



THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT EAST VILLAGE MIDDLE COLLEGE HS SCHOOL

2022-23

37-68338-0118315
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Booz, Mitchell

Contact Person: Booz, Mitchell

Position: Principal

Telephone Number: 619/388-4539

Address: 1313 Park Blvd, Bldg B, East Village Middle College HS, San Diego, CA, 92101

E-mail Address: mbooz@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: *(Date to be inserted by Strategic Planning for Student Achievement Department)*

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*

2022-2023 **SCHOOL PLAN FOR STUDENT ACHIEVEMENT**
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: East Village Middle College High School

Due October 7, 2022

SITE CONTACT PERSON: Mitchell Booz, Principal

PHONE: FAX: Phone: (619) 362-4769 E-MAIL ADDRESS: mbooz@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title 1 School wide Programs (SWP) CSI School

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

- The SSC is composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
- The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
- The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|--|--------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <u>9-30-22</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>9-30-22</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

- The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
- The site plan composition is rooted in 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.
- The site plan or revisions to the site plan were adopted by the SSC on: 9-30-22

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.


Mitchell Booz



Type/Print Name of School Principal

Signature of School Principal / Date

Jennifer Chow



Signature of SSC Chairperson / Date

Type/Print Name of SSC Chairperson

Andre Maglalang



Signature of ELAC Representative / Date

Type/Print Name of ELAC Representative

Erin Richison



Signature of Area Superintendent / Date

Type/Print Name of Area Superintendent

Submit Document With Electronic Signatures To:
Strategic Planning for Student Achievement Department
Eugene Bruckner Education Center, **Room 3126**

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a Title 1 Schoolwide program within the context of an atypical, middle college dual enrollment high school.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning with High Expectations for All
4. Quality Leadership, Teaching and Learning
5. Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

At East Village Middle College High School, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2021-22, stakeholders were involved in the 2022-23 budget development process via multiple meeting opportunities to dialogue and to solicit input. These include late start Friday staff meetings SGT, SSC, and informal collaborations held throughout the year.

- July 29, 2022 - Staff met to discuss trends, analyze data and provide budget recommendations.
- October 3, 2022, the Annual Title I Parent Meeting was held. At this time, the Title I School Parent Compact and Title I Parent & Family Engagement Policy were reviewed. This was announced in conjunction with the opening SSC meeting to encourage participation
- February 7, 2022 - Staff met to analyze data, provided budget recommendations and planned for future adjustments including online learning.
- February 24, 2022 - SSC reviewed and approved items related to the 20-21 budget.
- September 30, 2022- SSC developed and approved 2022-2023 SPSA.

RESOURCE INEQUITIES

EVMCHS SSC members, staff and school stakeholders agreed to review the most readily available site data from the previous academic year and establish goals consistent overall program growth targets and academic success for all students. As part of our SPSA, EVMCHS conducted a root

cause analysis by examining data from the California Assessment of Student Performance and Progress (CAASPP), California Healthy Kids Survey (CHKS) and additional site data.

An analysis of CAASPP results indicated the following: 76.9% of students met or exceeded ELA standards while 19.2% of students met or exceeded math standards. Hispanic/Latino student results were reported as a statistically significant subgroup and posted the following results: 76.2% met or exceeded ELA standards while 23.8% met or exceeded math standards. Results for English Learner, Black/African American and students with disabilities were not reported as statistically significant due to the small population.

An analysis of CHKS data indicated the following: The overall rate of student “school connectedness” was 67%. The percentage response of those that “strongly agree” that EVMCHS “promotes parent involvement” was 49%. The percentage response of those that “strongly agree” that EVMCHS parents “feel welcome to participate in the school” was 82%.

Additional site data included the following: annual attendance rate (94.8%) chronic absenteeism rate (14.3%) Graduation rate (97.1%)
As a result of this root cause analysis, EVMCHS recognizes performance inconsistencies in the area of both ELA and math. Additionally, the school seeks to improve home communications and rates of annual attendance, chronic absenteeism and graduation. To address these concerns and reach our growth targets, EVMCHS seeks to allocate resources in a more strategic way. This plan addresses that by focusing on professional development in instructional practices that support student achievement. In addition, EVMCHS plans on increasing allocated funding to targeted intervention strategies such as before/after school tutoring, weekend academic workshops (Saturday Academy) and improved home communications in the form of increased hourly expenditures for classified hourly (bilingual) parent/guardian engagement. In addition to these achievement measures, EVMCHS has taken great strides to improve attendance, address absenteeism and build a collaborative, supportive school culture. It is our belief that when students feel supported by a network of committed individuals, they are more likely to exhibit responsible decision making, successful learning traits and improved outcomes.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Christian Feliciano	Student
Jordan Ramsey	Student
Lucia Cavallini Martinez	Student
Andre Maglalang	Classroom Teacher/DAC Representative
Ashley Perry	Classroom Teacher/SSC Chair
Christina Peregrina	Parent
Sheiva Pousti	Parent
Christy Holly	Non-teaching staff/SSC Secretary
Mitchell Booz	Principal
Mario Calantoc	Classroom Teacher/SSC Vice Chair

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

EVMCHS SSC members, staff and school stakeholders reflect on the most readily available site data and establish goals consistent with overall program growth and academic success for all students. With that, use of available CAASPP data, attendance percentages, CHKS parent/student surveys, graduation rates and relevant site, district and state measures were leveraged in determining site goals. Trends in student performance were noted with consideration for the fact that, as a small, atypical school, data sets often do not apply or are difficult to use for significant analysis. Strategies implemented based on this analysis included comprehensive tutoring opportunities, the scheduling of weekend “Saturday Academy” session, increased home communication efforts and enhanced connectivity with student resources at our partner institution, San Diego City College. Effectiveness is reflected in the following data: Overall low rates of “D/F” grades, relatively high graduation rate, below state/district average rates of disparity on CAASPP scores between general and sub-group student populations. Areas for growth and revision are reflected in the following data: lower than expected attendance rates, higher than expected chronic absenteeism and lower CHKS response rates of “student connectedness.”

