

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **iHIGH VIRTUAL ACADEMY** SCHOOL

2022-23

37-68338-0120410
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: Vinson, Andrea

Contact Person: Vinson, Andrea

Position: Principal

Telephone Number: 619/764-5440

Address: 2375 Congress Street, B-4, iHigh Virtual Academy, San Diego, CA, 92110

E-mail Address: avinson@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.*

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: High Virtual Academy PHONE: 619.430.1720 FAX: 619.764.5484
 SITE CONTACT PERSON: Andrea Vinson E-MAIL ADDRESS: avinson@sandi.net

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

- Title I Schoolwide Programs (SWP) CSI School ATSI 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:

1. The SSC is composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. 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.
3. 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 type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: _____ |
| <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 type="checkbox"/> Site Governance Team (SGT) | Date of presentation: _____ |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

1. 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.
2. 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 10/6/22

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.

Andrea Vinson
Type/Print Name of School Principal

Colleen Nowakovich
Type/Print Name of SSC Chairperson

Darlene Gonzalez
Type/Print Name of ELAC Representative

Erin Richison
Type/Print Name of Area Superintendent

[Signature] 10/6/22
Signature of School Principal / Date

[Signature] 10/6/22
Signature of SSC Chairperson / Date

[Signature] 10/7/22
Signature of ELAC Representative / Date

[Signature] 10.18.22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

me October 7th 2022

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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 I Schoolwide Program.

iHigh Virtual Academy is committed to providing a flexible, blended online program that prepares students to 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. This plan introduces several new teaching and learning strategies to help all student groups continue to achieve academically, socially, and emotionally at the K-12 Virtual Academy. Our school offers two programs. One is a blended learning environment of daily live zoom instruction and asynchronous independent study instruction for K-12 learners. Our second program is a Secondary Self-Paced Independent Study option with in-person, blended learning opportunities.

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

There were multiple opportunities beginning December 2021 for all members of the school community to engage in a collaborative process towards the creation of the SPSA goals. These opportunities included monthly SGT, SSC, staff feedback sessions, and parent surveys.

2021 -2022 Student Site Council Meetings

-10/7/21- Agenda - Minutes (*Not Approved in November MTG*)

-11/18/21- (*Quorum Established*)

-12/16/21-

-1/20/22 - No Meeting

-2/22/22 -Special Non-Voting Meeting

-2/28/22 - Special Non-Voting Meeting

-3/2/22-Special "Voting" Meeting

2021 -2022 Site Governance Team Meetings Held

-2/16/22 - (Quorum Established)

-3/8/22 -SGT Training.

-3/17/22

-4/21/22 -

-5/19/22-

-6/2/2022- Special Meeting

- 3/17/22 -?

Staff Input Sessions via Zoom Wednesday September 21, 2022**Google Form sent to Parent Community September - October 2022****RESOURCE INEQUITIES**

When considering resource inequities, it is important to understand the historical context of iHigh Virtual Academy school and know that the elementary was an expansion of the existing online blended learning program in 2021-2022.

iHigh contributed to a root cause analysis through the WASC accreditation process in the 2018-19 school year. Focus groups used CAASP data; California Healthy Kids, Parent and Staff surveys; the California dashboard; and site data. Historically, the results show that scores on SBAC in ELA and Math fluctuate greatly due to two factors: The percentage of students taking the assessment, and the increase or decrease in enrollment. However, the results of the WASC study determined that more frequent and timely formative assessments need to be delivered to capture more relevant data on ability levels of the student body. The regular feedback should allow for more responsive teaching practices and interventions to occur for students who might be struggling in their learning, or with the independent study model.

iHigh identified the need to support recently reclassified English learners as well as all students with a weekly English lab, AVID practices, and more formative FAST assessment. In addition to support in English and Math, iHigh has identified a need to increase college and career readiness by continuing to support its partnership with Mesa College as well as adding the first course in a Systems and Software CTE pathway. AP Computer Science Principles will launch in the 2019-2020 school year pathway. AP Computer Science Principles will launch in the 2019-2020 school year. Historical data in the year 2019-2020 shows iHigh's California Healthy Kids Survey and California Parent Survey show high ratings for caring relationships, high expectations, meaningful participation, safe schools and limited harassment. The student survey categories rose by more than 40% points for the first three categories and safe schools continued to stay near 95% while harassment was at a low of 6%. The iHigh staff chose to continue to raise the bar for students' meaningful participation from 49% to 75% and for parents' engagement in the sub-category of being asked for their input before important decisions are made from 69% to 75%.

In the 2021-2022 school year, iHigh expanded at an enormous rate due to the increased demand as community members were experiencing the COVID -19 Global Pandemic. The Pandemic forced all students to engage in zoom learning in the year 2020, and as a result the return to school

initiatives that took place in 2021 required students to wear masks. Vaccine mandates were beginning but only available to certain age groups. This coupled with fears of reassuring variants such as Delta and Omicron, many San Diego Unified Families chose to remain in a virtual school setting. Thus, the enrollment skyrocketed to over 1900 students in 2021-2022, which impacted resources, quality teaching and learning practices and social emotional wellness of families and students. While iHigh Virtual Academy served as a way for continued access and support for families and students in need, the school needed additional support to maintain the delivery of quality instruction for all. In the Fall of 2022-2023 school year, our enrollment declined as students returned to their neighborhood schools with the pandemic subsiding. The enrollment is sitting currently under 700, and the school is undergoing yet another transformation as the primary schedule is re-designed once again to meet the needs of our students we are serving. These ongoing changes demonstrate a need for continued community and family engagement, quality teaching and learning, flexible highly trained teachers, and high expectations for students.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Darlene Proano	Parent
Jennifer Militello	Parent
Eunique Johnson	Principal/Director
Meghann Hughes	Classroom Teacher
Deborah Holt	Classroom Teacher
Colleen Novakovich	Classroom Teacher
Julie Vallejo	Counselor/Other Site Staff
Rosemary Benavides	Parent
Violet Leader	Student
Keylee Rosa	Student
Eddie Johnson	Classified/Other Site Staff

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).

iHigh has very high student and parent results from the annual CHKS in the area of safe and collaborative school culture. In a recent analysis of all district schools, iHigh's scores were among the two highest in the district, which could be attributed to the historically small student body. Additional data on attendance was reviewed for student groups to evaluate the culture of learning in the school.

iHigh Virtual Academy expanded from grades 9-12 to included K-8 in the 21-22 school year. This was a huge transition with many obstacles and challenges. As a school we acknowledge that this transition would have an impact on the culture of our school. The participation rate in the CHKS at the Secondary level was 46% and at the Elementary level 10%. Results and participation for 21-22 should serve as a new baseline given the change in enrollment and population of the school. Our scores remained higher overall than the district and state average for meaningful participation. However compared to 2019-2020 our average has decreased as a school.

In 2021-2022 IHigh Student population for Black Youth increased from 1-151 out of student body 1682. (9%) This year, we have 39 out of 660 (6%)

In 2021 -2022 - SWD increased from 1 - 214 out of student body of 1682. (13%) This year, we have 125 out of 660 (19%)

In 2021 -2022 EL 0- 314 out of 1682 (19%) This year we have 106 EL out of 660 (16%)

Attendance Rates -Black Youth 72.6% in 2021-2022

Attendance Rates -SWD 74.8%

Attendance Rates EL 71.9%

Attendance is calculated by work completion in various attendance cycles 10 attendance cycles each 28-day periods. Students obtain attendance by work completion. If a student is performing 60% or below in their attendance (work completion) they are placed on a tiered re-engagement plan. This plan allows them one month to remedy their work habits and re-engage in the independent study model. If they are unable to do so, they are recommended to return to the neighborhood schools for in person daily instruction.

***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).

A major difference between the 2020-2021 school year vs the 2021-2022 school year is the enrollment growth and school population. The school went from an enrollment of 50 High School students to serving 1900 K-12 students in multiple programs, including a live instruction K -12 Virtual school and the continuation of the high school self-paced program. The expansion of the elementary program was the largest school shift that took place, in addition to the increased enrollment.

