School Year: 2022-23

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	10/20/22	

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. 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/Agendas and feedback at the end of Q4
- State, county, district guidelines (return to in-person)
- Elimination of the ISRL program
- Every Student Succeeds Act (ESSA)
- Campus Climate and Safety Committee, SSC
- Significant subgroups data from all IHS (including ISRL) and district comprehensive sites
- Professional Development
- California Healthy Kids Survey (CHKS)
- WASC growth areas

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Basic Conditions (NA indicator) • Safe, clean buildings • Following state/county/local guidelines • Textbooks for all students • Laptops for all students (if needed) • Updated technology (in line with other district schools)	• Follow district direction on health & safety guidelines • Update safety plan • Update website • Textbooks/laptops for all • Clean working plumbing/heat • Computer, internet access and other technology needs for all students • Ceiling mounted projectors	• Daily clean areas • Updated safety plan • Updated website consistent with all other district schools. • 100% textbooks and laptops. • Never without technology/internet access on campus (repairs within 24-48 hours). • 100% of rooms will have ceiling mounted projectors.
Suspension Rate • School Climate	• Use of MTSS • Calm, respectful and mindfulness approach • Take 5's	• Use of MTSS with fidelity • Random multiple Take 5's
Communication with Stakeholders • Build and maintain positive relationships	• Various ways to connect • Student conferences and counseling • Parent communication on-going and consistent • Leadership class • School Board meetings	• User friendly website, social media account(s) emails, phone calls, etc. • Immediate parent contact when student is absent/missing work. • BTS BBQ • Board Report outs and updates

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. This includes those returning to in-person from remote learning, whether it be ISRL or any program during the mandated AB130 school year.

Strategy/Activity

- New plan developed in July 2022 based on the return to in person and the removal of the mandated AB130 ISRL program.
- Prepare school under the Williams Act
- Participate in learning activities to best support safe learning environments and professional development in order to best support learning

Proposed Expenditures for this Strategy/Activity

Amount(s)	NA
Source(s)	Site and district
Budget Reference(s)	NA

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. This includes those returning to in-person from remote learning, whether it be ISRL or any program during the mandated AB130 school year.

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:

- Participating in professional development and training programs such as MTSS and EPOCH, SOGIE, Grading for Equity, and utilizing supports

- Continued staff modeling of TOOLBOX, mindfulness, Take 5, kindness, full inclusion, etc.

- Provide counseling services (in-person and through Zoom and Canvas)

- Continue to offer support and tutoring services for EL via a credentialed EL mentor during the school day (Tutorial Support) and after school.

- Creating clubs and social events

Proposed Expenditures for this Strategy/Activity

Amount(s)	$500 + $4,500 = $5,000 Total
Source(s)	LCAP + Site
Budget Reference(s)	01-0787-1110-1000-052-0-000-4300 + 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 attendance and work produced. This includes those returning to in-person from remote learning, whether it be ISRL or any program during the mandated AB130 school year.

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 by administration or campus supervisor

- Continue and adjust Attendance Recognition Program (ARP) with incentives (e.g. apparel, gift cards, bus passes, pizza with principal, etc.)

- Continue to offer support and tutoring services (during and after school) for EL with a mentor who speaks the same language as our EL population (Spanish only at this time)

- School website updated and used as a "one stop shop" in which all relevant information and learning platforms may be accessed

- Highlight best practices and success in a welcoming environment
- Creation of an introduction type video for all stakeholders to support understanding of IHS and to showcase our programs and supports offered.

Proposed Expenditures for this Strategy/Activity

Amount(s)	$3,000 + $1,500 + $500 = $5,000 Total
Source(s)	LCAP + TUPE + Site
Budget Reference(s)	01-0787-1110-1000-052-0-000-4300 + (CCCOE) + 01-0000-3300-2700-052-0-304-4320

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)

Basis for this Goal

Due to the pandemic (remote and in-person learning), students were not as academically successful and we are not confident with the end of the school year achievement levels (grades/attendance/credits earned) being a true measure/reflection. Therefore, we based this goal on some prior data (2020-2021) as well.

- Staff/Student/Parent Surveys/Communication/Agendas and feedback at the end of Q4
- State, county, district guidelines (return to in-person)
- Elimination of the ISRL program
- Credits Completed, Grades, Graduation Rates (some data unavailable)
- Significant subgroups (SWANs) data from all IHS and district comprehensive sites
- Attendance (physical work produced)
- Assessments (including SBAC)
- WASC growth areas

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Graduation Rate	• Graduation rate of over 75% • Begin tracking (data) the amount of 5th year students based on students that spent their 11th and 12th grade with IHS	• 80% based on DASS • Data/tracking process developed (5-year cohorts)

Academic
• CAASPP Data
  ✓ Participation
  ✓ Performance Levels (%)
	• Participation rate of 95%
	• Positive gains in CAASPP ELA and math (1-2%)
	• Close the below standards gap by 3-5 points
		• Participation rate of 96% on all tests.
		• Possible positive gains in ELA and math
		• Close below standards gap by 5 points

College and Career Readiness • CA School Dashboard • CCI	• Continue to investigate other ways to meet (prepared) the indicators and begin utilizing these options • 5 students considered prepared based on the CCI	• "How To?" guide developed • 3-5 students taking advantage of Dual enrollment (CCI) • Closing the approaching prepared-prepared gap by a few students (CCI)
Communication / Collaboration / Partnerships • Build and maintain positive relationships	• Various ways to connect • Assemblies • Workshops • SSC • Leadership class • Continued McRel and Grading for Equity (GFE) trainings	• User friendly website, social media account(s) emails, phone calls, Connect Ed messages • LAHS • FAFSA • BTS BBQ • ILT McRel • 1-2 teachers participating in GFE

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1 – Provide a more flexible student schedule model that supports overall achievement.