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

East Village Middle College HS SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal would include SSC acknowledgement that budget transfers could be completed as conditions changed or new opportunities became available during the school year. SSC members engaged in purposeful discussions with goals in mind about the best ways to leverage available resources in the coming year(s) as school conditions change. To that end, a Title I position allocation of (.2) Counseling Assistant/Bilingual was created (22/23) and maintained for a minimum of three years while hourly funding for tutoring and other site strategies was maintained.

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Changes that could be made moving forward include a focus on the area of safe and collaborative, inclusive school culture to include attendance, chronic absenteeism and overall student academic performance (including all subgroups). Annual outcomes, metrics, or strategies/activities to achieve this goal will vary a great deal and an analysis of current trends and achievement benchmarks must take that into account. Still, the SPSA follows a traditional thread of engaging students through rigorous practice, high expectations and a broad range of student supports and family engagement strategies. These efforts remain true year-to-year and include increased efforts to improve school connectivity, extended learning opportunities, improved home communication and a focus on innovative practices.

*Identified Need

According to district records, EVMCHS had seen overall attendance improve from 93.8% to 97.8% back in 2019-2020. District records also show that the school had a high level of chronic absenteeism in 2015-16 (18%) which had improved dramatically in 2018-19 (9%) and in 2020-2021 (3.3%). Unfortunately, this trend was reversed with chronic absenteeism being significantly impacted by post-Covid student realities last year (14.3% in 2021-22). The site seeks to continue to maintain high standards and make gains in these areas. The results of the California Healthy Kids Survey (CHKS) revealed a School Climate Index (SCI) reaching a low of 255 (16th State Percentile) in 2017 to an improved 378 (93rd State Percentile) in 2019. Whereas the CHKS survey provider no longer reports an SCI score, EVMCHS has chosen to identify key climate indicators and build goals from there. EVMCHS intends to leverage Title I funding and district attendance recovery methods in support of efforts to continue regain our positive form in the areas of attendance and "school connectedness."

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	9-12	Increase attendance	94.8	97.2	Attendance	Monthly
June 2023	9-12	Decrease chronic absenteeism	14.3	1.0	Attendance	Monthly
June 2023	9-12	CHKS "School Connectedness"	67	75	CAL-SCHLS (CHKS)	Annually

East Village Middle College HS SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	9-12	Hispanic or Latino	Increased attendance	94.1	97.2	Attendance	Monthly
June 2023	9-12	Hispanic or Latino	Decrease chronic absenteeism	18.4	1.0	Attendance	Monthly
June 2023	9-12	Hispanic or Latino	CHKS "Promotion of Parent Involvement"	57 (Strongly Agree)	75 (Strongly Agree)	CAL-SCHLS (CSPS)	Annually
June 2023	9-12	English Learner	Decrease Chronic Absenteeism	50	1.0	Attendance	Monthly
June 2023	9-12	Black or African American	Decrease Chronic Absenteeism	0	0	Attendance	Monthly
June 2023	9-12	Students with Disabilities	Decrease Chronic Absenteeism	25	1.0	Attendance	Monthly

Supporting Black Youth - Additional Goals

- ✓ EVMCHS staff will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data.
- ✓ The staff diversity goal at EVMCHS is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. EVMCHS site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ In the 2022-23 school year, EVMCHS will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ EVMCHS will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ EVMCHS Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ EVMCHS will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ Ensure access to college/dual enrollment classes for black youth.
- ✓ EVMCHS will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Strategy 1: Supplemental Tutoring									
*Students to be served by this Strategy/Activity									
All students.									
*Strategy/Activity - Description									
Before school and after school tutoring addresses the findings of the needs assessment and/or the annual review of performance data consistent with state priorities, resource inequities and school-level budgeting.									
*Additional Supports for this Strategy/Activity									
- Regular Saturday Academy accessing district funding/ADA recovery strategies									
Strategy 2: Extra Guidance Assistant Time									
*Students to be served by this Strategy/Activity									
All students									
*Strategy/Activity - Description									
The creation/funding of a (.2) Guidance Assistant (Bilingual) position addresses the findings of the needs assessment and/or the annual review of performance data consistent with state priorities, resource inequities and school-level budgeting.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F0503I	Guidance Asst	0.20000	\$6,893.00	\$9,461.20	0503-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	[no data]		This FTE is intended to make our Guidance Assist available to students more frequently. The position is intended to support students with scheduling a-g courses, reviewing attendance and reviewing student grades.
*Additional Supports for this Strategy/Activity									
Collaboration with SDUSD/HR in posting and filling the (.2) Guidance Assistant (Bilingual) position									

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

Math: All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

English Learners: We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

Students with Disabilities: Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
Access: Students with disabilities are general education students first and should have access to a meaningful course of study. **Instruction:** All teachers will design instruction and create learning environments that meet students' individualized learning needs.