***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.

Based off of the increased student enrollment and community need for alternative learning options, iHigh will be working to expand social and in person learning opportunities for its student body. This includes the continuation of the use of the CHKS survey, the creation of a community center, and expanding the ASB to elementary and middle. Additionally, the structuring of advisory was done to create a longer amount of time that their students connect with students and the majority of the Wednesday instructional day being asynchronous. The 20-minute advisory time allows for supervising teachers to meet with their students to support attendance requirements and provide additional support and connection with students. The extra asynchronous time will allow for more flexibility for teachers to design experiences based on student need. This could include re-teaching of concepts, field trips, Clubs, in person assessments and other voluntary in person activities.

Our school would like to commit to having each teacher connect with each student in person at least twice throughout the year.

***Identified Need**

iHigh's population has grown in the past year, and it's CHKS data has improved from 39% to 77% in caring relationships, from 39% to 81% in High Expectations and from 9% to 49% in Meaningful Participation. A safe school environment has stayed between 94% and 100% for the past three years, and there is an under 7% perception of school bullying. There is more work to be done in this latter area, though, as we strive to form a safe, collaborative and inclusive culture. iHigh strives to find more areas where independent study students can feel connected to their campus, especially in light of the high amount of social and emotional anxiety suffered by the iHigh student population. Connectedness should lead to more opportunities for helping students deal with thoughts of sadness, isolation or grief.

iHigh Virtual Academy SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Area of need - based on the increased enrollment and student groups, there is a need for monitoring and support for students who may be struggling to meet the attendance requirements for the independent study school. Systems will be created to support tier 1 instruction of students in the classroom setting providing teachers with resources for accommodations, scaffolding, UDL strategies, and targeted interventions.

Additionally, elementary teachers are utilizing the Leader in Me during Advisory periods on Wednesdays and the counseling division is creating monthly social emotional themes to push in and connect with students around.

Last Spring, there was a decline in participation in the reading assessments being administered by teachers and student participation in the Fountas and Pinnell and FAST assessments. This could be attributed to fatigue from staff and students. However, as we improve our culture of inclusiveness and continuous improvement, we will be setting expectations and ways to encourage participation in these important assessments that can be further utilized to drive instruction. We did meet our goal of increasing participation for students with disabilities in the SBAC testing. Our baseline was zero, and we set a goal for 33%. We met that by achieving 64% participation. For English Learners, we had them scheduled for ALD courses.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	Grades 7,9,11	Increase the percentage of students who respond Agree or Strongly Agree to experiencing meaningful participation at school.	38%,28%,24%	60%	CAL-SCHLS (CHKS)	annually
June 2023	K-5	Increase the percentage of students who respond Agree or Strongly Agree to experiencing meaningful participation at school.	51%	75%	CAL-SCHLS (CHKS)	annually
June 2023	Tk-2	Increase the percentage of students taking the Fountas and Pinnell Assessment in the Spring	16%	90%	Other (Describe in Objective)	annually
June 2023	3-12	Increase the percentage of students taking the FAST Assessment in the Spring	70%	90%	Other (Describe in Objective)	annually

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	All eligible grade levels	Students with Disabilities	iHigh will improve participation for students with disabilities in taking SBAC testing as measured by number of students choosing to test	0%	33%	Other (Describe in Objective)	annually
June 2023	All eligible grade levels	English Learner	Improve Attendance which is measured by work completion.	71.9%	90%	Attendance	by semester
June 2023	All eligible grade levels	Black or African American	Improve Attendance which is measured by work completion.	72.6%	90%	Attendance	by semester

Supporting Black Youth - Additional Goals

- ✓ iHigh Virtual Academy will utilize the Instructional Leadership Team as a Site Equity Team and/or pre-identified school committee 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 Site Equity Team will also monitor the staff diversity goal.
- ✓ The staff diversity goal at iHigh Virtual Academy 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. iHigh Virtual Academy site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ In the 2022-23 school year, iHigh Virtual Academy 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.
- ✓ iHigh Virtual Academy 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.
- ✓ iHigh Virtual Academy 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.
- ✓ iHigh Virtual Academy 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.
- ✓ iHigh Virtual Academy will increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ iHigh Virtual Academy 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: Utilizing Asynchronous Time on Wednesdays

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

All Students will participate in the Asynchronous time on Wednesdays at least twice per year for in person connections.

***Strategy/Activity - Description**

These in person connections can include, Field Trips, Clubs, Extra learning support, in person assessments. These connections will support the continued growth of positive, inclusive supportive culture.

***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
N05048J	Classroom Teacher Hrly		\$2,500.00	\$3,095.25	0504-09800-00-1157-1000-3300-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Tutoring for student groups, and Transition services for special education students. Extra curricular activities.

Strategy 2: Teams Review Equity Data

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

All Black/African American Youth TK -12

***Strategy/Activity - Description**

The Instructional Leadership Team will begin to utilize data to look at the performance and experience of African American/Black youth to identify an inequities. The ILT will then create systems to inform the work of the Professional Learning Committees (PLCs) so that they begin to use data habits that identify inequities.

***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
N05048N	Supplies		\$1,364.00	\$1,364.00	0504-30106-00-4301-1000-3300-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Books and Supplies for PLCs and ILTs to learn equity strategies

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

Strategy 3: Professional Development Training

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

All students TK -12 will benefit from quality teaching and learning interactions being embedded into their daily lessons.

***Strategy/Activity - Description**

Educators at iHigh will participate in professional development training that cultivates connection with students, and student belonging. The training series will utilize research based and evidence practices around the positive impact of quality learning interactions, and quality teaching practices.

***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
N05044K	Supplies		\$1,117.00	\$1,117.00	0504-30100-00-4301-1000-3300-01000-0000	Title I Basic Program	[no data]		Supplies for professional development training
	Non Clsrn Tchr Hrly				0504-09800-00-1957-2130-3300-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N05048L	Teacher hourly for professional development training

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

Strategy 4: Expansion of ASB

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

All students TK -12 will benefit from the expansion of the ASB

***Strategy/Activity - Description**

The expansion of the ASB is led by new staff members willing to take on the role of expanding the offerings to middle and elementary school. Together, their team is designing engaging field experiences, leadership opportunities and activities for students to build connection and belonging.

***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
N05044J	Supplies		\$2,211.00	\$2,211.00	0504-09800-00-4301-1000-3300-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support ASB and student a activities
N05048U	Interprogram Svcs/Field Trip		\$1,000.00	\$1,000.00	0504-30100-00-5735-1000-3300-01000-0000	Title I Basic Program	[no data]		Support ASB activities and field trips

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

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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).

During the 21-22 school year, our student population increased to K-12, so our scores dropped, due to having a larger population of students in an independent study model program. Our CAASP shows - 30% of our 11th grade students met or exceeded CAASP ELA, our goal was 95%. 15% of 3-8th grade students met or exceeded ELA CAASP and our goal was 75%. The assessment is given in May at iHigh. This context is important to keep in mind because of the nature of how and why students were enrolled in the school, as an emergency placement, rather than wanting an independent study model. Therefore, their willingness to engage in the assessment process with fidelity might have been lower, due to the nature of their circumstance

For 2021-2022 - 11% of 11th met or exceeded in CAASP Math our goal was 70%. 10% of 3-8 met or exceeded in CAASP Math, our goal was 50%. 3-8th goal was that 50% would meet or exceed, but 10% met or exceeded in math

Participation in Demi - 82% of 3-12 grade students participated in the DEMI math assessment in the spring. Our goal was 60%.

EL - 11% of our 11th grade EL met or exceeded on the CAASP math our goal was 50% (3 out of 4 participated and took the assessment, the other opted out.

0% of 11th grade SWD met or exceeded on the CAASP math, our goal was 33% (There were 10 students with IEPs in the 11th grader and 3 took the assessment,

Other measurements - Kindergarten -second grade students are assessed using Fountas and Pinell. This is administered three times per year by teachers, who enter the scores. 209 of our 331 students had no score during the final assessment window (SPRING) of the 122 Tk -2nd grade students who took the test, 19% were at or above grade level.

***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).

Our data scores dropped significantly due to the anomaly of the number of students that enrolled in iHigh Virtual Academy in the 2021-2022 school year. Due to the fluctuation of enrollment and the emergency placement done due to the COVID -19 Global Pandemic, the data may not be a complete accurate representation of student's abilities. We expect moving forward to have more of a clear representation of our student body's ability. Many

families may have opted out of testing, or students did not put forth their best efforts, as they were prioritizing other basic needs over the academics during the Pandemic.

