

School Year: 2023-24

# Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Independence High School	07617210730572	10/18/23	11/8/23

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

## Stakeholder Involvement

### Involvement Process for the SPSA and Annual Review and Update

The school community, including staff, students and parents are engaged in the governance of the school through their participation in various site and district committees and councils.

The school community is informed of how they can participate in the school's governance for the first time each school year during walk-through registration. In addition, all information is posted on our school website and social media accounts. Throughout the year we invite and remind parents about ways in which they can participate in school decision-making groups such as School Site Council (SSC) and the Safety Committee through letters, emails, phone calls and Blackboard Connect Ed messages.

District administration is consulted and regular meetings are held surrounding the district LCAP to solicit input from all stakeholders several times a year. District administrators have presented LCAP goals to our staff through meetings and emails.

Our SSC collaborates and develops our SPSA in line with district LCAP goals, school specific goals (through staff meetings, professional development, etc.), including WASC Goals and/or recommendations.

## Goals, Strategies, & Proposed Expenditures

The School Site Council (SSC) has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet growth targets.

The review included the fact that in January 2023, the California Department of Education (CDE) identified Independence High School as qualifying for Comprehensive Support and Improvement (CSI) based on its low graduation rate. The criteria for eligibility: High schools with a 3-year average of a combined 4/5-year graduation rate below 68%. At Independence High School, the

3-year average graduation rate was 64.48%. The Root Cause and Strategies to Improve were added to the 2022-23 SPSA in April 2023 and new goals, strategies/activities surrounding the Graduation Rate were developed and are included in the 2023-24 SPSA.

School goals are in line and directly related to district (LEA) goals. As a result, our school has adopted the following goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

## School Goal 1

- Provide a safe, secure, updated, clean environment (LUHSD Goal 1A)
- Foster an atmosphere of respect and civility among all students (LUHSD Goal 1C)
- Support the social-emotional needs of the student through Social Emotional Learning (LUHSD Goal 1A, 1B, 1C)
- Build and maintain positive relationships with all stakeholders (LUHSD Goal 3A, 3B, 3C)

### Basis for this Goal

#### Identified Need

- Staff/Student/Parent Surveys/Communication/and feedback
- State, county, and district guidelines
- Social-emotional data and trends from all LUHSD sites
- Significant subgroups (SWANs) data
- Attendance (physically on site)
- WASC growth areas

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Basic Conditions (NA indicator) <ul style="list-style-type: none"> <li>• Safe, clean buildings</li> <li>• Following state/county/local guidelines</li> <li>• Textbooks</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Follow district health &amp; safety guidelines</li> <li>• Update safety plan</li> <li>• At least 2 emergency drills per semester</li> <li>• Website updates</li> <li>• Textbooks available (home/school)</li> <li>• Updated and available technology</li> </ul>	<ul style="list-style-type: none"> <li>• Daily clean areas with immediate cleanups</li> <li>• Updated safety plan and PD to include ALICE training</li> <li>• 100% compliance on drills to include fire/earthquake/intruder</li> <li>• Website accuracy/consistent updating within a week.</li> <li>• 100% textbook compliance</li> <li>• 100% laptops available (home/school)</li> </ul>
School Climate	<ul style="list-style-type: none"> <li>• Update and use of MTSS</li> <li>• Calm, respectful, and mindfulness approach</li> <li>• Take 5's</li> <li>• Celebration of students/staff</li> </ul>	<ul style="list-style-type: none"> <li>• Use of MTSS with fidelity</li> <li>• Random multiple Take 5's</li> <li>• Greetings, quotes, etc.</li> <li>• Various recognitions (e.g. Student of the Q, Rotary, OTD, etc.)</li> </ul>

<p>Communication with Stakeholders</p> <ul style="list-style-type: none"> <li>• Build and maintain positive relationships (<i>social-emotional success</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Various ways to connect</li> <li>• Student conferences and counseling</li> <li>• Parent communication ongoing and consistent</li> <li>• Leadership class, events and activities</li> <li>• School Board meetings</li> </ul>	<ul style="list-style-type: none"> <li>• User friendly website, social media account(s), emails, phone calls, use Blackboard.</li> <li>• Immediate parent contact when student is absent/missing work.</li> <li>• SST meetings, Parent-Educator meetings.</li> <li>• BTS BBQ, Multiculturalism month, TUPE, etc.</li> <li>• Board Report outs and updates</li> </ul>
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## PLANNED STRATEGIES/ACTIVITIES