Graduation/Promotion Rate: All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning with High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Data analysis in a small learning community can be a challenge, as scores for state assessments are not reported for low number populations due to confidentiality. However, analysis over time does reveal trends. EVMCHS SSC members, staff and school stakeholders agreed to reflect on the most readily available site data from the previous academic years and establish goals consistent with overall program growth and academic success for all students. As part of our SPSA, EVMCHS conducted a root cause analysis involved by examining data from CAASPP. An analysis of the student groups of the CAASPP results indicate an overall increase in the area of ELA. A more longitudinal analysis of scores also shows more encouraging trends. Scores were not posted at EVHS for the 2015-16 and 2016-17 due to low testing numbers. The 2014-2015, 11th grade students met or exceeded grade level standards at a rate of 29.1% (ELA). In 2017-18, 11th grade students met or exceeded grade level standards at a rate of 80% (ELA). In 2018-19, 11th grade students met or exceeded grade level standards at a rate of 61.9% (ELA). In 2021-22, it was up to 76.2%. By contrast, math scores fell below expectations with 19.2% who met/exceeded standards. This was similar to 2018-2019 results (19.05%) The SPSA was balanced in support of ELA with a focus on tutoring hours and Title I supplies aligned with instructional programming. In addition, participation in local trainings, partnerships and middle college high school conferences in support of site goals were approved. EVMCHS was involved in a WASC self-study during this period which resulted in a full, six-year accreditation. The visiting committee reported recommendations which included the establishment of site-driven assessment tools and progress monitoring systems to ensure students are hitting appropriate mastery targets and calibrated to college readiness. Based on available data, we need to continue the focus to improving student achievement levels, especially in mathematics. It is difficult to quantify the degree to which recognizable achievement gaps can be noted given our small size and unique middle college, dual-enrollment focus. Specifically, our testing population typically has only a handful of English Learners and students with disabilities. These achievement levels are not reported at the site level due to confidentiality. The data does identify a high percentage of low-income students and a significant Hispanic population which contributes to the difficulty of recognizing disparities within a homogeneous sample of 11th graders. Overall, the emphasis on tutoring makes sense given our size and the low number of D/F grades, relatively high graduation rate and positive feedback from CHKS respondents support our approach as we seek to improve year-to-year.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

The major difference for the intended implementation is the expanded opportunities for before school and after hours tutoring, including weekends. The budgeted expenditures will be consistent with previous years, with funding going towards hourly pay for academic supports offered by staff. A major difference would be the creation of a .2 Guidance Assistant position to support home communication and student outcomes.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

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The previous ELA goals addressed 11th grade progress on the SBAC. While efforts were made on our goals, the school personnel realized that the majority of the 9th graders were arriving at EVMCHS in need of additional ELA resources. The staff analyzed data at several meetings and agreed that efforts needed to be focused on all students, not just 11th graders. In addition, staff agreed that opportunities for tutoring should be extended and supported with home notifications. In addition, targeted staff trainings will be accessed.

*Identified Need - English Language Arts

There is a minimal achievement gap with Hispanic students in relation to the whole of the most recent data, at a rate of 76.2% who met or exceeded standards (ELA). This shows an improved achievement gap when compared against the whole population containing small populations of white, Asian and/or mixed-race students who do not identify as Hispanic (76.9%).

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	11th	Improved Scores	76.9% Meet/Exceed Standards	80% Meet/Exceed Standards	CAASPP ELA	Annually

*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	11th	Hispanic or Latino	Improved Scores	76.2% Meet/Exceed Standards	80% Meet/Exceed Standards	CAASPP ELA	Annually
June 2023	11th	English Learner	Improved Scores	Not statistically Reported (X<15)	75% Meet/Exceed Standards	CAASPP ELA	Annually
June 2023	11th	Black or African American	Improved Scores	Not Statistically Reported (X<15)	80% Meet/Exceed Standards	CAASPP ELA	Annually
June 2023	11th	Students with Disabilities	Improved Scores	Not Statistically Reported (X<15)	80% Meet/Exceed Standards	CAASPP ELA	Annually

*Identified Need - Math

Math teachers developed site assessments and lesson plans in line with math goals. They participated in professional development focused on effective teaching strategies during pull-out days at the district level. They also participated in discussions with college staff to encourage math dual enrollments. Student math data was discussed often at staff and SSC meetings. Despite these efforts, the school did not meet the schoolwide math goal or the target group math goals. Although a statistical achievement gap with Hispanic students in relation to the whole of the 2021-22 data does not exist (due to small reporting size), Hispanic/Latino students still scored at a rate of just 23.8% who met or exceeded standards (Math). This shows a 4.6% differential when compared against the whole student body containing small populations of white, Asian and/or mixed-race students who do not identify as Hispanic (19.2%)

*Goal 3 - Mathematics							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	11th	Increased Scores	19.2% Meet/Exceed Standards	50% Meet/Exceed Standards	CAASPP Math	Annually	
*Annual Measurable Outcomes (Closing the Equity Gap) - Math							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	11th	Hispanic or Latino	Increased Scores	23.8% Meet/Exceed Standards	50% Meet/Exceed Standards	CAASPP Math	Annually
June 2023	11th	English Learner	Increased Scores	Not statistically reported (X<15)	50% Meet/Exceed Standards	CAASPP Math	Annually
June 2023	11th	Black or African American	Increased Scores	Not statistically reported (X<15)	50% Meet/Exceed Standards	CAASPP Math	Annually
June 2023	11th	Students with Disabilities	Increased Scores	Not statistically reported (X<15)	50% Meet/Exceed Standards	CAASPP Math	Annually
*Identified Need - English Learners							
Not a statistically significant site need.							
*Goal 4 - English Learners							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
*Identified Need - Graduation/Promotion Rate							
<p>Hispanic/Latino students represent the majority of the EVMCHS population and would be identified within the same goals for graduation as well as African Americans, students with disabilities and English learners. EVMCHS is seeking to add to the school's graduation goal, which will focus on increasing the percentage of Hispanic/Latino, African American, disabled and English learner graduates meeting UC a-g requirements while also taking greater advantage of the middle college dual enrollment opportunities presented by our unique site. In order to better assist Hispanic/Latino students African American, disabled and English learner students, more emphasis will be placed on identifying those who need support prior to earning additional D/F grades. Those who struggle and/or those who have shown the need for additional resources will be identified early and supported through direct intervention strategies previously identified in the SPSA</p>							
*Goal 5- Graduation/Promotion Rate							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	12	Increased graduation	97.1	100	Graduation/Promotion	Annually	

