



THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **SAN DIEGO SCPA** SCHOOL

2022-23

37-68338-3730371

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: Farson, Timothy

Contact Person: Farson, Timothy

Position: Principal

Telephone Number: 619/470-0555

Address: 2425 Dusk Dr, San Diego SCPA, San Diego, CA, 92139-2412

E-mail Address: tfarson@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: San Diego SCPA PHONE: 858 988 2500 FAX: _____

SITE CONTACT PERSON: Tim Farson E-MAIL ADDRESS: tfarson@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 checked="" 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 checked="" type="checkbox"/> | Site Governance Team (SGT) | Date of presentation: <u>9/22/22</u> |
| <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.

Timothy Farson
Type/Print Name of School Principal

Timothy Farson
Signature of School Principal / Date

Valerie Cruz
Type/Print Name of SSC Chairperson

V Cruz 10/3/22
Signature of SSC Chairperson / Date

Geneva McCoy
Type/Print Name of ELAC Representative

Geneva McCoy 10/5/22
Signature of ELAC Representative / Date

Erin Richison
Type/Print Name of Area Superintendent

Erin Richison 10/7/22
Signature of Area Superintendent / Date

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

due October 7th 2022

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

This Strategic Plan for Student Achievement fulfills the requirements of a Title 1 Schoolwide program.

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 SDSCPA, 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. Throughout the 2020-2021 school year, stakeholders were involved in the 2021-2022 budget development process and Site Plan for Student Achievement (SPSA) via multiple meeting opportunities to dialogue and solicit input. These include staff meetings SGT, SSC, Principal Chats, and ELAC meetings held throughout the year.

September 28, 2021: Data Analysis, SPSA Review, Approval of Title 1 Home-School Compact and Parent Engagement Policy

October 11, 2021: SSC: All Departments Data Analysis, Strategic Planning, ELAC Committee Present Data and Recommendations

November 15, 2021: SGT: Input on Site Policy and Procedures, Feedback and approval of Professional Learning Plan

November 18, 2021: SSC: Data Review, SDSCPA Data Profile Report and Analysis, Literacy Instructional Planning, LCFF Evaluation and Title 1 Evaluation, ELAC report

January 10, 2022: Parent & Community SPSA Planning, Input, and Evaluation Survey

January 12, 2022: Principal Parent Chat: Budget Preview and Input

January 19, 2022: SGT: Title 1 & LCFF Evaluation Survey, Data Review, Master Schedule and Budget proposal input

February 16, 2022: SSC: SSC ELA & Math Data Presentation, Budget priorities, Counseling Dept Presentation, draft of budget input presentation

February 14, 2022: SGT: data Review, ELAC, Draft and input of 2022-2023 budget

March 2, 2022: SGT:: Discuss culture and climate data, safety, and ELAC data

March 9, 2022: Principal Chat: Q & A, budget input and prioritization

March 17, 2022: SSC: Arts as an Intervention Data Presentation

March 21, 2022: SGT: Data, ELAC, Auditions reporting and plan monitoring

April 18, 2022: SGT: Student Achievement Data presentation, SWIFT FIA MTSS assessment reporting

April 21, 2022: SSC: Student Achievement Data presentation in History, Science, Creative Writing

May 16, 2022: SGT: Student Data, Survey Data, Instructional Calendar Input and Review

May 13, 2022: Principal Chat: Achievement successes, 2021-2022 planning, and input session

May 19, 2022: SSC: Data Plan review and budget transfers

RESOURCE INEQUITIES

The San Diego School of Creative and Performing Arts root cause analysis involved examining data from CAASPP, the California Dashboard, California Healthy Kids Survey, site data; and a review of the 2021-2022 SPSA.

English Language Arts

An analysis of the students that met or exceeded expectations on the Smarter Balanced English Language Arts Assessment indicates a 9.8% increase in English Language Arts. 606 students took the SBA exam in grades 6 -8 and grade 11. On the 2019 CA Dashboard, students with disabilities are in the Orange Category. African American/Black students, English Learners, and Homeless students are in the Yellow Category. Hispanic/ LatinX and socioeconomically disadvantaged students are in the Green Category. Filipino students, students identifying as two or more races, and White students are in the Blue Category.

Narrowing down into our equity gaps, 52.2% (n=46) of African American/Black students 63% (n=254) of Hispanic/ LatinX students, 30% (n=10) of English Learners, 57.8% (n=258) of Economically Disadvantaged Students, and 17.7% (n=49) of Students with Disabilities met or exceeded expectations on the English Language Arts SBA. This is compared to 80.59% (n=87) of White students, 80.5% (n=133) Filipino students and 73.3% (n=75) of students identifying as 2 or more races.