***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.

In addition to launching a once-a-week English lab, the iHigh English department will also be launching AVID strategies, new EL strategies and FAST formative assessment. District-led professional development for AVID, EL strategies and assessments will be ongoing throughout the school year. All 6th graders and 9th graders take AVID courses. This year, in 2021-2022 there are three resource teachers assigned to support the students of iHigh with reaching academic goals and helping to build capacity across school systems.

***Identified Need - English Language Arts**

Our area of need is to increase proficiency to meet or exceed for all grade levels. Increase teacher participation in administering the Fountas and Pinnell assessments Tk -2. Now we need to interpret and analyze the FAST data to improve instructional practices and continue to encourage growth in the administration of the assessment.

Students to engage in assessment opportunities in person - for standardized assessments (FAST< CAASP< ELPAC)

Students participated in the FAST 76% of students in the winter administration period- In the Spring, there was 70% participation in the Spring administration. This year, we would like to see and increase so that teachers will utilize the data to drive instructional outcomes.

In terms of closing the equity gap, our students with disabilities had 22% meet or exceed on the CAASP ELA (3rd-11th Grade). Our EL students received 8.6% meet or exceed on ELA (3rd -11th)

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	11th grade	meets or exceeds	30%	85%	CAASPP ELA	annually
June 2023	3rd- 8th	meets or exceeds	15%	75%	CAASPP ELA	annually
June 2023	Tk/K- 2nd	At grade level	19%	60%	Fountas and Pinnel	3 times a year
June 2023	3rd- 12th grade	low risk or advanced	16% in Spring	60%	FAST Curriculum Based Measures	3 times a year

***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	3rd-11th grade	English Learner	meets or exceeds	8.6%	60%	CAASPP ELA	annually
June 2023	3rd -11th grade	Students with Disabilities	meets or exceeds	22%	60%	CAASPP ELA	annually

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June 2023	3rd -11th grade	Black or African American	meets or exceeds	41.8%	60%	CAASPP ELA	annually
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***Identified Need - Math**

Our area of need is to increase CAASP Math Scores in all grades and to focus on subgroups of EL and SWD increase participation rates in SWD and performance rates -both subgroups. We had a strong participation in Demi due to the Spring administration timeline. Now we would like to use the data to better inform instruction and have assessments being given in person, which may improve scores in the CAASP.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	11th grade	meets and exceeds	11%	60%	CAASPP Math	annually
June 2023	3rd -8th	Meets and exceeds	10%	60%	CAASPP Math	annually
June 2023	All eligible grade levels	participate in DEMI assessment	82%	90%	DEMI	Twice a year

***Annual Measurable Outcomes (Closing the Equity Gap) - Math**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd -11th grade	English Learner	meets and exceeds	6%	60%	CAASPP Math	annually
June 2023	3rd- 11th grade	Students with Disabilities	meets and exceeds	3%	60%	CAASPP Math	annually
June 2023	3rd -11th grade	Black or African American	meets and exceeds	17.9%	60%	CAASPP Math	annually

***Identified Need - English Learners**

Our reclassified students and English Learners need continued support in test taking strategies, participation and performance of competencies. Of 222 English Learners, we had 22 eligible for reclassification. We would like to continue to strive towards increasing this percentage.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	all eligible grade levels	English Learner	Increase the amount of English Learners that reclassify according to ELPAC, teacher recommendation and CAASP scores.	10%	50%	Reclassification Rates	Annually

***Identified Need - Graduation/Promotion Rate**

iHigh's graduation rates have fluctuated between 85.7% and 96% in previous years. iHigh has accepted more high-risk students but also has more supports in place in terms of an on-site nurse and an on-site case manager. our graduation rate overall last year was 94.6% which was an increase from

iHigh Virtual Academy SCHOOL PLAN FOR STUDENT ACHIEVEMENT

the 2020 2021 school year, which was 91.3%. We would like to continue to increase this rate, and this should be a big celebration for our campus, given the expansion of the elementary and special education programs.

***Goal 5- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	12th	increase	94.6%	98%	Graduation/Promotion	annually

***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	12th	English Learner	increase	100%	100%	% of Students enrolled in Advanced Studies course(s)	annually
June 2023	12th	Students with Disabilities	increase	75%	100%	% of Students enrolled in Advanced Studies course(s)	annually
June 2023	12th	Black or African American	increase	83.3%	100%	% of Students enrolled in Advanced Studies course(s)	annually

Strategy 1: Intervention Resource Teacher

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

All students as well as EL /RFEL students.

***Strategy/Activity - Description**

This teacher will provide supplemental educational support for multilingual students.
 Support building school wide tier II and III Interventions utilizing data that includes:
 -Supporting teachers with strategies to support instruction for special populations.
 -Knowledge and experience with Zoom, Seesaw, Google Suite/Classroom, and Canvas to support teachers with technology integration and best practices for students
 -Support teachers with RTI , Learning contracts and asynchronous support programs
 -Understand current tier II interventions like AVID & ELD/ALD
 -Collaborating with the elementary and secondary InSchool Resource Teachers
 -Support with resources from district student service programs ie, CCTE, Restorative Practices, Youth and Transition
 -Basic support for school-wide needs for teachers/students/parents
 -Must be familiar with data collection both qualitative and quantitative
 -Must be comfortable with presenting to peer groups

***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	Rationale
F05049B	Inschool Resource Tchr	1.00000	\$98,916.00	\$142,490.73	0504-09800-00-1109-1000-3300-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	This FTE is designated to support student groups who require extra support, intervention to increase success.

Strategy 2: Elementary Resource Teacher

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

All Elementary students TK - 12, with a focus on supporting students with disabilities and multi-lingual learners.

***Strategy/Activity - Description**

Main Focus: Support Tier I instruction, ILT and PLC development at the Elementary level. Including the following:

- Knowledge and experience with Zoom, Seesaw, and Google Suite/Classroom to support teachers with technology integration best practices for students
- Curriculum, resources and planning support
- Support with Vertical and Horizontal Tk-5 articulation
- Support Tier II and III Interventions with differentiation resource teacher
- Basic support for elementary teachers/students/parents
- Must be familiar with data collection both qualitative and quantitative
- Must be comfortable with presenting to peer groups

***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
F05049A	Inschool Resource Tchr	1.00000	\$108,807.60	\$154,784.70	0504-30106-00-1109-1000-3300-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Teacher will support elementary level student supports with a focus on building capacity for best teaching practices in virtual school setting. The elementary expansion is new to the school from the 2021-2022 school year.

Strategy 3: Secondary Resource Teacher

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

All secondary students and students

***Strategy/Activity - Description**

Main Focus: Support Tier I instruction, ILT and PLC development at the Secondary level. Including the following:

- Knowledge and experience with Zoom and Canvas to support teachers with technology integration best and practices for students
- Knowledge of Edgenuity in Canvas and the Edgenuity Learning Management system
- Curriculum, resources and planning support
- Support with Vertical and Horizontal department articulation
- Support Tier II and III Interventions with differentiation resource teacher
- Basic support for secondary teachers/students/parents
- Must be familiar with data collection both qualitative and quantitative
- Must be comfortable with presenting to peer groups

***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
F05049C	Inschool Resource Tchr	1.00000	\$98,916.00	\$142,490.73	0504-30100-00-1109-1000-3300-01000-0000	Title I Basic Program	[no data]		This FTE will be used to support secondary students with graduation pathways, and identify and build capacity around best teaching and learning practices for virtual learning.

Strategy 4: Supporting Reclassification of Multi-Lingual Learners

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

EL students who have not been reclassified

***Strategy/Activity - Description**

EL students who have not yet been reclassified will be supported by the Intervention Resource Teacher with targeted ELD instruction in ALD courses. Additionally, we will provide professional development opportunities for best practices for differentiating learning for English Learners. Additional coaching and support will be provided by the administration. Students will have increased access to in person opportunities for re-teaching and supports.

Strategy 5: Supporting Inclusive Practices for Students with Disabilities and use of GVC

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

Students with IEP's.