East Village Middle College HS SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate									
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency		
June 2023	12	Hispanic or Latino	Increased graduation rate	95.8	100	Graduation/Promotion	Annually		
June 2023	12	Black or African American	Increased graduation rate	N/A	100	Graduation/Promotion	Annually		
June 2023	12	English Learner	Increased graduation rate	N/A	100	Graduation/Promotion	Annually		
June 2023	12	Students with Disabilities	Increased graduation rate	N/A	100	Graduation/Promotion	Annually		
Optional School Goal(s)									
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency		
Strategy 1: Tutoring									
*Students to be served by this Strategy/Activity									
All students.									
*Strategy/Activity - Description									
EVMCHS students will have expanded access to tutoring in ELA and math throughout the year to include before-school, after-hours and weekend academic supports. These opportunities will be promoted through the school's website, students' handbooks and home communications. Increased outreach efforts in the form of mailed home progress reports, home contacts and parent conferences will take place in support of increased student achievement.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N05032V	Classroom Teacher Hrly		\$7,963.01	\$9,859.00	0503-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		These funds will be used to pay teachers that provide after school tutoring for students.
N05034F	Supplies		\$1,929.00	\$1,929.00	0503-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Misc instructional supplies used to provide after school tutoring.

Strategy 2: Tutoring									
*Students to be served by this Strategy/Activity									
All students									
*Strategy/Activity - Description									
EVMCHS students will have expanded access to tutoring in ELA and math throughout the year to include before-school, after-hours and weekend academic supports. These opportunities will be promoted through the school's website, student handbook and home communications. Increased outreach efforts in the form of mailed home progress reports, home contacts and parent conferences will take place in support of increased student achievement.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N05031U	Supplies		\$948.00	\$948.00	0503-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Misc supplies used to mail home progress reports.
N050333	Classroom Teacher Hrly		\$3,230.76	\$4,000.01	0503-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplemental Teacher Hourly time to provide after school tutoring.
Strategy 3: Direct Parent Contact									
*Students to be served by this Strategy/Activity									
Students with disabilities will be served with this strategy.									
*Strategy/Activity - Description									
The most recent academic data shows that some student sub-groups posted below passing grades. For example, 27.3% of EVMCHS Filipino students received one or more D or F grades. This percentage is especially concerning because students typically only take four classes at a time. To address this concern, the counselor and staff will analyze grade data every grading period (eight times per year) and individually contact the parents/guardians of the students who are failing. Progress reports will be mailed home and efforts will be made to ensure parents have access to the Power School Parent Portal and Canvas Observer accounts.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N05034E	Interprogram Svcs/Duplicating		\$1,000.00	\$1,000.00	0503-09800-00-5721-2100-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Printing services used to print mailers for parents.
*Additional Supports for this Strategy/Activity									

Strategy 4: Increased Access to Counseling

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

Black Youth

***Strategy/Activity - Description**

Access to full time SDUSD head counseling services at a reduced student to counselor ratio (160:1) as well as a College Liaison trained in the implementation of Ethnic Studies curriculum and part-time SDCC college counseling services.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N05033U	Classroom Teacher Hrly		\$2,536.95	\$3,141.00	0503-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Misc instructional supplies used to work with students during counseling sessions.
N05034Z	Counselor Hrly		\$2,019.22	\$2,500.00	0503-09800-00-1260-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Extra counseling hourly to provide student access to 1-1 counseling time after hours.

Strategy 5: Individual and Group Family Progress Meetings

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

All students

***Strategy/Activity - Description**

The counselor, AVID coordinator, senior advisor and principal will organize and monitor activities such as: individual and group family progress meetings, college field trips, transcript review sessions, and credit recovery options via iHigh, summer school and immediate remediation prior to senior year. Resource staff and City College resources will also be on hand to provide intensive support to at-risk students and families as needed. Additional progress report printings, written updates, printed notices home and hard-copy scheduling/credit checks will be utilized.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N05032Y	Clerical OTBS Hrly		\$1,824.68	\$2,499.99	0503-09800-00-2451-2700-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Extra clerical time to provide administrative support for the progress meetings.
N050350	Guidance/Attend Asst Hrly		\$14,127.00	\$19,355.42	0503-30100-00-2454-3110-0000-01000-0000	Title I Basic Program	[no data]		Extra Guidance time to provide individual and group progress meetings.

***Additional Supports for this Strategy/Activity**

Strategy 6: Middle College National Consortium

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

All Students

***Strategy/Activity - Description**

We will send a team of staff members to the Middle College National Consortium. This is an annual conference intended to inform all content areas, as it pertains to the middle college/dual enrollment focus of our school.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N05032F	Travel Conference		\$2,000.00	\$2,000.00	0503-30100-00-5207-2700-0000-01000-0000	Title I Basic Program	[no data]		Attending the Middle College National Consortium conference.

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

EVMCHS committed to notifying all parents and guardians about all grade reports and was successful in meeting the goal. However, the goal regarding parent attendance at after school events was not met. The staff believes that offering opportunities for meetings at different times of the day will increase participation, as many families shared that attending evening events is also not possible due to work conflicts. This would include virtual opportunities for parents to meet with school leadership.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

EVMCHS staff and SSC determined that simply sending information about final grades and general academic progress is not meaningful parent engagement. In order to improve engagement, the school needs to also mail targeted intervention progress reports home and engage directly with families. EVMCHS should also provide more opportunities for parents and guardians to give input regarding school decisions. Finally, parents and guardians need to be better informed about school events, policies and procedures. There should also be additional effort to engage families virtually and ensure access to online school platforms and all relevant materials.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

The new goal focuses on improving parent communication and participation with regards to important decisions about the school, as reported on the CSPS.

***Identified Need**

EVMCHS SSC members, staff and school stakeholders agreed to reflect on the most readily available site data from the previous academic year and establish goals consistent overall program growth and academic success for all students. For example, in the California Healthy Kids Survey (CHKS) for 2021-2022, it was identified that only 49% of parents surveyed agree or strongly agree that the school promotes parent involvement. Also only 82% felt that EVMCHS parents are welcome to participate in the school. EVMCHS seeks to improve on these numbers and maintain regular communication with parents/guardians in order to ensure that information regarding progress reports, policies and events is known.

***Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	CHKS - EVMCHS promotes parent involvement	49	65	CAL - SCHLS (CSPS)
June 2023	Other (Describe in Objective)	CHKS - EVMCHS parents feel welcome to participate	82	90%	CAL - SCHLS (CSPS)

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increased family engagement	When available	Quarterly	Attendance
June 2023	Other (Describe in Objective)	Increased family engagement	Periodically	7-10 day intervals	Other - Describe in Objective

Strategy 1: Informal Meetings with the Principal

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

All families will be served by this strategy/activity.

***Strategy/Activity - Description**

The principal will host quarterly informal meetings, in person or through a virtual meeting platform. These meetings will take place at different times a day to accommodate as many families as possible, as work schedules and sibling drop-offs limit participation. Also, to ensure that all members of the EVMCHS community receive important information, the principal will send a weekly auto dialer phone call and email to all parents/guardians.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N050321	Inservice supplies		\$575.00	\$575.00	0503-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Supplies for parent meetings.
N05034N	Postage Expense		\$100.00	\$100.00	0503-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Postage used to send updates to parents.

ACHIEVEMENT**APPENDICES**

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

ACHIEVEMENT

APPENDIX A

BUDGET SUMMARY

East Village Middle College HS Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 36,562
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 57,369

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 9,859
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 9,859

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 10,948
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 10,948

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 57,369

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
East Village	09800 LCFF Intervention Support	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	3,230.76	0	\$3,230.76
East Village	Middle College HS		1260 Counselor Hrly	Counselor Hrly	2,019.22	0	\$2,019.22
East Village	Middle College HS		2451 Clerical OTBS Hrly	Clerical OTBS Hrly	1,824.68	0	\$1,824.68
East Village	Middle College HS		3000 Benefits			0	\$1,925.34
East Village	Middle College HS		4301 Supplies	Supplies	948	0	\$948.00
East Village	Middle College HS		5721 Interprogram Svcs/Duplicating	Interprogram Svcs/Duplicating	1,000.00	0	\$1,000.00
East Village	Middle College HS	(blank) Total				0	\$10,948.00
East Village	09800 LCFF Intervention Support Total					0	\$10,948.00
East Village	30100 Title I Basic Program	Guidance Asst	2404 Guidance/Attendance Asst	Guidance/Attendance Asst	6,893.00	0.2	\$6,893.00
East Village	Middle College HS		3000 Benefits			0	\$2,568.20
East Village	Middle College HS	Guidance Asst Total				0.2	\$9,461.20
East Village	Middle College HS	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	2,536.95	0	\$2,536.95
East Village	Middle College HS		2454 Guidance/Attend Asst Hrly	Guidance/Attend Asst Hrly	14,127.00	0	\$14,127.00
East Village	Middle College HS		3000 Benefits			0	\$5,832.47
East Village	Middle College HS		4301 Supplies	Supplies	1,929.00	0	\$1,929.00
East Village	Middle College HS		5207 Travel Conference	Travel Conference	2,000.00	0	\$2,000.00
East Village	Middle College HS	(blank) Total				0	\$26,425.42
East Village	30100 Title I Basic Program Total					0.2	\$35,886.62
East Village	30103 Title I Parent Involvement	(blank)	4304 Inservice supplies	Inservice supplies	575	0	\$575.00
East Village	Middle College HS		5920 Postage Expense	Postage Expense	100	0	\$100.00
East Village	Middle College HS	(blank) Total				0	\$675.00
East Village	30103 Title I Parent Involvement Total					0	\$675.00
East Village	30106 Title I Supplmnt Prog Imprvmt	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	7,963.01	0	\$7,963.01
East Village	Middle College HS		3000 Benefits			0	\$1,895.99
East Village	Middle College HS	(blank) Total				0	\$9,859.00
East Village	30106 Title I Supplmnt Prog Imprvmt Total					0	\$9,859.00

ACHIEVEMENT

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

East Village Middle College High School (EVMCHS)

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

2.0 With approval from the local governing board, EVMCHS has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

- The policy will be posted as a school messenger link, announced and/or emailed to parents.
- The policy will be made available on the school website.
- Digital and/or printed copies will be available upon request.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how EVMCHS shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school’s participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

- Annual Title I Meeting
- School Site Council (SSC) Meetings
- Periodic Website Updates
- School Community Social Media Updates
- Principal’s Office Hours/Quarterly Zoom Meetings
- Volunteer Opportunities Sent in Messenger, Posted on Website, and Front Office
- Availability of administration and staff via email, phone or in person
- Fall Open House/Back-to-School Night/Spring Showcase

b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

- Annual Title I Meeting
- School Site Council (SSC) Meetings
- Periodic Website Updates
- School Community Social Media Updates
- Principal's Office Hours/Quarterly Zoom Meetings
- Volunteer Opportunities Sent in Messenger, Posted on Website, and Front Office
- Availability of administration and staff via email, phone or in person
- Fall Open House/Back-to-School Night/Spring Showcase

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

- Annual Title I Meeting
- School Site Council (SSC) Meetings
- Periodic Website Updates
- School Community Social Media Updates
- Principal's Office Hours/Quarterly Zoom Meetings
- Volunteer Opportunities Sent in Messenger, Posted on Website, and Front Office
- Availability of administration and staff via email, phone or in person
- Fall Open House/Back-to-School Night/Spring Showcase

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

- Annual Title I Meeting
- School Site Council (SSC) Meetings
- Periodic Website Updates
- School Community Social Media Updates
- Principal's Office Hours/Quarterly Zoom Meetings
- Volunteer Opportunities Sent in Messenger, Posted on Website, and Front Office
- Availability of administration and staff via email, phone or in person
- Fall Open House/Back-to-School Night/Spring Showcase

