hosted by Rio Hondo Community College, Freshman Parent Orientation, and Freshman Fair.
4. Provide parent workshops with support from the District Teacher on Special Assignments and Community Liaison on, but not limited to: English Learner/Reclassification Parent Night and Title 1 School-wide.
5. Collaborate with feeder schools to offer a Parent/Student Orientation Day to provide parents and students with information that will support a successful transition to high school.
6. Parent information will be translated to Spanish, and Asian languages, as needed, to facilitate communication between home and school.

Measures

1. Sample of mailings, Schoolloop log, telephone log
2. Membership rosters
3. Sign-in sheets, agendas, minutes, and evaluations (when applicable)
4. Sign-in sheets, agendas, minutes, and evaluations
5. Mailers, telephone log, sign-in sheets
6. Samples of parent information, flyers, mailings and other documents

People Assigned

1. Administration
2. Administration, PTSA members, Categorical Programs Assistant
3. Administration, AVID coordinator, Intervention teachers and District/Site Categorical Programs Office.
4. Administration, District/Site Categorical Programs Office
5. Administration, Teachers, Club Members
6. Administration, Support Staff

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
267.21	Title I Part A: Allocation Postage - Parent Involvement
427.04	Title I Part A: Allocation Office Supplies
0.00	Title I Part A: Allocation Categorical Programs Assistant-Previously Identified in Plan
4279	Title I Part A: Allocation Parent Participation Programs
129.29	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Title I Meetings
144.72	Title I Part A: Allocation 4000-4999: Books And Supplies Office Supplies
78,039.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Community Liaison

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,297,082.81

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$812,424.81
Title II	\$12,139.00

Subtotal of additional federal funds included for this school: \$824,563.81

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

State or Local Programs	Allocation (\$)
S & C	\$1,318,327.00
SC/EL	\$154,192.00

Subtotal of state or local funds included for this school: \$1,472,519.00

Total of federal, state, and/or local funds for this school: \$2,297,082.81

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

Name of Members	Role
Gabriel Flores	Principal
Rongyi Yu	Secondary Student
Ilbea Fedele	Parent or Community Member
Myleen Malit	Parent or Community Member
Juan Solorzano	Parent or Community Member
Alex Bolanos (Chairperson)	Classroom Teacher
Francisco Guzman	Parent or Community Member
Angelic Nogalez	Classroom Teacher
Arthur Sandoval	Classroom Teacher
Erica Silvas	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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 02/23/22.

Attested:



Principal, Gabriel Flores on 02/23/22

SSC Chairperson, Alex Bolanos on 02/23/22