***Strategy/Activity - Description**

iHigh now has a two day a week case manager. We are still working on procedures with district staff in order to conduct annuals and triannuals with the appropriate support staff. It has been determined that the support staff should come from the previous school of residence or district school of residence, but this has yet to be fully facilitated. Our case manager will help track student progress on goals annually.

***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
N05048L	Non Clsrn Tchrr Hrly		\$1,000.00	\$1,238.10	0504-09800-00-1957-2130-3300-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Extra teacher time to attend professional development related to GVC.

Strategy 6: Ethnic Studies Courses

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

All secondary students.

***Strategy/Activity - Description**

In alignment with the District, iHigh will implement an Ethnic Studies course.

Strategy 7: College and Career Readiness

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

All students and EL students.

***Strategy/Activity - Description**

More EL/ RFEL students will meet College and Career Readiness indicators through continued use of AP courses, no D and F grades on UC graduation requirement courses, Mesa College courses and the new AP Computer Science course as leading to a CTE pathway. The counselor will help track this goal and regularly meets with seniors as part of monthly senior meetings and informal course meetings.

***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
N05044L	Postage Expense		\$500.00	\$500.00	0504-30100-00-5920-1000-3300-01000-0000	Title I Basic Program	[no data]		Supporting college and career readiness for students
N05048K	Counselor Hrly		\$1,500.00	\$1,857.15	0504-09800-00-1260-3110-3300-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supporting college and career readiness for students - counselor hourly

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).

iHigh conducts the annual California Parent Survey and routinely has high scores across the five indicators of a healthy school. In caring relationships, iHigh has rated in the agree or strongly agree categories between 100% and 81% over the past three years. In High Expectations, parents have rated iHigh 100% for the past three years. In Meaningful Participation, parents have rated iHigh between 50% and 92% (in the 2018-19 school year). In Safe Schools, parents have rated iHigh between 100% and 97%, and in School Harassment, parents have rated iHigh with 0%. A sub-category of meaningful participation is in the area of parents feeling that they are asked for their opinion before important school decisions are made. iHigh is targeting a monthly survey for more parents to be included in school decisions.

***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).

Increased enrollment to 1900 and expansion of elementary program

***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 SSC recommended leaving this goal the same, because continuing to reach parents early and regularly remains an important goal - especially during times of uncertainty.

***Identified Need**

***Goal 6- Family Engagement**

iHigh Virtual Academy

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	All parents raise the indicator for parent involvement in important decisions	69%	75%	CAL - SCHLS (CSPS)

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	All parents have opportunity to attend	NA	80%	Attendance

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Strategy1: Community Welcome Center

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

All families that have students that attend iHigh Virtual Academy are invited to attend and participate in the activities that will be posted by the community welcome center.

***Strategy/Activity - Description**

The community welcome center is supported by a community assistant and systems network technician who provides a calm and welcoming space to support families with community outreach, family support needs and technology support. The community assistant will be designing a year long calendar for the families to view activities that can be participated in to support more connection among each other or with their own student engagement. The activities will include parent training and zoom office hours for families to gain support with zoom classes, master agreements and other learning platforms such as SeeSaw, Google Classroom, Canvas.

***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
F050498	Network Sys-Media Supporttechn	0.27865	\$15,498.32	\$26,731.56	0504-30106-00-2230-2420-3300-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		This FTE will be responsible for providing supplemental 1-1 technology support for our students and families in the community center.
F050499	Network Sys-Media Supporttechn	0.72135	\$40,120.98	\$69,200.86	0504-30100-00-2230-2420-3300-01000-0000	Title I Basic Program	[no data]		This FTE will be responsible for providing supplemental 1-1 technology support for our students and families in the community center.
N05048M	Classroom Teacher Hrly		\$500.00	\$619.05	0504-30100-00-1157-1000-3300-01000-0000	Title I Basic Program	[no data]		We will pay teachers to attend after hours events at the welcome center.
N05048O	Postage Expense		\$1,000.00	\$1,000.00	0504-30103-00-5920-2495-3300-01000-0000	Title I Parent Involvement	[no data]		Postage to send announcements and grade reports to parents.
N05048P	Tech Professional OTBS Hrly		\$1,500.00	\$2,055.15	0504-30103-00-2455-2495-3300-01000-0000	Title I Parent Involvement	[no data]		Interpreters for parent events as well as administrative time to plan for events at the welcome center.
N05048Q	Food services		\$2,500.00	\$2,500.00	0504-30103-00-4711-2495-	Title I Parent Involvement	[no data]		Light refreshments for events at the welcome center.

iHigh Virtual Academy SCHOOL PLAN FOR STUDENT ACHIEVEMENT

					3300-01000-0000				
N05048R	Classroom Teacher Hrly		\$500.00	\$619.05	0504-30103-00-1157-2495-3300-01000-0000	Title I Parent Involvement	[no data]		Extra teacher pay to attend after hours events.
N05048S	Supplies		\$563.00	\$563.00	0504-30103-00-4301-2495-3300-01000-0000	Title I Parent Involvement	[no data]		Miscellaneous supplies for parent events at the welcome center such as paper, writing tools and construction paper.

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:

APPENDIX A

BUDGET SUMMARY

iHigh Virtual Academy Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 221,665
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)	\$ 555,437

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)	\$ 182,880
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 182,880

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)	\$ 150,892
[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): \$ 150,892

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 555,437

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
iHigh Virtua	09800 LCFF Intervention Support	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	98,916.00	1	\$98,916.00
iHigh Virtual Academy			3000 Benefits			0	\$43,574.73
iHigh Virtual Academy		Inschool Resource Tchr Total				1	\$142,490.73
iHigh Virtual Academy		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	2,500.00	0	\$2,500.00
iHigh Virtual Academy			1260 Counselor Hrly	Counselor Hrly	1,500.00	0	\$1,500.00
iHigh Virtual Academy			1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	1,000.00	0	\$1,000.00
iHigh Virtual Academy			3000 Benefits			0	\$1,190.50
iHigh Virtual Academy			4301 Supplies	Supplies	2,211.00	0	\$2,211.00
iHigh Virtual Academy		(blank) Total				0	\$8,401.50
iHigh Virtua	09800 LCFF Intervention Support Total					1	\$150,892.23
iHigh Virtua	30100 Title I Basic Program	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	98,916.00	1	\$98,916.00
iHigh Virtual Academy			3000 Benefits			0	\$43,574.73
iHigh Virtual Academy		Inschool Resource Tchr Total				1	\$142,490.73
iHigh Virtual Academy		Network Sys-Media Supporttechn	2230 Libry Media & Tech OTBS	Libry Media & Tech OTBS	40,120.98	0.7214	\$40,120.98
iHigh Virtual Academy			3000 Benefits			0	\$29,079.88
iHigh Virtual Academy		Network Sys-Media Supporttechn Total				0.7214	\$69,200.86
iHigh Virtual Academy		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	500	0	\$500.00
iHigh Virtual Academy			3000 Benefits			0	\$119.05
iHigh Virtual Academy			4301 Supplies	Supplies	1,117.00	0	\$1,117.00
iHigh Virtual Academy			5735 Interprogram Svcs/Field Trip	Interprogram Svcs/Field Trip	1,000.00	0	\$1,000.00
iHigh Virtual Academy			5920 Postage Expense	Postage Expense	500	0	\$500.00
iHigh Virtual Academy		(blank) Total				0	\$3,236.05
iHigh Virtua	30100 Title I Basic Program Total					1.7214	\$214,927.64
iHigh Virtua	30103 Title I Parent Involvement	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	500	0	\$500.00
iHigh Virtual Academy			2455 Tech Professional OTBS Hrly	Tech Professional OTBS Hrly	1,500.00	0	\$1,500.00
iHigh Virtual Academy			3000 Benefits			0	\$674.20
iHigh Virtual Academy			4301 Supplies	Supplies	563	0	\$563.00
iHigh Virtual Academy			4711 Food services	Food services	2,500.00	0	\$2,500.00
iHigh Virtual Academy			5920 Postage Expense	Postage Expense	1,000.00	0	\$1,000.00
iHigh Virtual Academy		(blank) Total				0	\$6,737.20
iHigh Virtua	30103 Title I Parent Involvement Total					0	\$6,737.20
iHigh Virtua	30106 Title I Supplmnt Prog Imprvmt	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	108,807.60	1	\$108,807.60
iHigh Virtual Academy			3000 Benefits			0	\$45,977.10
iHigh Virtual Academy		Inschool Resource Tchr Total				1	\$154,784.70
iHigh Virtual Academy		Network Sys-Media Supporttechn	2230 Libry Media & Tech OTBS	Libry Media & Tech OTBS	15,498.32	0.2787	\$15,498.32
iHigh Virtual Academy			3000 Benefits			0	\$11,233.24
iHigh Virtual Academy		Network Sys-Media Supporttechn Total				0.2787	\$26,731.56
iHigh Virtual Academy		(blank)	4301 Supplies	Supplies	1,364.00	0	\$1,364.00
iHigh Virtual Academy		(blank) Total				0	\$1,364.00
iHigh Virtua	30106 Title I Supplmnt Prog Imprvmt Total					1.2787	\$182,880.26