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

- Annual Title I Meeting
- School Site Council (SSC) Meetings
- Periodic Website Updates
- School Community Social Media Updates

- Principal's Office Hours/Quarterly Zoom Meetings
- Volunteer Opportunities Sent in Messenger, Posted on Website, and Front Office
- Availability of administration and staff via email, phone or in person
- Fall Open House/Back-to-School Night/Spring Showcase

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

- Annual Title I Meeting
- School Site Council (SSC) Meetings
- Periodic Website Updates
- School Community Social Media Updates
- Principal's Office Hours/Quarterly Zoom Meetings
- Volunteer Opportunities Sent in Messenger, Posted on Website, and Front Office
- Availability of administration and staff via email, phone or in person
- Fall Open House/Back-to-School Night/Spring Showcase

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

- Annual Title I Meeting
- School Site Council (SSC) Meetings
- Periodic Website Updates
- School Community Social Media Updates
- Principal's Office Hours/Quarterly Zoom Meetings
- Volunteer Opportunities Sent in Messenger, Posted on Website, and Front Office
- Availability of administration and staff via email, phone or in person
- Fall Open House/Back-to-School Night/Spring Showcase

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

- Annual Title I Meeting
- School Site Council (SSC) Meetings
- Periodic Website Updates
- School Community Social Media Updates
- Principal's Office Hours/Quarterly Zoom Meetings
- Volunteer Opportunities Sent in Messenger, Posted on Website, and Front Office
- Availability of administration and staff via email, phone or in person
- Fall Open House/Back-to-School Night/Spring Showcase

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

- Annual Title I Meeting
- School Site Council (SSC) Meetings
- Periodic Website Updates
- School Community Social Media Updates
- Principal's Office Hours/Quarterly Zoom Meetings
- Volunteer Opportunities Sent in Messenger, Posted on Website, and Front Office
- Availability of administration and staff via email, phone or in person
- Fall Open House/Back-to-School Night/Spring Showcase

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

- Professional Development (Academic Partners): SDCCD, MCNC, CCEMC
- District Professional Development
- Site Professional Development
- Late Start Weekly Staff Meetings
- School Site Council (SSC) Meetings
- Site Governance Team (SGT)
- Teacher/Administrative Coaching Cycle (E3)

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

- Annual Title I Meeting
- School Site Council (SSC) Meetings
- Periodic Website Updates
- School Community Social Media Updates

- Principal's Office Hours/Quarterly Zoom Meetings
- Volunteer Opportunities Sent in Messenger, Posted on Website, and Front Office
- Availability of administration and staff via email, phone or in person
- Fall Open House/Back-to-School Night/Spring Showcase

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

- PowerSchool Parent Portal (Translation Feature)
- Canvas Observer Accounts (Translation Feature)
- Periodic Website Updates (Translation Feature)
- Availability of administration and staff via email, phone or in person (Spanish, Vietnamese)
- Fall Open House/Back-to-School Night/Spring Showcase (Spanish, Vietnamese)

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

- PowerSchool Parent Portal (Translation Feature)
- Canvas Observer Accounts (Translation Feature)
- Periodic Website Updates (Translation Feature)
- Availability of administration and staff via email, phone or in person (Spanish, Vietnamese)
- Fall Open House/Back-to-School Night/Spring Showcase (Spanish, Vietnamese)

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, EVMCHS to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

- PowerSchool Parent Portal (Translation Feature)
- Canvas Observer Accounts (Translation Feature)
- Periodic Website Updates (Translation Feature)
- Availability of administration and staff via email, phone or in person (Spanish, Vietnamese)
- Fall Open House/Back-to-School Night/Spring Showcase (Spanish, Vietnamese)

ACHIEVEMENT**APPENDIX C****SCHOOL PARENT COMPACT**



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Title I School-Parent Compact 2022-2023
East Village Middle College High School

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

a) Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

EVMCHS will implement meaningful lessons based on California/Common Core state standards. We will meet the learning needs of all students through rigorous, viable curricula and support in a safe and supportive learning environment with qualified, certificated staff and effective, credentialed teachers in every classroom. We will engage in proactive, open communication among students, parents and ourselves at school daily through our normal operations and in specific parent and community involvement events and opportunities throughout the school year. These efforts will include but are not limited to the following:

- Annual Title I Meeting
- School Site Council (SSC) Meetings
- Periodic Website Updates
- School Community Social Media Updates
- Principal’s Office Hours/Quarterly Zoom Meetings
- Volunteer Opportunities Sent in Messenger, Posted on Website, and Front Office
- Availability of administration and staff via email, phone or in person
- Fall Open House/Back-to-School Night/Spring Showcase

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

- Does Not Apply

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

- PowerSchool Parent Portal (Translation Feature)
- Canvas Observer Accounts (Translation Feature)
- Periodic Website Updates (Translation Feature)
- Availability of administration and staff via email, phone or in person (Spanish, Vietnamese)
- Fall Open House/Back-to-School Night/Spring Showcase (Spanish, Vietnamese)
- Quarter 1 and 3 (Q1, Q3) Progress Reports Home Mailing

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

- Canvas Observer Accounts (Translation Feature)
- School Community Social Media Updates
- Principal's Office Hours/Quarterly Zoom Meetings
- Volunteer Opportunities Sent in Messenger, Posted on Website, and Front Office
- Availability of administration and staff via email, phone or in person
- Fall Open House/Back-to-School Night/Spring Showcase
- Bilingual Staff In Front Office and Counseling (Spanish, Vietnamese)

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

- PowerSchool Parent Portal (Translation Feature)
- Canvas Observer Accounts (Translation Feature)
- Periodic Website Updates (Translation Feature)
- Availability of administration and staff via email, phone or in person (Spanish, Vietnamese)
- Fall Open House/Back-to-School Night/Spring Showcase (Spanish, Vietnamese)