Students to be Served by this Strategy/Activity

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

All students. This includes those choosing to transfer to IHS and those returning to in-person from remote learning, whether it be ISRL or any program during the mandated AB130 school year.

Strategy/Activity

- Adjusted/changed the previous school year model to meet the new needs as students return to in-person only.

- Review and adjust current school model to meet student needs even if we need to create and go with a hybrid in-person due to inability to immediately return to in-person (flexibility that encourages positive improved attendance)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$750
Source(s)	Site
Budget Reference(s)	01-6762-3300-1000-052-0-304-5890

Strategy/Activity 2 – Expansion of academic supports and interventions across 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 and those returning to in-person from remote learning, whether it be ISRL or any program during the mandated AB130 school year.

Strategy/Activity

- Continue trainings with MTSS framework and conversations through professional development

- Continue independent McRel work on assignments

- Ongoing professional development with online learning platforms and the new normal

- Continue to use full online learning with synchronous and asynchronous learning (ZOOM and Canvas) if need be.

- All students and teachers will use Canvas as our school's designated learning management system

- Provide staff with all needed technology devices, programs and tools necessary to support students

- Implemented a new Master Agreement based on the return from the mandated AB130 school year

- Implemented a new Plan of Action in July 2022

- Continue Attendance Recognition Program (work produced)

- Provide after school tutoring program for "At-Promise" students (virtual or in-person)

- Continue independent McRel work on assignments
- Continue training on equitable grading practices
- 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.)
- Encouraging dual enrollment
- 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)	$750 + $1,000 = $1,750 Total
Source(s)	LCAP + Site
Budget Reference(s)	01-0787-1110-1000-052-0-000-4300 + 01-0787-1110-1000-052-0-765-5890

Strategy/Activity 3 – Provide 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, especially those students taking English and math and EL students. This includes those choosing to transfer to IHS and those returning to in-person from remote learning, whether it be ISRL or any program during the mandated AB130 school year.

Strategy/Activity

- Ongoing professional development with online learning platforms and the hybrid model (if needed)
- Continually support staff / in asynchronous (Canvas, etc.) learning
- Investigate parent technology training to best support student learning (Canvas coaching)
- Canvas coach to support ongoing weekly professional development
- Continue trainings with MTSS framework and conversations through professional development
- Continue independent McRel work on assignments
- Continue training on equitable grading practices (GFE)

Proposed Expenditures for this Strategy/Activity

Amount(s)	$1,000
Source(s)	Site
Budget Reference(s)	01-0787-1110-1000-052-0-765-5890

Annual Review and Update

SPSA Year Reviewed: 2021-22

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) • Safe, clean buildings • Following state/county/local COVID guidelines • Textbooks for all students • Updated technology (in line with other district schools) • Laptops for all students (if needed) • Prepare for district-wide 100% remote learners.	• Daily clean, follow-up and proper social/physical distances with required masks, etc. • Online registration, instructions to ISRL platforms and help with technology challenge (FAQs). • 100% textbooks • Never without technology/internet access on campus (repairs within 24-48 hours). • 100% laptops and program supports for both ISRL and in person students	• 100% compliance with CDC guidelines • Online registration • 100% of students received and had access to textbooks • 100% computer/internet access and updated technology for all at school • 100% of all students had the option of a school issued laptop/MiFi device • 100% of ISRL students were issued a laptop and any needs additional needs in order to receive equal access.
Suspension Rate • School Climate	• All students that meet ISRL criteria are served remotely (AB130) • Use of MTSS with fidelity • Random Take 5 by administration and teachers • Zoom used by all teachers when necessary • On-going daily interaction	• 100% ISRL students were served remotely (AB130) • MTSS use was used but proved difficult with ISRL students • Random Take 5 was not used as expected. • In order to meet all requirements, Zoom and phone calls were used by all teachers and staff.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	• Immediate when absent and ongoing • Baseline for instruction is one hour per week, our program expectation is three plus hours per week	• Students "met" with teachers beyond the minimum, including ISRL students. The only students that met for 80 minutes a week were those seniors that only needed 4 wheel courses.

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 student interest targeted school-wide activities to encourage positive attendance, participation and highlight best practices. Strengthen student achievement in CORE subject areas, especially ELA and math.