### Strategy/Activity 1 – Provide a physically clean and safe environment with equal and equitable access to materials.

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

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

All Students

#### Strategy/Activity

- Prepare school under the Williams Act
- Technology, accessibility, and support for all students at school and home by checking out district-issued laptops.
- Participate in learning activities and professional development surrounding support of a safe learning environment (e.g. ALICE training by BPD).

#### Proposed Expenditures for this Strategy/Activity

Amount(s)

\$191,087.12 (EOY 2023 purchase after SPSA complete).

Source(s)

District Technology funds

Budget Reference(s)

Unknown

### Strategy/Activity 2 – Social Emotional Learning (SEL) opportunities that build culture and support.

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

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

All students, with a deeper concentration with our “At-Promise” students (SWANs); SPED, 504, African-American, Hispanic, Foster/Homeless, ELL, Migrant, Parent Education Level (Non-HS Graduate), and students with SEL needs.

**Strategy/Activity**

Identify students and concentrate on Social Emotional Learning (SEL) using MTSS as framework and existing special services guidelines. Display best practices and programs through SEL:

- Site Homeless/Foster Youth Liaison will work with the district coordinator and offer site supports
- Participate in professional development and training programs such as MTSS and EPOCH, SOGIE, Grading for Equity, Mental Health First Aid, and utilizing supports.
- Continued staff modeling of TOOLBOX, mindfulness, Take 5’s, kindness matters, full inclusion, etc.
- Provide on-site counseling services (counselor, school psychologist) and provide additional support with outside agency referrals such as Care Solace.
- Continue to offer support and tutoring services for EL via a credentialed EL mentor during the school day (Tutorial Support) and after school as needed.
- Creating clubs and/or social events
- The HOOT

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$500 + \$4,500 = \$5,000 Total
Source(s)	LCAP + Site
Budget Reference(s)	01-0000-3300-2700-052-0-304-4300 + 01-0000-3300-2700-052-0-304-5890 + 01-0787-1110-1000-052-0-766-4320

**Strategy/Activity 3 – School-wide activities to encourage more positive attendance and participation while showcasing best practices and program successes.**

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

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

All students, specifically our “At-Promise” students (SWANs); SPED, 504, African-American, Hispanic, Foster/Homeless, ELL, Migrant, Parent Education Level (Non-HS Graduate), students with SEL needs and those that have had challenges with both physical attendance and work produced.

## Strategy/Activity

- Counselor creates and teachers implement a more specific Individualized Learning Plan (ILP – previously PEP)
- Communicate one to one with families, including safe home visits
- Continue and adjust Attendance Recognition Program (ARP) with incentives (e.g. apparel, gift cards, pizza with the principal, etc.)
- Continue to offer support and tutoring services (during and after school) for EL
- Specific Webmaster prep time to update the school website with all relevant information and where all learning platforms may be accessed
- Highlight best practices and success in a welcoming environment (hallways, website, social media, etc.)
- Utilize the introduction video for all NEW stakeholders (prior to NSO) to support understanding of IHS, our model and to showcase our programs and supports offered
- The HOOT

## Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3,000 + \$1,500 + \$500 = \$5,000 Total
Source(s)	Site + LCAP + TUPE (CCCOE)
Budget Reference(s)	01-0000-1110-1000-052-0-768-5890 + 01-0000-1110-1000-052-0-768-4300 + 01-0787-1110-1000-052-0-765-4320 + 01-0787-1110-1000-052-0-765-4320 + (CCCOE)

## School Goal 2

- Strengthen student achievement (proficiency) in CORE subjects, ELA and Math specifically and increase graduation rate (LUHSD Goal 2A, 2B, 2C, 2D)
- Continue to address and evaluate formative assessments in all content areas (LUHSD Goal 2B)
- Meet state and federal accountability measures (LUHSD Goal 2A)
- Build and maintain positive relationships with all stakeholders (LUHSD Goal 3A, 3B, 3C)