ACHIEVEMENT

APPENDIX D**DATA REPORTS**

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



**2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
East Village
Grade 11**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	0	-	8	-	15	80.0	20	60.0	26	76.9	-	16.9	0	-	4	-	15	26.7	20	20.0	26	19.2	-	-0.8
Female	0	-	4	-	8	-	13	46.2	16	81.3	-	35.1	0	-	2	-	8	-	13	7.7	16	25.0	-	17.3
Male	0	-	4	-	7	-	7	-	10	70.0	-	-	0	-	2	-	7	-	7	-	10	10.0	-	-
African American	0	-	1	-	1	-	1	-	0	-	-	-	0	-	1	-	1	-	1	-	0	-	-	-
Asian	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Filipino	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Hispanic	0	-	6	-	12	75.0	15	53.3	21	76.2	-	22.9	0	-	2	-	12	33.3	15	13.3	21	23.8	-	10.5
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	0	-	0	-	0	-	2	-	4	-	-	-	0	-	0	-	0	-	2	-	4	-	-	-
Multiracial	0	-	1	-	1	-	1	-	0	-	-	-	0	-	1	-	1	-	1	-	0	-	-	-
English Learner	0	-	1	-	0	-	2	-	0	-	-	-	0	-	1	-	0	-	2	-	0	-	-	-
English-Speaking	0	-	7	-	15	80.0	18	66.7	26	76.9	-	10.2	0	-	3	-	15	26.7	18	22.2	26	19.2	-	-3.0
Reclassified†	0	-	4	-	13	76.9	13	61.5	12	91.7	-	30.2	0	-	0	-	13	30.8	13	23.1	12	33.3	-	10.2
Initially Eng. Speaking	0	-	3	-	2	-	5	-	14	64.3	-	-	0	-	3	-	2	-	5	-	14	7.1	-	-
Econ. Disadv.*	0	-	5	-	13	76.9	18	55.6	23	78.3	-	22.7	0	-	3	-	13	30.8	18	16.7	23	21.7	-	5.0
Non-Econ. Disadv.	0	-	3	-	2	-	2	-	3	-	-	-	0	-	1	-	2	-	2	-	3	-	-	-
Gifted	0	-	2	-	6	-	5	-	10	80.0	-	-	0	-	0	-	6	-	5	-	10	40.0	-	-
Not Gifted	0	-	6	-	9	-	15	53.3	16	75.0	-	21.7	0	-	4	-	9	-	15	13.3	16	6.3	-	-7.0
With Disabilities	0	-	1	-	2	-	2	-	1	-	-	-	0	-	1	-	2	-	2	-	1	-	-	-
WO Disabilities	0	-	7	-	13	92.3	18	66.7	25	80.0	-	13.3	0	-	3	-	13	30.8	18	22.2	25	20.0	-	-2.2
Homeless	0	-	2	-	3	-	6	-	2	-	-	-	0	-	1	-	3	-	6	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	0	-	1	-	1	-	-	-	0	-	1	-	0	-	1	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

ACHIEVEMENT

APPENDIX E**2021-22 SPSA ASSESSMENT AND EVALUATION**



East Village Middle College HS SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: EAST VILLAGE MIDDLE COLLEGE HS

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2021-2022

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

EVMCHS students will have expanded access to tutoring in ELA and math throughout the year to include before-school, after-hours and weekend academic supports. These opportunities will be promoted through the school's website, students handbook and home communications. Increased outreach efforts in the form of mailed home progress reports, home contacts and parent conferences will take place in support of increased student achievement.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.



East Village Middle College HS SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Travel Conference	\$5,000.00	30100-5207	Support ongoing ELA professional development and focus on middle college dual enrollment program	Working: Site results show improved college course results and connectivity	Modified due to lower Title I funding
Classroom Teacher Hrly	\$8,386.70	30106-1157	Classroom hourly pay so that teachers can team teach, cover for other teachers who are observing lessons, provide coaching to colleagues, etc.	Working: Low rates of D/F, positive feedback on CHKS	No modifications
Conference Local	\$2,000.00	30100-5209	Support ongoing ELA professional development and focus on middle college dual enrollment program		Not working: No data to show impact of investment Modified due to lower Title I funding
Prof&Curriclm Dev Vist Tchr	\$4,193.35	30100-1192	Visiting teacher pay so that teachers can participate in professional development related to the academic progress of students.		Not working: No data to show impact of investment Modified due to lower Title I funding; Use of RVT position
Supplies	\$8,257.30	30106-4301	Classroom supplies to provide		Not working: No data to show Modified due to lower Title I funding; focus on

supplemental
academic support
for students.

impact of
investment

digital materials
and Canvas LMS

Goal 3 - Mathematics

Strategy/Activity 1

*Strategy/Activity - Description

EVMCHS students will have expanded access to tutoring (including online support) in ELA and math throughout the year to include before-school, after-hours and weekend academic supports. These opportunities will be promoted through the school's website, student handbook and home communications. Increased outreach efforts in the form of mailed home progress reports, home contacts and parent conferences will take place in support of increased student achievement.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

East Village Middle College HS SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).
Classroom Teacher Hrly	\$20,367.70	30100-1157	Classroom hourly pay so that teachers can team teach, cover for other teachers who are observing lessons, provide coaching to colleagues, etc.	Working: Low rates of D/F, positive feedback on CHKS; increased college success ("C" or better)		Modified slightly due to lower Title I funding

Goal 7 - Family Engagement

Strategy/Activity 1

*Strategy/Activity - Description

The principal will host quarterly informal meetings, in person or through a virtual meeting platform. These meetings will take place at different times a day to accommodate as many families as possible, as work schedules and sibling drop-offs limit participation. Also, to ensure that all members of the EVMCHS community receive important information, the principal will send a weekly autodialer phone call and email to all parents/guardians.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and	Modifications based on qualitative and quantitative data.