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

iHigh Virtual Academy
PARENT & FAMILY ENGAGEMENT POLICY 2022-23

iHigh Virtual Academy has developed a written parent & family engagement policy with input from parents. *iHigh* parents are invited to provide feedback in person at the School Site Council Meetings and online via electronic communications to the *iHigh* school leadership team (ongoing at ihigh@sandi.net).

It has distributed the policy to all parents and guardians via school email, as well as published in the weekly e-mail newsletter and posted on the *iHigh* website.

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c). To involve parents the following practices have been established:

The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program. Add details about the annual meetings in the box below:

- Face to face interview(video conference or in person) with all incoming students and families,
- Orientation for each student /family in first two weeks of enrollment,
- School Site Council (SSC) meetings open to all parents with meetings beginning in September of each school year.
- SSC monthly meeting calendar posted on the website, bulletin board and weekly newsletter.

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. Add details about the meetings in the box below:

- Monthly meetings are determined in October based on parent availability,
- Additional family meetings can be scheduled as needed with the counselor, supervising teacher and/or Vice Principal,
- Other school/ parent events are held regularly throughout the school year.

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy. How does the school involve parents?

iHigh Virtual Academy reviews the parental involvement policy and other school programs regularly as part of the monthly School Site Council (SSC) meetings. All parents are invited to attend through multiple means.

The school provides parents of students with timely information about the school's programs. How does the school provide the information?

- Student/Parent Community Center

- Weekly electronic newsletter,
- External bulletin boards,
- School Messenger,
- School mailings,
- SSC meetings,
- School website

The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. How does the school provide the information?

- Admissions interview,
- Orientation session,
- Student handbook,
- SSC meetings,
- Accreditation focus groups,
- Regular, weekly communication
- Student progress reports
- Student learning contracts and Student Study Team (SST) meetings
- IEP and 504 interim placement and annual meetings

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. How does the school provide the opportunities?

Secondary- Annual grade-level meetings on course selection,
Secondary- Monthly senior meetings regarding graduation and college and career readiness
All Levels- Through participation in School Site Council (SSC) meeting, Individual Education Plan (IEP) meeting if appropriate, Student Study teams (SST) Meetings

iHigh Virtual Academy distributes to parents a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards.

- The school's responsibility is to provide high-quality curriculum and instruction.
- The ways parents will be responsible for supporting their children's learning.
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.

In addition, iHigh Virtual Academy provides all parents/guardians with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. This is an ongoing process, which begins with the admissions interview and continues through monthly School Site Council meetings, ongoing electronic communications (weekly email newsletters and student progress reports, access to online

parent/student portals, updated iHigh website, ongoing teacher-parent-student communications), and quarterly home mailings.

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

iHigh Virtual Academy provides parents with a student/parent handbook and orientation checklist that thoroughly outlines the guidelines for monitoring student achievement in an independent study program. Access to their students See Saw, Google Classroom, and Canvas courses. In addition to the Self-Paced Program, parents receive a weekly email from the Edgenuity system and can request access to a parent portal account for daily visibility to student progress, grades and time online.

The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners.

iHigh Virtual Academy staff meet weekly in a professional learning community to review student academic, social and emotional success. Any student that is failing to maintain adequate progress is immediately placed on a learning contract, and parents are contacted in order to work with the student towards their success. Parents are also regularly contacted by the supervising teacher in order to celebrate student success. Supervising teachers receive regular professional development on equity, social and emotional student health and on creating learning partnership bridges between staff, students and parents.

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

iHigh regularly requests parent participation in student events, awards celebrations, wellness committees and other campus events. Weekly information is sent to parents by a newsletter and posted on the iHigh website.

The school distributes Information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

iHigh Virtual Academy uses a weekly newsletter, bulletin boards, School Messenger, mailings home, the website and phone calls from Supervising teachers to distribute school information.

The school provides support for parental involvement activities requested by parents.

iHigh Virtual Academy requests parental involvement in school activities and facilitates parent requests with the support of our community partner.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand).

This policy was adopted by iHigh Virtual Academy on DATE and will be in effect for the period of one year.

The school will distribute the policy to all parents of students on, or before: 11/01/2022.

Electronic Signature

DATE of electronic signature here

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)
(iHigh/Virtual Academy)

2.4 School-Parent Compact

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])

- iHigh/VA partners with Edgenuity to provide fully UC and NCAA approved curriculum that has been aligned with the district’s critical learning concepts,
- iHigh/VA conducts intake interviews with families, provides orientations and weekly supervising teacher check ins to clarify goals.
- iHigh/VA sends weekly newsletters to staff and families, has a public school calendar, and access to parent portal and regular grade progress reports, secondary Self Paced Teacher Provide weekly Edgenuity Emails
- iHigh/VA provides access to teachers in a teacher lab by email, phone or in person, and Office Hours.

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])

- iHigh/VA has elementary parent teacher conferences twice per year.
- An IMTSS re-engagement plan is being implemented for students who are struggling to meet the attendance and work completion requirements. This will include multi-tiered support from counseling, administration and teachers.

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

- iHigh/VA sends weekly newsletters to staff and families, has a public school calendar, and access to parent portal and regular grade progress reports, secondary Self Paced Teacher Provide weekly Edgenuity Emails
- iHigh/VA provides access to teachers in a teacher lab by email, phone or in person, and Office Hours.

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])

- iHigh/VA has a community center and full time community assistant that creates family engagement opportunities and sends out community emails and communication weekly.
- iHigh/VA has an active ASB program at all three levels (elementary, middle, and high school) to support parent and student engagement.
- iHigh/Va has a website and posts opportunities for engagement and volunteer opportunities in SSC, SGT and wellness council.

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])

- iHigh/VA provides opportunities for communication during the intake/onboarding process with counseling staff
- iHigh/VA has asynchronous Wednesdays for in person student opportunities between teacher, parent and students.
- iHigh/VA has access to translation services for IEP meetings, and translation of documents into other languages.
- iHigh/VA has a Community Center and Full Time Community assistant to assist families with technology needs, communication with teachers and administration.

- iHigh/VA Administration is readily available for parent conferences, phone calls and connections. Administration will have virtual coffee with the Principal on a regular basis.