## Basis for this Goal

### Identified Need

- Staff/Student/Parent Surveys/Communication/and feedback
- State, county, district, school data/assessments (e.g. credits earned, graduation rate, SBAC)
- Significant subgroups (SWANs) data
- Attendance (work produced)
- WASC growth areas

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Graduation Rate	<ul style="list-style-type: none"> <li>Internal graduation rate of over 75%</li> <li>CDE Graduation rate over 68%</li> <li>Track (data) the amount of 5<sup>th</sup> year students based on students that spent their 11<sup>th</sup> and 12<sup>th</sup> grade with IHS</li> </ul>	<ul style="list-style-type: none"> <li>80% internal grad rate based on DASS</li> <li>68% CDE grad rate based on DASS</li> <li>Data/tracking process developed and data available</li> </ul>
Academic <ul style="list-style-type: none"> <li>SBAC (CAASPP/CAST) Data               <ul style="list-style-type: none"> <li>✓ Participation</li> <li>✓ Performance Levels (%)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Participation rate of 95%</li> <li>Positive gains in CAASPP ELA and math (1-2%)</li> <li>Close the below standards gap by 3-5 points</li> </ul>	<ul style="list-style-type: none"> <li>Participation rate of 96% on all tests.</li> <li>Possible positive gains in ELA and math</li> <li>Close below standards gap by 5 points</li> </ul>
College and Career Readiness <ul style="list-style-type: none"> <li>CA School Dashboard</li> <li>CCI</li> </ul>	<ul style="list-style-type: none"> <li>Continue to investigate other ways to meet (prepare) the indicators and begin utilizing these options</li> <li>5 students considered prepared based on the CCI</li> </ul>	<ul style="list-style-type: none"> <li>“How To?” guide developed</li> <li>3-5 students taking advantage of Dual enrollment (CCI)</li> <li>Closing the approaching prepared-prepared gap by a few students (CCI)</li> </ul>
Communication / Collaboration / Partnerships <ul style="list-style-type: none"> <li>Build and maintain positive relationships (<i>academic success</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Assemblies</li> <li>Workshops</li> <li>SSC</li> <li>Continued McRel</li> <li>Grading for Equity (GFE) implementation beyond CORE subjects</li> </ul>	<ul style="list-style-type: none"> <li>User friendly website, social media account(s) emails, phone calls, Connect Ed messages</li> <li>LAHS</li> <li>FAFSA</li> <li>ILT McRel</li> <li>Full implementation of GFE across all subjects/disciplines.</li> </ul>

## PLANNED STRATEGIES/ACTIVITIES

**Strategy/Activity 1 – Develop a plan to support overall achievement, specifically in the area of academic success leading to a more positive graduation rate.**

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

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

All students.

### Strategy/Activity

- Hire and provide an Intervention Specialist to support students with graduation requirements, and teachers with accurate credit documentation, ADA, and additional support.
- Early and often communication with comprehensive site families regarding transfers