Mathematics

In 2021-2022, 28.4% (n= 170 of 600) of students met or exceeded expectations on the SBAC. Since 2019, there has been a decrease of 1.9% in Mathematics. According to the 2019 CA Dashboard, African American students and Students with disabilities are in the Orange Category. English Learners, Hispanic/ LatinX, Homeless, 2 or more races, and Socioeconomically disadvantaged students are in the Yellow Category. Filipino and White students are in the Green Category. Narrowing down into our equity gaps, 13.6% (n=44) of Black students, 19.7% (n=249) of Hispanic/ LatinX students, 24.4% (n=254) of Economically Disadvantaged Students, and 4.4% (n=45) of Students with Disabilities met or exceeded expectations on the Mathematics SBA. This is compared to 38% (n=87) of White students, 43.3% (n=134) Filipino students and 27.4% (n=73) of students identifying as 2 or more races.

Our analyses indicate there are inequities in the area of both ELA and Math with regards to students identified as English learners and students with disabilities. With slight gains in ELA and no-significant statistical decrease in Mathematics, we will continue to allocate funds for additional FTE, supplies, and professional learning with a focus on literacy across the curriculum. Students will read, write, speak, and listen across all content areas every day. To address the decreases and gaps in SBA results, we will focus on our African American/Black, Hispanic/ Latino, Students with disabilities, Hispanic/ Latinx students, and students classified as economically disadvantaged (students who meet free or reduced-price meal eligibility criteria). Leading with the Arts as a powerful intervention, we will increase art access and opportunity. Additionally, we will provide supplemental-- instructional, SEL, and artistic supports before, during, and after the school day.

Chronic Absenteeism

According to the CA Dashboard, there are also inequities in the areas of chronic absenteeism and suspension rates. Homeless students and White students are in the Orange category for Chronic Absenteeism--missing 10% or more of the instructional days they were enrolled. Socioeconomically disadvantaged students are in the yellow category. The office staff will work collaboratively and closely with the principal, school counselors, the school nurse, and certificated staff to monitor the attendance and social-emotional needs of our students. There will be consistent weekly home visits and/or communication with chronically absent students' families to ensure students are in school. In addition, the goal is to increase parent engagement and strengthen the school-home relationships with families. We will also leverage community partnerships, such as Say San Diego, and SchoolLink to support the social-emotional needs of our students. At SDSCPA, we will also continue to provide high-quality arts learning opportunities that engage diverse learners. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and will begin to implement the Anti-Defamation League's "No Place for Hate" program.

Arts as the Intervention

All students are required to take a strict series of courses in the arts that are designed for conservatory preparation. Arts are not an elective at SDSCPA. The school does not receive additional resources for the teachers, supplies, or curriculum demanded by this art training. Academic class sizes are maxed out to allow for the addition of our art courses and FTE. We have approximately 21 full-time art teachers. We use Title 1 and LCFF funding to support the arts as a powerful intervention for our students. LCFF and Title 1 funding is proving successful at recruiting, retaining, and graduating students.

We will maintain funding for additional arts teaching staff, instructional coaches, and counselors. We will continue with our focus on (1) clear learning outcomes for every class, (2) intentional literacy instruction, and (3) implementation and creation of a guaranteed and viable curriculum in the arts and academics. We will still continue to fund our collective work toward the National Arts Accreditation process that will lift high-quality arts instruction for all students, increasing post-secondary education opportunities, and scholarship/grant financial awards.

Root Cause Analysis

We have narrowed the root cause of this down to deficiencies in academic and artistic literacy and are seeing gains in literacy and ELA performance with this focus. Our Mathematics department is strategizing on a guaranteed and viable curriculum that meets student learning and lifts it through differentiated instruction. We anticipate this approach will create gains in two years as we accelerate and realign our student learning through the Mathematics critical concepts.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Timothy Farson	Instructional Support Officer
M. Mercado	Parent
T. Reynoso	Classroom Educator
K. Teschner	Counselor
M. Raines	Classroom Educator
V. Cruz	Classroom Educator
J. Roberson	Parent
Cruzanne Conrique	Other School Representative
J. Armstrong	Parent
C. Narlock	Parent
G. Ferrer	Student
C. Asuncion	Student

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).

Upon reflecting on the 2021-2022 average daily attendance, there was a decrease from 97.2% to 93.6%. We attribute this decline to Covid-19 infection rates in our students and families. Chronic Absenteeism increased from 7% to 19%.

***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).

District protocols for health and safety for Covid-19 called for students and their families to remain at home until a negative test was shown to the school nurse. Activities and supports before and after school were closed due to health precautions and District mandates in accordance to CDC guidelines.

***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.

We will edit this goal to include the virtual family and community engagement strategies we have learned and are now implementing. Due to the changes in Covid-19 mandates, students and families are able to visit campus. We were able to invite families on campus for tours, bridging and orientation days for students. Community outreach and engagement programs such as Day of the Arts are calendared for two dates for the 2022-2023 school year.