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
iHigh Virtual Academy
All Grades Combined

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	13	100.0	10	90.0	13	84.6	0	-	668	47.0	-53.0	-	12	83.3	10	30.0	13	61.5	0	-	673	34.3	-49.0	-
Female	8	-	7	-	9	-	0	-	322	51.6	-	-	7	-	7	-	9	-	0	-	319	33.9	-	-
Male	5	-	3	-	4	-	0	-	344	43.0	-	-	5	-	3	-	4	-	0	-	352	34.9	-	-
African American	0	-	0	-	0	-	0	-	55	41.8	-	-	0	-	0	-	0	-	0	-	56	17.9	-	-
Asian	0	-	0	-	1	-	0	-	79	63.3	-	-	0	-	0	-	1	-	0	-	78	57.7	-	-
Filipino	1	-	0	-	1	-	0	-	84	65.5	-	-	1	-	0	-	1	-	0	-	86	54.7	-	-
Hispanic	7	-	6	-	4	-	0	-	312	35.6	-	-	7	-	6	-	4	-	0	-	311	23.2	-	-
Native American	0	-	0	-	0	-	0	-	3	-	-	-	0	-	0	-	0	-	0	-	3	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	5	-	-	-	0	-	0	-	0	-	0	-	6	-	-	-
White	2	-	4	-	3	-	0	-	59	72.9	-	-	1	-	4	-	3	-	0	-	60	51.7	-	-
Multiracial	2	-	0	-	4	-	0	-	71	43.7	-	-	2	-	0	-	4	-	0	-	73	32.9	-	-
English Learner	0	-	0	-	0	-	0	-	119	11.8	-	-	0	-	0	-	0	-	0	-	115	16.5	-	-
English-Speaking	13	100.0	10	90.0	13	84.6	0	-	549	54.6	-45.4	-	12	83.3	10	30.0	13	61.5	0	-	558	38.0	-45.3	-
Reclassified†	4	-	3	-	3	-	0	-	132	59.8	-	-	4	-	3	-	3	-	0	-	137	35.8	-	-
Initially Eng. Speaking	9	-	7	-	10	90.0	0	-	417	53.0	-	-	8	-	7	-	10	70.0	0	-	421	38.7	-	-
Econ. Disadv.*	3	-	4	-	6	-	0	-	360	37.2	-	-	3	-	4	-	6	-	0	-	357	25.5	-	-
Non-Econ. Disadv.	10	100.0	6	-	7	-	0	-	308	58.4	-41.6	-	9	-	6	-	7	-	0	-	316	44.3	-	-
Gifted	5	-	2	-	7	-	0	-	51	80.4	-	-	5	-	2	-	7	-	0	-	52	71.2	-	-
Not Gifted	8	-	8	-	6	-	0	-	617	44.2	-	-	7	-	8	-	6	-	0	-	621	31.2	-	-
With Disabilities	0	-	0	-	0	-	0	-	83	24.1	-	-	0	-	0	-	0	-	0	-	84	17.9	-	-
WO Disabilities	13	100.0	10	90.0	13	84.6	0	-	585	50.3	-49.7	-	12	83.3	10	30.0	13	61.5	0	-	589	36.7	-46.6	-
Homeless	1	-	1	-	0	-	0	-	79	26.6	-	-	1	-	1	-	0	-	0	-	50	14.0	-	-
Foster	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Military	0	-	0	-	1	-	0	-	53	60.4	-	-	0	-	0	-	1	-	0	-	38	39.5	-	-

* 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.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
iHigh Virtual Academy
Grade 3

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	-	0	-	0	-	0	-	123	39.0	-	-	0	-	0	-	0	-	0	-	120	44.2	-	-
Female	0	-	0	-	0	-	0	-	71	33.8	-	-	0	-	0	-	0	-	0	-	69	39.1	-	-
Male	0	-	0	-	0	-	0	-	52	46.2	-	-	0	-	0	-	0	-	0	-	51	51.0	-	-
African American	0	-	0	-	0	-	0	-	10	20.0	-	-	0	-	0	-	0	-	0	-	10	20.0	-	-
Asian	0	-	0	-	0	-	0	-	13	30.8	-	-	0	-	0	-	0	-	0	-	13	76.9	-	-
Filipino	0	-	0	-	0	-	0	-	24	75.0	-	-	0	-	0	-	0	-	0	-	24	58.3	-	-
Hispanic	0	-	0	-	0	-	0	-	54	22.2	-	-	0	-	0	-	0	-	0	-	53	34.0	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	0	-	0	-	0	-	0	-	6	-	-	-	0	-	0	-	0	-	0	-	5	-	-	-
Multiracial	0	-	0	-	0	-	0	-	15	40.0	-	-	0	-	0	-	0	-	0	-	14	42.9	-	-
English Learner	0	-	0	-	0	-	0	-	21	19.0	-	-	0	-	0	-	0	-	0	-	20	45.0	-	-
English-Speaking	0	-	0	-	0	-	0	-	102	43.1	-	-	0	-	0	-	0	-	0	-	100	44.0	-	-
Reclassified†	0	-	0	-	0	-	0	-	8	-	-	-	0	-	0	-	0	-	0	-	8	-	-	-
Initially Eng. Speaking	0	-	0	-	0	-	0	-	94	44.7	-	-	0	-	0	-	0	-	0	-	92	45.7	-	-
Econ. Disadv.*	0	-	0	-	0	-	0	-	59	25.4	-	-	0	-	0	-	0	-	0	-	57	33.3	-	-
Non-Econ. Disadv.	0	-	0	-	0	-	0	-	64	51.6	-	-	0	-	0	-	0	-	0	-	63	54.0	-	-
Gifted	0	-	0	-	0	-	0	-	51	80.4	-	-	0	-	0	-	0	-	0	-	52	71.2	-	-
Not Gifted	0	-	0	-	0	-	0	-	123	39.0	-	-	0	-	0	-	0	-	0	-	120	44.2	-	-
With Disabilities	0	-	0	-	0	-	0	-	15	13.3	-	-	0	-	0	-	0	-	0	-	15	26.7	-	-
WO Disabilities	0	-	0	-	0	-	0	-	108	42.6	-	-	0	-	0	-	0	-	0	-	105	46.7	-	-
Homeless	0	-	0	-	0	-	0	-	16	18.8	-	-	0	-	0	-	0	-	0	-	11	45.5	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	12	50.0	-	-	0	-	0	-	0	-	0	-	7	-	-	-

* 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.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
iHigh Virtual Academy
Grade 4

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	-	0	-	0	-	0	-	122	45.1	-	-	0	-	0	-	0	-	0	-	123	43.9	-	-
Female	0	-	0	-	0	-	0	-	50	52.0	-	-	0	-	0	-	0	-	0	-	52	40.4	-	-
Male	0	-	0	-	0	-	0	-	72	40.3	-	-	0	-	0	-	0	-	0	-	71	46.5	-	-
African American	0	-	0	-	0	-	0	-	6	-	-	-	0	-	0	-	0	-	0	-	6	-	-	-
Asian	0	-	0	-	0	-	0	-	20	70.0	-	-	0	-	0	-	0	-	0	-	20	75.0	-	-
Filipino	0	-	0	-	0	-	0	-	15	46.7	-	-	0	-	0	-	0	-	0	-	16	56.3	-	-
Hispanic	0	-	0	-	0	-	0	-	50	32.0	-	-	0	-	0	-	0	-	0	-	50	26.0	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	0	-	0	-	0	-	0	-	13	69.2	-	-	0	-	0	-	0	-	0	-	13	69.2	-	-
Multiracial	0	-	0	-	0	-	0	-	17	41.2	-	-	0	-	0	-	0	-	0	-	17	35.3	-	-
English Learner	0	-	0	-	0	-	0	-	32	12.5	-	-	0	-	0	-	0	-	0	-	31	19.4	-	-
English-Speaking	0	-	0	-	0	-	0	-	90	56.7	-	-	0	-	0	-	0	-	0	-	92	52.2	-	-
Reclassified†	0	-	0	-	0	-	0	-	21	57.1	-	-	0	-	0	-	0	-	0	-	21	52.4	-	-
Initially Eng. Speaking	0	-	0	-	0	-	0	-	69	56.5	-	-	0	-	0	-	0	-	0	-	71	52.1	-	-
Econ. Disadv.*	0	-	0	-	0	-	0	-	66	42.4	-	-	0	-	0	-	0	-	0	-	66	36.4	-	-
Non-Econ. Disadv.	0	-	0	-	0	-	0	-	56	48.2	-	-	0	-	0	-	0	-	0	-	57	52.6	-	-
Gifted	0	-	0	-	0	-	0	-	3	-	-	-	0	-	0	-	0	-	0	-	3	-	-	-
Not Gifted	0	-	0	-	0	-	0	-	119	43.7	-	-	0	-	0	-	0	-	0	-	120	42.5	-	-
With Disabilities	0	-	0	-	0	-	0	-	16	18.8	-	-	0	-	0	-	0	-	0	-	17	17.6	-	-
WO Disabilities	0	-	0	-	0	-	0	-	106	49.1	-	-	0	-	0	-	0	-	0	-	106	48.1	-	-
Homeless	0	-	0	-	0	-	0	-	15	6.7	-	-	0	-	0	-	0	-	0	-	10	0.0	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	8	-	-	-	0	-	0	-	0	-	0	-	8	-	-	-