- Concerted efforts in “pushing” the IHS (230 credit) diploma within the 4/5-year cohort instead of the 190-credit adult diploma or GED option.
- Concerted efforts to evaluate if the student qualifies for AB167 allowing the student to graduate under the state minimum credit requirements of 130.
- Students choosing/needing the 190-credit diploma will need to transfer/enroll in the continuation school or stay for a 5th year in order to earn 230 credits.
- Create/impose and communicate a 5th-year contract with students in jeopardy (including potential transfers not choosing our continuation school).
- Utilize the MTSS, Master Agreement (Board Policy) with fidelity for those students not making satisfactory progress towards graduation.
- Focus on balancing the overall support of student graduation (all options) versus graduating with an IHS diploma while preventing a dropout situation (e.g. When to approve BW-GED, Adult Ed, etc.)
- Enhance the recently developed student Individualized Learning Plan (ILP) based on the IHS diploma (IHS – 230 credit) and the potential 5th-year option.
- Specific in-person Senior individual graduation check with the counselor/intervention specialist
- Develop large-size posters with IHS graduation requirements observable everywhere on campus.
- Investigate, purchase, and/or develop a computer adaptive assessment (Pre/Mid/Post) program to help determine student proficiency levels and support exposure to CAASPP/CAST-type questions and format.
- Enhance our Life After High School program (LAHS) by having motivational speakers, college/career fairs, college, and trade school visits, etc.
- Implement the Happy Owl Orientation Time (the HOOT) for the first week of school to provide all students with an orientation and overview of all things IHS including their ILPs, graduation requirements (team building exercises schedules/grades & credits/dispel myths/allow for Q&A’s/etc.)
- Hosting on-campus intersessions during the breaks (Fall, Winter, Spring, Summer)
- Students will attend in-person labs with teacher support while working on current coursework and/or through our credit recovery program (Imagine Edgenuity).
- Potentially (very rare) create an on-campus satellite continuation school (LPHS) independent study (IS) program. This will allow them to remain on our campus (feel safe) and have the ability to graduate with a continuation school (190 credit) diploma and not an Adult Education diploma.
- Provide visits and trips to institutions, programs, and the continuation school to support our LAHS, the transition, and potential transfer.
- Provide home visits by an Intervention Specialist.
- Support student motivation and a sense of pride and accomplishment by creating/purchasing graduation-type items (e.g. Cap/Gown/Tassel).

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

## Strategy/Activity 2 – Expansion of academic supports and interventions across

Amount(s)	\$1,500 + \$1,000 + \$140,000 = \$141,500
Source(s)	Site + LCAP + Comprehensive Support and Improvement (CSI) funds
Budget Reference(s)	01-0787-1110-1000-052-0-765-5890 + 01-0787-1110-1000-052-0-000-4300 + 01-3182-3300-1000-052-0-304-1160 + 01-3182-3300-1000-052-0-304-1170 + 01-3182-3300-1000-052-0-304-4300 + 01-3182-3300-1000-052-0-304-4400 + 01-3182-3300-1000-052-0-304-5200 + 01-3182-3300-1000-052-0-304-5870 + 01-3182-3300-1000-052-0-304-5890

### subjects and curriculum.

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

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

All students, specifically “At-Promise Youth”; SPED, 504, African-American, Hispanic, Foster/Homeless, ELL, Migrant, Parent Education Level (Non-HS Graduate), and those identified students with SEL needs. This includes those choosing to transfer to IHS.

#### Strategy/Activity

- Investigate, purchase, and/or develop a computer adaptive assessment (Pre/Mid/Post) program to help determine student proficiency levels and support exposure to CAASPP/CAST-type questions and format.
- Continue training with MTSS framework and conversations through professional development
- Continue independent McRel work and adjustments in all subjects/disciplines
- Ongoing professional development with online learning platforms
- Continue to use full online learning with synchronous and asynchronous learning (ZOOM and Canvas) if need be.
- Continue to provide staff with all needed technology devices, programs, and tools necessary to support students
- Implemented a new School Plan of Action in July 2023
- Continue Attendance Recognition Program (work produced)
- Provide after school tutoring program for “At-Promise” students (virtual or in-person)
- Continue implementing equitable grading practices (GFE) in all subjects/diciplines
- Continue to offer support and tutoring services for EL during the day and outside of the school day
- Continue to purchase supplemental materials (e.g. ELA composition books, Social Science Up Front Magazine, etc.)
- Encourage dual enrollment (CC readiness)
- Continue to investigate trade school and military opportunities to meet student needs



- Utilize Imagine Edgenuity for courses not offered at our school (graduation and CC readiness)
- Utilize colleges for courses not offered at our school (graduation and CC readiness)

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$1000 + \$1,000 = \$2,000 Total
Source(s)	Site + LCAP
Budget Reference(s)	01-0000-3300-1000-052-0-304-4300 + 01-0787-1110-1000-052-0-000-4300 + 01-0787-1110-1000-052-0-765-5890

**Strategy/Activity 3 – Provide staff curriculum and development opportunities to support students, especially in the areas of English and math.**

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

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

All students enrolled in English and math.