*Identified Need							
<p>In 2021-2022, the San Diego School of Creative and Performing Arts had an average monthly attendance rate of 93.6%, down from 97.2% the previous year. We attribute this decline in large part to the health and safety protocols from the Covid-19 pandemic. This year we are going to focus on recreating feelings of connectedness at school by connecting with kindness and reinvigorating school culture and a feeling of belonging.</p>							
*Goal 1 - Safe, Collaborative and Inclusive Culture							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	6-12	improve overall attendance	93.6%	98%	Attendance	annually	
June 2023	12	decrease chronic absenteeism	22%	11%	Chronic Absenteeism	annually	
June 2023	7	increase the number of students strongly agreeing with school connectedness	64%	69%	CAL-SCHLS (CHKS)	annually	
June 2023	9	increase the number of students strongly agreeing with school connectedness	61%	66%	CAL-SCHLS (CHKS)	annually	
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6-12	Hispanic or Latino	decrease chronic absenteeism	22%	15%	Chronic Absenteeism	annually
June 2023	6-12	Students with Disabilities	decrease chronic absenteeism	23.5%	15%	Chronic Absenteeism	annually
June 2023	6-12	Homeless/Foster	decrease chronic absenteeism	26.2%	15%	Chronic Absenteeism	annually
June 2023	6-12	Black or African American	decrease chronic absenteeism	21%	15%	Chronic Absenteeism	annually
Supporting Black Youth - Additional Goals							
<p>✓ SDSCPA’s 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.</p> <p>✓ The staff diversity goal at SDSCPA 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. SDSCPA’s site selection/hiring panel is strongly encouraged to complete anti-bias training</p>							

- before conducting any interviews. (LCAP 4)
- ✓ In the 2022-23 school year, SDSCPA 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.
 - ✓ SDSCPA 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.
 - ✓ SDSCPA’s 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.
 - ✓ SDSCPA 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.
 - ✓ Increase access to advanced classes--gate, seminar, advanced placement for black youth.
 - ✓ SDSCPA will study/learn culturally responsive instructional practices, offering Black Studies through the CCAP program, ethnic studies history classes, increasing engagement and achievement of black youth and other marginalized groups.

Professional Learning Communities

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

All equity student groups will benefit from this strategy.

***Strategy/Activity - Description**

-All teaching on-campus- art or academic--has a focus on content and disciplinary literacy. All staff are engaged in best practices to increase intentional literacy and language fluency through assessment, instruction, and curriculum. We will also provide supplemental counselor support to our students and families. Counselors will work closely with Grade Level Horizontal Teams to support students in need of additional interventions through the SST process. Counselors will communicate with families, students, and staff to support and encourage student attendance through establishing and presenting opportunities for student connectedness.

-Creating a task force to address students who are chronically absent. The task force will include all counseling staff, school nurse, administration, the attendance clerk, and a district support person. The team will meet bi-weekly to analyze attendance data. The task force will focus on decreasing and supporting students who are trending and nearly chronic.

-We will be implementing the Anti-Defamation League’s “No Place for Hate” school-wide program- establishing a team with staff and students to develop ideas for creating a community of connectedness, safety, and inclusiveness.

-We will implement the SWEAR (Student Wellness Education and Resources) committee in order to support and implement mental health strategies and support interventions for our student population and their families.

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

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

Staff will attend Arts Schools Network Conference to learn best practices for student engagement and community/ school involvement.

Additional Staffing/ FTE									
*Students to be served by this Strategy/Activity									
This strategy will serve all equity subgroups.									
*Strategy/Activity - Description									
Decrease the number of students strongly agreeing with experiencing chronic sadness/hopelessness we will increase the FTE on our campus to analyze and create student engagement and connectedness. All SDSCPA students audition in our arts programs. We supplement daily instruction with high-quality arts programs accessible to all our students. We increase and purchase FTE through Title 1 to supplement our engaging arts curriculum. All teaching on-campus- art or academic--has a focus on content and disciplinary literacy. All staff are engaged in best practices to increase intentional literacy and language fluency through assessment, instruction, and curriculum. We will also fund a coordinator for the CA stakeholder surveys. We will also fund a stipend for our No Place for Hate coordinator-- a stipend for designated counselor and teacher. We will analyze the results of the FIA assessment to guide our MTSS Coordinators work in creating systems for supporting all students.									
*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
F03684C	School Counselor	0.80000	\$71,634.40	\$108,583.24	0368-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		Additional counseling FTE utilized to provide tailored student interventions and follow up with chronically absent students.
	Conference Local				0368-30103-00-5209-2495-0000-01000-0000	Title I Parent Involvement	[no data]	LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools Ref Id : N036814	Conference registration and attendance will provide learning on best practices for engaging and welcoming students from diverse backgrounds. Conferences will provide learning around student SEL and engagement supports to support increased daily attendance.
	Postage Expense				0368-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]	LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools Ref Id : N0368CI	Postage will allow for increase supplemental communication with families.
	Supplies				0368-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]	LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools Ref Id : N0368F9	Supplies will be used for before, during, and after supplemental art and academic programming. Supplies will support art and academic