* 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.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
iHigh Virtual Academy
Grade 5

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	-	0	-	0	-	0	-	135	52.6	-	-	0	-	0	-	0	-	0	-	136	26.5	-	-
Female	0	-	0	-	0	-	0	-	66	62.1	-	-	0	-	0	-	0	-	0	-	66	30.3	-	-
Male	0	-	0	-	0	-	0	-	69	43.5	-	-	0	-	0	-	0	-	0	-	70	22.9	-	-
African American	0	-	0	-	0	-	0	-	13	46.2	-	-	0	-	0	-	0	-	0	-	13	7.7	-	-
Asian	0	-	0	-	0	-	0	-	13	84.6	-	-	0	-	0	-	0	-	0	-	13	53.8	-	-
Filipino	0	-	0	-	0	-	0	-	16	81.3	-	-	0	-	0	-	0	-	0	-	16	56.3	-	-
Hispanic	0	-	0	-	0	-	0	-	68	41.2	-	-	0	-	0	-	0	-	0	-	68	17.6	-	-
Native American	0	-	0	-	0	-	0	-	2	-	-	-	0	-	0	-	0	-	0	-	2	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	0	-	0	-	0	-	0	-	12	66.7	-	-	0	-	0	-	0	-	0	-	12	41.7	-	-
Multiracial	0	-	0	-	0	-	0	-	10	50.0	-	-	0	-	0	-	0	-	0	-	11	18.2	-	-
English Learner	0	-	0	-	0	-	0	-	26	15.4	-	-	0	-	0	-	0	-	0	-	26	7.7	-	-
English-Speaking	0	-	0	-	0	-	0	-	109	61.5	-	-	0	-	0	-	0	-	0	-	110	30.9	-	-
Reclassified†	0	-	0	-	0	-	0	-	25	80.0	-	-	0	-	0	-	0	-	0	-	25	32.0	-	-
Initially Eng. Speaking	0	-	0	-	0	-	0	-	84	56.0	-	-	0	-	0	-	0	-	0	-	85	30.6	-	-
Econ. Disadv.*	0	-	0	-	0	-	0	-	71	40.8	-	-	0	-	0	-	0	-	0	-	72	16.7	-	-
Non-Econ. Disadv.	0	-	0	-	0	-	0	-	64	65.6	-	-	0	-	0	-	0	-	0	-	64	37.5	-	-
Gifted	0	-	0	-	0	-	0	-	8	-	-	-	0	-	0	-	0	-	0	-	8	-	-	-
Not Gifted	0	-	0	-	0	-	0	-	127	51.2	-	-	0	-	0	-	0	-	0	-	128	23.4	-	-
With Disabilities	0	-	0	-	0	-	0	-	14	57.1	-	-	0	-	0	-	0	-	0	-	14	21.4	-	-
WO Disabilities	0	-	0	-	0	-	0	-	121	52.1	-	-	0	-	0	-	0	-	0	-	122	27.0	-	-
Homeless	0	-	0	-	0	-	0	-	21	33.3	-	-	0	-	0	-	0	-	0	-	11	9.1	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	7	-	-	-	0	-	0	-	0	-	0	-	3	-	-	-

* 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.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
iHigh Virtual Academy
Grade 6

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	-	0	-	0	-	0	-	75	41.3	-	-	0	-	0	-	0	-	0	-	75	34.7	-	-
Female	0	-	0	-	0	-	0	-	39	56.4	-	-	0	-	0	-	0	-	0	-	38	44.7	-	-
Male	0	-	0	-	0	-	0	-	36	25.0	-	-	0	-	0	-	0	-	0	-	37	24.3	-	-
African American	0	-	0	-	0	-	0	-	3	-	-	-	0	-	0	-	0	-	0	-	3	-	-	-
Asian	0	-	0	-	0	-	0	-	12	33.3	-	-	0	-	0	-	0	-	0	-	12	25.0	-	-
Filipino	0	-	0	-	0	-	0	-	7	-	-	-	0	-	0	-	0	-	0	-	7	-	-	-
Hispanic	0	-	0	-	0	-	0	-	42	35.7	-	-	0	-	0	-	0	-	0	-	42	23.8	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	0	-	0	-	0	-	0	-	3	-	-	-	0	-	0	-	0	-	0	-	3	-	-	-
Multiracial	0	-	0	-	0	-	0	-	7	-	-	-	0	-	0	-	0	-	0	-	7	-	-	-
English Learner	0	-	0	-	0	-	0	-	8	-	-	-	0	-	0	-	0	-	0	-	7	-	-	-
English-Speaking	0	-	0	-	0	-	0	-	67	46.3	-	-	0	-	0	-	0	-	0	-	68	38.2	-	-
Reclassified†	0	-	0	-	0	-	0	-	19	47.4	-	-	0	-	0	-	0	-	0	-	20	30.0	-	-
Initially Eng. Speaking	0	-	0	-	0	-	0	-	48	45.8	-	-	0	-	0	-	0	-	0	-	48	41.7	-	-
Econ. Disadv.*	0	-	0	-	0	-	0	-	45	24.4	-	-	0	-	0	-	0	-	0	-	44	25.0	-	-
Non-Econ. Disadv.	0	-	0	-	0	-	0	-	30	66.7	-	-	0	-	0	-	0	-	0	-	31	48.4	-	-
Gifted	0	-	0	-	0	-	0	-	7	-	-	-	0	-	0	-	0	-	0	-	7	-	-	-
Not Gifted	0	-	0	-	0	-	0	-	68	39.7	-	-	0	-	0	-	0	-	0	-	68	30.9	-	-
With Disabilities	0	-	0	-	0	-	0	-	11	18.2	-	-	0	-	0	-	0	-	0	-	12	16.7	-	-
WO Disabilities	0	-	0	-	0	-	0	-	64	45.3	-	-	0	-	0	-	0	-	0	-	63	38.1	-	-
Homeless	0	-	0	-	0	-	0	-	5	-	-	-	0	-	0	-	0	-	0	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	9	-	-	-	0	-	0	-	0	-	0	-	6	-	-	-

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2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
iHigh Virtual Academy
Grade 7

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	-	0	-	0	-	0	-	84	45.2	-	-	0	-	0	-	0	-	0	-	91	30.8	-	-
Female	0	-	0	-	0	-	0	-	31	58.1	-	-	0	-	0	-	0	-	0	-	32	28.1	-	-
Male	0	-	0	-	0	-	0	-	51	39.2	-	-	0	-	0	-	0	-	0	-	57	33.3	-	-
African American	0	-	0	-	0	-	0	-	10	60.0	-	-	0	-	0	-	0	-	0	-	11	36.4	-	-
Asian	0	-	0	-	0	-	0	-	6	-	-	-	0	-	0	-	0	-	0	-	6	-	-	-
Filipino	0	-	0	-	0	-	0	-	6	-	-	-	0	-	0	-	0	-	0	-	7	-	-	-
Hispanic	0	-	0	-	0	-	0	-	40	32.5	-	-	0	-	0	-	0	-	0	-	41	17.1	-	-
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	0	-	0	-	0	-	0	-	12	66.7	-	-	0	-	0	-	0	-	0	-	14	35.7	-	-
Multiracial	0	-	0	-	0	-	0	-	9	-	-	-	0	-	0	-	0	-	0	-	10	30.0	-	-
English Learner	0	-	0	-	0	-	0	-	14	14.3	-	-	0	-	0	-	0	-	0	-	14	7.1	-	-
English-Speaking	0	-	0	-	0	-	0	-	70	51.4	-	-	0	-	0	-	0	-	0	-	77	35.1	-	-
Reclassified†	0	-	0	-	0	-	0	-	18	55.6	-	-	0	-	0	-	0	-	0	-	21	42.9	-	-
Initially Eng. Speaking	0	-	0	-	0	-	0	-	52	50.0	-	-	0	-	0	-	0	-	0	-	56	32.1	-	-
Econ. Disadv.*	0	-	0	-	0	-	0	-	48	33.3	-	-	0	-	0	-	0	-	0	-	50	18.0	-	-
Non-Econ. Disadv.	0	-	0	-	0	-	0	-	36	61.1	-	-	0	-	0	-	0	-	0	-	41	46.3	-	-
Gifted	0	-	0	-	0	-	0	-	13	92.3	-	-	0	-	0	-	0	-	0	-	14	78.6	-	-
Not Gifted	0	-	0	-	0	-	0	-	71	36.6	-	-	0	-	0	-	0	-	0	-	77	22.1	-	-
With Disabilities	0	-	0	-	0	-	0	-	11	0.0	-	-	0	-	0	-	0	-	0	-	11	9.1	-	-
WO Disabilities	0	-	0	-	0	-	0	-	73	52.1	-	-	0	-	0	-	0	-	0	-	80	33.8	-	-
Homeless	0	-	0	-	0	-	0	-	7	-	-	-	0	-	0	-	0	-	0	-	8	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	7	-	-	-	0	-	0	-	0	-	0	-	6	-	-	-