**Strategy/Activity**

- Ongoing professional development with online learning platforms
- Continually support staff / in asynchronous (Canvas, etc.) learning
- Canvas coach to support ongoing weekly professional development
- Hire and provide an Intervention Specialist to support teachers with accurate credit documentation, ADA, and additional support.
- Continue trainings with MTSS framework and conversations through professional development
- Continue independent McRel work on assignments
- Continue training on equitable grading practices (GFE)
- Provide professional development opportunities surrounding independent studies guidelines and support (e.g CCIS conference).

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	\$500 + \$20,000 = \$20,500
Source(s)	Site + CSI funds
Budget Reference(s)	01-0000-3300-2700-052-0-304-5200 + 01-3182-3300-1000-052-0-304-4300 + 01-3182-3300-1000-052-0-304-5200

**Annual Review and Update**

**SPSA Year Reviewed: 2022-23**

# School Goal 1

- Provide a safe, secure, updated, clean environment (LUHSD Goal 1A)
- Foster an atmosphere of respect and civility among all students (LUHSD Goal 1C)
- Support the social-emotional needs of the student through Social Emotional Learning (LUHSD Goal 1A, 1B, 1C)

## ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Basic Conditions (N/A indicator) <ul style="list-style-type: none"> <li>• Safe, clean buildings</li> <li>• Following state/county/local guidelines</li> <li>• Textbooks for all students</li> <li>• Laptops for all students (if needed)</li> <li>• Updated technology (in line with other district schools)</li> </ul>	<ul style="list-style-type: none"> <li>• Daily clean areas</li> <li>• Updated safety plan</li> <li>• Updated website consistent with all other district schools.</li> <li>• 100% textbooks and laptops.</li> <li>• Never without technology/internet access on campus (repairs within 24-48 hours).</li> <li>• 100% of rooms will have ceiling-mounted projectors.</li> </ul>	<ul style="list-style-type: none"> <li>• 100% compliance.</li> <li>• Comprehensive Plan 100% updated and uploaded, site-specific plan somewhat updated and ongoing.</li> <li>• Website updated.</li> <li>• 100% textbooks and laptops</li> <li>• Technology good</li> <li>• 100% of IHS rooms now have projectors and screens (Math has new tablets to use with a projector).</li> </ul>
Suspension Rate <ul style="list-style-type: none"> <li>• School Climate</li> </ul>	<ul style="list-style-type: none"> <li>• Use of MTSS with fidelity</li> <li>• Random multiple Take 5's</li> </ul>	<ul style="list-style-type: none"> <li>• MTSS continues to be used but data lacking.</li> <li>• Random Take 5's took place.</li> </ul>

## STRATEGIES/ACTIVITIES

**Strategy/Activity 1 – 3** Provide a physically clean and safe environment with equal and equitable access to materials. A Social Emotional Learning environment that builds culture and support with a flexible student schedule model and school-wide activities to encourage more positive attendance and participation while showcasing best practices and program successes.

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
New plan developed in July 2022 based on the return to in person and the removal of the mandated AB130 ISRL program.	Plan was developed in July 2022 based on in-person return by all. This plan included the development of The HOOT (Week of Welcome) and is	N/A	N/A

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
	summarized below in the analysis section.		
Prepare school under the Williams Act and equitable access	Textbook review, laptop needs, facility check with work orders completed as needed to prepare for return to in-person. Laptops available for all students.	N/A	\$100,000 (District Tech Funds)
Participate in learning activities to best support learning environments and professional development to best support learning	Continued to support asynchronous (when needed)/synchronous learning for all learners.	\$500 + \$4,500 (LCAP)	\$500
Culture and Climate	Attendance Recognition Program (ARP)	\$500 + \$4,500 (LCAP)	\$4,000