				(curriculum assessments, pre/post test, progress monitoring results, etc.).	minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).
Inservice supplies	\$745.00	30103-4304	Inservice supplies, including light snacks and refreshments for family events.	Working: based on Positive CHKS survey results; increased parent participation	No Modifications
Postage Expense	\$100.00	30103-5920	Postage for sending mailed information to parents/guardians.	Working: Low rates of D/F, positive feedback on CHKS	No Modifications

Goal 8- Graduation/Promotion Rate

Strategy/Activity 1

*Strategy/Activity - Description

The counselor, AVID coordinator, senior advisor and principal will organize and monitor activities such as: individual and group family progress meetings, college field trips, transcript review sessions, and credit recovery options via iHigh, summer school and immediate remediation prior to senior year. Resource staff and City College resources will also be on hand to provide intensive support to at-risk students and families as needed. Additional progress report printings, written updates, printed notices home and hard-copy scheduling/credit checks will be utilized.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include	What is not working (ineffective)	Modifications based on qualitative and
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East Village Middle College HS SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	quantitative data.
Supplies	\$18,949.95	30100-4301	Classroom supplies and student laptops to support classroom instruction in core classes, which leads to successful student graduation.		Not working: No data to show impact of investment	Modified due to lower Title I funding; focus on digital materials and Canvas LMS

East Village Middle College HS SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: EAST VILLAGE MIDDLE COLLEGE HS

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-2022

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

As mentioned, according to district records, EVMCHS has seen overall attendance improve from 93.8% to 97.8% in the past five years. The high percentage of Hispanic or Latino students(above 80%), as well as English learners, African American and students with disabilities, are reflected in this calculation and represents the schools best efforts in addressing the needs of all.District records also show that the school had a high level of chronic absenteeism in 2015-16 (18%) which has been improved dramatically in 2018-19 (9%). The site seeks to continue to maintain high standards and make gains in these areas specifically for Hispanic or Latino students. The results of the California Healthy Kids Survey (CHKS) revealed a School Climate Index (SCI) reaching a low of 255(16th State Percentile) in 2017 to an improved 378 (93rd State Percentile) in 2019. EVMCHS intends to leverage Title I Funding in support of efforts to continue these positive trends. However, a notable improvement opportunity was observed in the area of parent involvement. This was also identified by the visiting WASC committee in 2019. We intend to focus on parental responses to how EVMCHS "actively seeks the input of parents before making important decisions". SSC will examine the possibility of transferring funds as needed during the year to leverage even more resources into parent outreach.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.)	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data
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East Village Middle College HS SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Clerical OTBS Hrly	\$3,659.99	09800/2451	Extra clerical support for parent communication to improve academic achievement and school climate outcomes for all students, including targeted sub-groups such as EL, SWD and Hispanic/Latino students	Working: based on increased parent participation and engagement... i.e as reflected on state assessments, academic grades, ELPAC redesignation and CA Healthy Kids Survey results	No modifications
Dues- Other. Promotion & Partnerships MCNC - \$800, DSDP - \$400 Promotion Materials - \$600	\$1,800	09800/5302	participation in academic and community partner organization for the purpose of supporting MCHS thematic work and promoting the school	Working due to increased enrollment and participation in college courses	Modification: reduced expenditure allocating funds to new position
Duplicating Services	\$1,000	09800/5721	parent communication to improve academic achievement	Working: low D/F rates Mailed QP report cards	No modification

East Village Middle College HS SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES
and school climate outcomes for
all students

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

EVMCHS students will have expanded access to tutoring in ELA and math throughout the year to include before-school, after-hours and weekend academic supports. These opportunities will be promoted through the school's website, students handbook and home communications. Increased outreach efforts in the form of mailedhome progress reports, home contacts and parent conferences will take place in support of increased student achievement.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.)	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data
Teacher/Curriculum Writing Hourly		\$1,647.38	09800/1170	Staff hourly to develop curriculum In support of critical Concepts in ELA; also Additional support for College classes i.e. skill Building, diagnostic tools prerequisite skills for SDCC	Working; low D/F rates increased college success		No Modifications
Classroom Supplies		\$1,132.71	09800/4301	ELA Supplies as needed based on site instructional goals	Working: low D/F rates, positive CHKS results		No Modifications

Goal 3 - Mathematics

Strategy/Activity 1

*Strategy/Activity - Description

EVMCHS students will have expanded access to tutoring (including online support) in ELA and math throughout the year to include before-school, after-hours and weekend academic supports. These opportunities will be promoted through the school's website, student handbook and home communications. Increased outreach efforts in the form of mailed home progress reports, home contacts and parent conferences will take place in support of increased student achievement.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

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

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Teacher/Curriculum Writing Hourly		\$1,647.38	09800/1170	Staff hourly to develop curriculum In support of critical Concepts in ELA; also Additional support for College classes i.e. skill Building, diagnostic tools prerequisite skills for SDCC	Working; low D/F rates increased college success		No Modifications
Classroom Supplies		\$1,132.71	09800/4301	ELA Supplies as needed based on site instructional goals	Working: low D/F rates, positive CHKS results		No Modifications

Goal 8- Graduation/Promotion Rate

Strategy/Activity 1

*Strategy/Activity - Description

The counselor, AVID coordinator, senior advisor and principal will organize and monitor activities such as: individual and group family progress meetings, college field trips, transcript review sessions, and credit recovery options via iHigh, summer school and immediate remediation prior to senior year. Resource staff and City College resources will also be on hand to provide intensive support to at-risk students and families as needed. Additional progress report printings, written updates, printed notices home and hard-copy scheduling/credit checks will be utilized.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.)	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data
Counselor Hrly		\$3,294.79	09800/1620	Support for graduating seniors before/after school; Credit checks, Xello Based conferencing; Dual enrollment Course selection	Working: low D/F rates; relatively high graduation rates; improved college course completion and post-secondary college matriculation		No modifications