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2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
iHigh Virtual Academy
Grade 8

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	-	0	-	0	-	0	-	74	50.0	-	-	0	-	0	-	0	-	0	-	73	27.4	-	-
Female	0	-	0	-	0	-	0	-	38	44.7	-	-	0	-	0	-	0	-	0	-	35	20.0	-	-
Male	0	-	0	-	0	-	0	-	36	55.6	-	-	0	-	0	-	0	-	0	-	38	34.2	-	-
African American	0	-	0	-	0	-	0	-	7	-	-	-	0	-	0	-	0	-	0	-	7	-	-	-
Asian	0	-	0	-	0	-	0	-	9	-	-	-	0	-	0	-	0	-	0	-	8	-	-	-
Filipino	0	-	0	-	0	-	0	-	12	33.3	-	-	0	-	0	-	0	-	0	-	12	25.0	-	-
Hispanic	0	-	0	-	0	-	0	-	28	42.9	-	-	0	-	0	-	0	-	0	-	27	22.2	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
White	0	-	0	-	0	-	0	-	8	-	-	-	0	-	0	-	0	-	0	-	8	-	-	-
Multiracial	0	-	0	-	0	-	0	-	9	-	-	-	0	-	0	-	0	-	0	-	10	10.0	-	-
English Learner	0	-	0	-	0	-	0	-	13	0.0	-	-	0	-	0	-	0	-	0	-	13	0.0	-	-
English-Speaking	0	-	0	-	0	-	0	-	61	60.7	-	-	0	-	0	-	0	-	0	-	60	33.3	-	-
Reclassified†	0	-	0	-	0	-	0	-	17	52.9	-	-	0	-	0	-	0	-	0	-	17	41.2	-	-
Initially Eng. Speaking	0	-	0	-	0	-	0	-	44	63.6	-	-	0	-	0	-	0	-	0	-	43	30.2	-	-
Econ. Disadv.*	0	-	0	-	0	-	0	-	39	48.7	-	-	0	-	0	-	0	-	0	-	37	24.3	-	-
Non-Econ. Disadv.	0	-	0	-	0	-	0	-	35	51.4	-	-	0	-	0	-	0	-	0	-	36	30.6	-	-
Gifted	0	-	0	-	0	-	0	-	9	-	-	-	0	-	0	-	0	-	0	-	9	-	-	-
Not Gifted	0	-	0	-	0	-	0	-	65	46.2	-	-	0	-	0	-	0	-	0	-	64	23.4	-	-
With Disabilities	0	-	0	-	0	-	0	-	12	33.3	-	-	0	-	0	-	0	-	0	-	11	18.2	-	-
WO Disabilities	0	-	0	-	0	-	0	-	62	53.2	-	-	0	-	0	-	0	-	0	-	62	29.0	-	-
Homeless	0	-	0	-	0	-	0	-	7	-	-	-	0	-	0	-	0	-	0	-	6	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	0	-	8	-	-	-	0	-	0	-	0	-	0	-	7	-	-	-

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2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
iHigh Virtual Academy
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	13	100.0	10	90.0	13	84.6	0	-	55	61.8	-38.2	-	12	83.3	10	30.0	13	61.5	18	55.6	55	25.5	-57.8	-30.1
Female	8	-	7	-	9	-	0	-	27	66.7	-	-	7	-	7	-	9	-	13	61.5	27	25.9	-	-35.6
Male	5	-	3	-	4	-	0	-	28	57.1	-	-	5	-	3	-	4	-	5	-	28	25.0	-	-
African American	0	-	0	-	0	-	0	-	6	-	-	-	0	-	0	-	0	-	0	-	6	-	-	-
Asian	0	-	0	-	1	-	0	-	6	-	-	-	0	-	0	-	1	-	1	-	6	-	-	-
Filipino	1	-	0	-	1	-	0	-	4	-	-	-	1	-	0	-	1	-	1	-	4	-	-	-
Hispanic	7	-	6	-	4	-	0	-	30	50.0	-	-	7	-	6	-	4	-	9	-	30	20.0	-	-
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	2	-	4	-	3	-	0	-	5	-	-	-	1	-	4	-	3	-	4	-	5	-	-	-
Multiracial	2	-	0	-	4	-	0	-	4	-	-	-	2	-	0	-	4	-	3	-	4	-	-	-
English Learner	0	-	0	-	0	-	0	-	5	-	-	-	0	-	0	-	0	-	0	-	4	-	-	-
English-Speaking	13	100.0	10	90.0	13	84.6	0	-	50	68.0	-32.0	-	12	83.3	10	30.0	13	61.5	18	55.6	51	25.5	-57.8	-30.1
Reclassified†	4	-	3	-	3	-	0	-	24	70.8	-	-	4	-	3	-	3	-	3	-	25	24.0	-	-
Initially Eng. Speaking	9	-	7	-	10	90.0	0	-	26	65.4	-	-	8	-	7	-	10	70.0	15	53.3	26	26.9	-	-26.4
Econ. Disadv.*	3	-	4	-	6	-	0	-	32	50.0	-	-	3	-	4	-	6	-	11	45.5	31	22.6	-	-22.9
Non-Econ. Disadv.	10	100.0	6	-	7	-	0	-	23	78.3	-21.7	-	9	-	6	-	7	-	7	-	24	29.2	-	-
Gifted	5	-	2	-	7	-	0	-	11	81.8	-	-	5	-	2	-	7	-	5	-	11	63.6	-	-
Not Gifted	8	-	8	-	6	-	0	-	44	56.8	-	-	7	-	8	-	6	-	13	46.2	44	15.9	-	-30.3
With Disabilities	0	-	0	-	0	-	0	-	4	-	-	-	0	-	0	-	0	-	0	-	4	-	-	-
WO Disabilities	13	100.0	10	90.0	13	84.6	0	-	51	64.7	-35.3	-	12	83.3	10	30.0	13	61.5	18	55.6	51	27.5	-55.8	-28.1
Homeless	1	-	1	-	0	-	0	-	8	-	-	-	1	-	1	-	0	-	3	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	1	-	0	-	2	-	-	-	0	-	0	-	1	-	1	-	1	-	-	-

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APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: iHIGH VIRTUAL ACADEMY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 8- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

More EL/ RFEL students will meet College and Career Readiness indicators through continued use of AP courses, no D and F grades on UC graduation requirement courses, Mesa College courses and the new AP Computer Science course as leading to a CTE pathway. The counselor will help track this goal and regularly meets with seniors as part of monthly senior meetings and informal course meetings.

***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.

iHigh Virtual Academy

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Counselor Hrly		\$1,428.44	09800-1260	As an Atypical, Independent study school, To increase graduation rates for unduplicated students, counselor will review all transcripts two weeks before school starts to ensure accuracy in student placement.	This strategy and funding was successful because 100% of our English Learners Graduated. Overall, our graduation rates were increased by 3%	So far, the strategy is working.	We continued this strategy with similar funding for the 2022-2023 School Year, due to the success of the implementation.
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Leader What are my leadership strategies in service of the goals?

Leadership strategies in service of this goal, include cultivating a culture of high expectations for all, increasing parent and community engagement, providing targeted interventions for students to stay in a pathway of A- G diploma. Working with the counseling division to increase support to juniors and seniors for transition planning.