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Plan of action developed for the safe return of students in July 2021.	Plan was developed in July 2021 with three different scenarios that aligned with county and state guidelines	N/A	N/A
Compliance with state and local under the pandemic guidelines (AB130, etc.)	Textbook review, laptop needs, facility check with work orders completed as needed to prepare for both in-person and remote learning. Laptops were ordered to meet the needs of both ISRL and in-person hybrid learners.	N/A	N/A
Participate in learning activities to best support learning environments and professional development to best support learning	Shifted PD on meeting the needs of both in-person and remote learners (hybrid/ full in person return). Supported asynchronous/synchronous learning for all learners. This included simultaneous learning in seat time classes.	N/A	N/A

ANALYSIS

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

- 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 daily both in person and remotely.
- The plan of action that was created had three scenarios: one for 100% LUHSD remote learners (AB130), one hybrid, and one for return to in person. These scenarios were developed by the principal and presented to the staff for feedback prior to solidifying the plans. The ISRL plan was to remain the same as it did in the prior quarter where students would use Zoom for daily learning, Canvas to submit assignments, etc. Hybrid had a plan in which students could be in-person when possible and remote learners if need be due to COVID. The full in person plan added the use of seating charts, students 6 feet apart, and all-in-all compliance with CDC, state, and local guidelines for each scenario.
- Teachers continued PD in Canvas along with a Canvas coach. Teachers were knowledgeable and became very supportive with all three possible scenarios.

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 ISRL has equal access and in person and hybrid had 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 per compliance CDC, state, and local regulations.
- Overall, the challenges that COVID-19 presented were met with fidelity and flexibility.

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

Shifted as the need justified and we used what was needed dependent on the CDC, state, and county guidelines. District provided all needs without the school using site budget (e.g. laptops needed for the ISRL students).

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.

Due to new state, local and district guidelines

- Ours goals with need to be adjusted because we are no longer operating under 100% remote learners (ISRL). We will need to plan several different approaches to support student needs as they return to on campus. SPSA Goal 1 (Safe Culture), Planned Strategy/Activity 1-3.

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)

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Graduation Rate	• 82-85% based on DASS • Data/tracking process developed	• We were not a DASS school this year. • Not met (61.3%). • Tracking posed challenges based on AB130, AB104 (e.g. last-minute transfers from comp sites).

Academic
• CAASPP Data
  ✓ Participation
  ✓ Performance Levels (%)
	• Participation rate of 95% in all tests.
	• Positive gains in ELA
	• Close below standards gap by 5-10 points.
		• 95% was met in all state testing subjects.
		• Not met
		• Not met

College and Career Readiness • CA School Dashboard • CCI	• "How To?" guide developed • 3-5 students taking advantage of Dual enrollment (CCI) • Closing the approaching prepared-prepared gap by a few students (CCI)	• Not met due to taking on ISRL for the district. • Met 3 students in dual enrollment. But, they were ISRL students (still considered IHS).

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
Preparing to adjusted/change the previous and current school model to meet the immediate needs of the district (e.g. ISRL). Review and adjust current school model to meet student needs (positive improved attendance), and how to accomplish this with ISRL students.	• Continued the three-scenario model, now concentrating on ISRL and how to meet their needs at the same time as in person. • All staff communicated with families on a weekly	$500 Site	$0

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Adjusted the models of the programs of IHS in person and ISRL, continued frequent live instruction. Provide professional development opportunity for staff to find better ways to support scheduling through AERIES (e.g. Flex Scheduling).	basis via email, Canvas and phone. • Frequent live interaction approved (in person, or Zoom) • Counselor, data tech and principal met to implement a new scheduled with ISRL students and in person with the wheel and seat time classes.	$1,000 LCAP $1,000 Site $1,000 LCAP $1,000 Site	$0 $0

ANALYSIS

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

- Schedule was adjusted to meet the needs of students in ISRL and in person
- Both synchronous and asynchronous learning was provided for students in each model.
- School model was adjusted and parents were communicated with using email, phone and Canvas in order to ensure that students and parents knew where/when the student was to attend.
- Frequent live interaction and Zoom was implemented for ISRL students to meet requirements. In-person students that had to be remote for any period of time had the same access.

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

- In person students were found to be more successful both academically and possibly social-emotionally than those who remained in ISRL.
- The academic and social-emotional needs of students were slightly met. Sometimes it was unknown as we found it challenging to reconnect with student on site and definitely those in ISRL.
- Students were able to have flexible schedules.
- Graduation rate was based on non-DASS status. If school was DASS eligible, the outcome would have been much higher.

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

Monies were available and programs attempted but students and families chose not to take part. The district provided all money needed.

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.

Based on new state and district guidelines

- This goal will need be adjusted/changed once again- Since we no longer support an ISRL program at this time, we will need to get back to our in-person approach to support student needs. SPSA Goal 2 (Achievement), Planned Strategy/Activity 1-3.
- Continue to utilize how we can account for attendance to meet even more new state guidelines. SPSA Goal 2 (Achievement), Planned Strategy/Activity 1.
- We now meet the DASS criteria, have applied and were once again approved as a DASS program of choice school.

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	N/A
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	N/A

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

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.

State or Local Programs	N/A

Subtotal of consolidated state or local funds for this school: N/A

Total of consolidated (federal, state, and/or local) funds for this school: N/A

Addendum

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.