## ANALYSIS

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

- The primary plan of action created was to embrace a full return to in-person learning. Before learning can take place, we felt that we needed to get back to basics and go slow to go fast, get to know one another face to face again, etc. The Happy OWL Orientation Time (HOOT) occurred during the first week of school (specially developed schedule). All students were required to attend— Teachers placed students in breakout groups with their primary teachers who discussed a personalized education plan (PEP) and provided an orientation /overview of our school, programs, supports, etc. This included “Get to Know You’s”, etc.
- For the Williams Compliance we continued to plan as though a visit would take place. There was inventory taken of textbooks, laptops, and materials needed. A safe, clean, environment was successfully met. The school provided laptops upon request and plans to issue them to each student next school year (2023-24).
- Teachers continued PD surrounding the SEL aspect of returning to in-person and how to connect, reach, and support learners of all types (e.g. MTSS, GFE)
- Initial creation of the Individualized Learning Plan (ILP)
- Continued use of ARP

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

- Textbooks and technology- this was effective and all students in had equal access and the ability to have all needs met (e.g. laptop as well as to textbooks both hard copy and on Canvas).
- Facility was clean and safe consistently. M&O begin a COVID cleaning schedule during Spring Break and this has continued to comply to all standards and expectations.

- The ILP has shown early benefit signs (e.g. consistent with CDE language, streamlines things for students and families, and provides an overall “Where am I, and am I on target?” visual understanding.
- ARP and positive recognition rewards have proven helpful for attendance.

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

This fluctuated as the State offered many late monetary services which allowed the school not to have to use previously identified resources.

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.

N/A

## School Goal 2

- Strengthen student achievement (proficiency) in CORE subjects, ELA and Math specifically. (LUHSD Goal 2A, 2B, 2C, 2D)
- Continue to address and evaluate formative assessments in all content areas (LUHSD Goal 2B)
- Meet state and federal accountability measures (LUHSD Goal 2A)
- Build and maintain positive relationships with all stakeholders (LUHSD Goal 3A, 3B, 3C)

### ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Graduation Rate	<ul style="list-style-type: none"> <li>• 80% based on DASS</li> <li>• Data/tracking process developed (5-year cohorts)</li> </ul>	<ul style="list-style-type: none"> <li>• We were not a DASS school this year (less than 70% SWANs).</li> <li>• According to IHS formula – (grad rate 86%) goal met.</li> <li>• According to the CDE formula (grad rate 67%) goal was not met. Thus, IHS was placed in CSI in January 2023.</li> <li>• Able to track student movement but AB167/104 created a not-so-real grad rate for 4-year cohort.</li> </ul>
Academic <ul style="list-style-type: none"> <li>• CAASPP Data</li> </ul>	<ul style="list-style-type: none"> <li>• Participation rate of 95%</li> </ul>	<ul style="list-style-type: none"> <li>• 95% was met in all state testing subjects - 98%</li> </ul>

Metric/Indicator	Expected Outcomes	Actual Outcomes
<ul style="list-style-type: none"> <li>✓ Participation</li> <li>✓ Performance Levels (%)</li> </ul>	<ul style="list-style-type: none"> <li>• Positive gains in CAASPP ELA and math (1-2%)</li> <li>• Close the below-standard met gap (add both did not meet and nearly met) by 3-5 points</li> </ul>	<p>(ELA), 97% (Math), 97% (CAST)</p> <ul style="list-style-type: none"> <li>• Met in ELA 43% (2022) to 46% (2023)</li> <li>• Not met in math 10% (both years)</li> <li>• Met in ELA 50% (2022) to 42% (2023)</li> <li>• Met in math 90% (2022) to 77%</li> </ul>
<p>College and Career Readiness</p> <ul style="list-style-type: none"> <li>• CA School Dashboard</li> <li>• CCI</li> </ul>	<ul style="list-style-type: none"> <li>• “How To?” guide developed</li> <li>• 3-5 students taking advantage of Dual enrollment (CCI)</li> <li>• Closing the approaching prepared-prepared gap by a few students (CCI)</li> </ul>	<ul style="list-style-type: none"> <li>• Still in progress</li> <li>• Met - 6 students in dual enrollment (4 transferred before the end of the school year from the comprehensive sites)</li> <li>• CDE indicator not available, but will still be a goal.</li> </ul>
<p>Communication / Collaboration / Partnerships</p> <ul style="list-style-type: none"> <li>• Build and maintain positive relationships</li> </ul>	<ul style="list-style-type: none"> <li>• User friendly website, social media account(s) emails, phone calls, Connect Ed messages</li> <li>• LAHS</li> <li>• FAFSA</li> <li>• BTS BBQ</li> <li>• ILT McRel</li> <li>• 1-2 teachers participating in GFE</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent and informative</li> <li>• 2 LAHS assemblies</li> <li>• FAFSA notifications, workshops day/night, and “Opt out letters” secured.</li> <li>• BTS BBQ</li> <li>• Continuing with McRel</li> <li>• 3 teachers in higher level GFE with all participating in initial PD and updates throughout the year.</li> </ul>

## STRATEGIES/ACTIVITIES

**Strategy/Activity 1 – 3** Support students with a flexible schedule and continue to focus on increasing student achievement in core areas, especially ELA and math.

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Preparing to adjusted/change the previous and current school model to meet the in-person needs.</li> </ul>	<ul style="list-style-type: none"> <li>• New plan developed for full return to in-person including the HOOT (start slow and with SEL to go faster with academics).</li> </ul>	\$750 Site	\$0

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>MTSS</li> </ul>	<ul style="list-style-type: none"> <li>Adjusted MTSS with new interventions and began conversations with staff about use with fidelity.</li> </ul>	N/A	
<ul style="list-style-type: none"> <li>McRel work with “modifying C&amp;I”</li> </ul>	<ul style="list-style-type: none"> <li>McRel supported the Wheel CORE subject areas allowing student assignments to meet the students at their level, with teachers encouraging and supporting a “leveling up” growth approach through work produced and knowledge gained.</li> </ul>	N/A	
<ul style="list-style-type: none"> <li>Continue to utilize ARP (work produced).</li> </ul>	<ul style="list-style-type: none"> <li>Continued to use ARP to support work produced</li> </ul>	N/A	See Goal 1 Actuals
<ul style="list-style-type: none"> <li>Equitable grading practices</li> </ul>	<ul style="list-style-type: none"> <li>GFE PD opportunities through district and site</li> </ul>	N/A	District Funds
<ul style="list-style-type: none"> <li>Offering Additional tutoring supports</li> </ul>	<ul style="list-style-type: none"> <li>TS elective class offered to all gen ed students and mandatory for all freshman. After school tutoring was offered.</li> </ul>	N/A	
<ul style="list-style-type: none"> <li>Additional PD for teachers</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing PD as needed</li> </ul>	\$ 1,000	\$0

## ANALYSIS

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

- The schedule was adjusted to meet the 100% in-person.

- Asynchronous learning was still a viable option if student was out for any reason (e.g. mental health facility stay, extended illness, etc.)
- Much work went into modifying the curriculum as we began to see “gaps” in learning due to remote learning. Adjustments were made in both the Wheel subjects and in class seat time.

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

- Slow go in the beginning, but by semester 2 students seemed to adjust and transition better to in-person learning again. Students were more successful academically during the second semester.
- The academic and social-emotional needs of students continue to be a challenge as it seems that new challenges have now emerged and students were still slightly fragile emotionally.
- Graduation rate is calculated differently by the CDE as all GED (BW) students and AE diploma (190 credit) students are considered a drop out for the school, although the diploma and GED is equivalent by state measures. The bottom line for IHS is the number of students who walked the stage as a graduate (equivalent to an HS diploma). Our graduation rate was close to 90% and the school is proud of that accomplishment. Next year we will look to meet the CDE measures while still supporting the needs of the students.

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

Some additional monies became available late in the school year after January 2023.

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.

Goals and budget information were adjusted based on meeting the criteria for CSI in January 2023 (Updated SPSA - 4/17/23).

## Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. 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

\$160,000 (2-year span)

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$80,000

## Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	N/A
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Subtotal of consolidated federal funds for this school: N/A

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

<b>Comprehensive Support and Improvement (CSI)</b>	\$160,000
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Subtotal of consolidated state or local funds for this school: \$160,000

Total of consolidated (federal, state, and/or local) funds for this school: \$160,000

## Addendum

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The Single 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.