San Diego SCPA SCHOOL PLAN FOR STUDENT ACHIEVEMENT

									instruction and our leveraging arts as a lever for increased literacy skills.
	Supplies				0368-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N03684J	Supplies will be used for before, during, and after supplemental art and academic programming. Supplies will support art and academic instruction and our leveraging arts as a lever for increased literacy skills.
	Supplies				0368-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All Ref Id : N03684V	Supplies will be used for before, during, and after supplemental art and academic programming. Supplies will support art and academic instruction and our leveraging arts as a lever for increased literacy skills.
	Supplies				0368-09800-00-4301-1000-1110-01000-0000	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 : N0368DV	Supplies will be used for before, during, and after supplemental art and academic programming. Supplies will support art and academic instruction and our leveraging arts as a lever for increased literacy skills.
	Travel Conference				0368-30103-00-5207-2495-0000-01000-0000	Title I Parent Involvement	[no data]	LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools Ref Id : N0368A9	Conference registration and attendance will provide learning on best practices for engaging and welcoming students from diverse backgrounds. Conferences will provide learning around student SEL and engagement supports to support increased daily attendance.

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

Additional supports and funding for before, during, and after school programming will come from site discretionary funds.

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).

Upon reflecting on the 2021-2022 SBAC results and the collected data from stakeholder feedback surveys, classroom observations, and "street data," we have concluded the following:

Equity Opportunities

-52.2% (n=46) of our African American/Black students have met or exceeded expectations on the ELA SBA. This is compared to 80.5% (n=87) of our White students and 82.3% (n=124) of our Filipino students and 62.7% (n=255) of our LatinX students. Comparatively, black students are disproportionately not meeting or exceeding expectations on the SBA.

-30.6% (n=49) of our students with disabilities have met or exceeded expectations on the ELA SBA compared to 73.4% (n=557) of students without disabilities.

-There is a need to guide differentiated culturally responsive work in instruction, curriculum, and assessment for our students in these subgroups.

Professional Learning Community

Since 2018, we have arranged our calendar to include early release and late start days for dedicated professional learning time. Our ELA department participated in a Professional Learning Community (PLC). The PLC focused on intentional literacy instruction, literacy through a guaranteed and viable curriculum, and literacy through diversified meaningful assessments. Much of our professional development centered on the creation, implementation, and alignment of a guaranteed and viable curriculum (GVC) in grades 6 through 12. For 2020-2021, our department meetings were focused on student engagement with online learning. Teachers focused on best practices for engagement and lesson design for online learning. Much of the department work was focused on student data, remediation, and engagement. For 2021-2022, we will reacclimate to the professional learning community with a focus on intentional literacy instruction in all content areas, with the intent to have students reading, writing, listening, and speaking in every content area every day.

We will implement the work from our district's Leadership and Learning Division, which focuses on accelerating academics by integrating social and emotional learning. We will be implementing the district's work around designing equitable learning conditions that develop and prepare independent learners' social, emotional, and academic agency. We will work with district-level resource teachers to provide support around Quality Learning Interactions and Quality Teaching Practices in order to integrate social, emotional, and academic learning, which will help accelerate student progress and close learning gaps by providing strategies teachers can use. Quality Learning Interactions (QLIs) and Quality Teaching Practices (QTPs) are research-based practices that highly affect student achievement and implementation of the QLIs and QTPs is essential to addressing learning loss and accelerating student progress. We will continue to focus on classroom community and safe, collaborative, and inclusive classroom cultures in order to best address barriers to learning and enhance learning supports in every classroom. We will work with our educators to ensure the effective functioning of PLC teams. These teams will be arranged to vertically align within departments, and horizontally align across grade levels. PLCs will also be formed around high student needs such as Black Youth Task Force, Students with Disabilities Task Force, No Place for Hate, English Learner Task Force.

Arts as an Intervention

We use the arts to increase student opportunities to write, read, speak, and listen to their learning. Arts integration will be used across all content areas. We are continuing to implement the UCCI English Language Arts courses. We have seen an increase in the 11th grade ELA SBA from 52% (n=177) to

71% (n=187). We funded additional teaching positions in the arts to support literacy instruction and learning. The arts provide higher levels of engagement, participation, and voice in our students. Title 1 and LCFF funds are used to increase access to art instruction, supplies, and opportunities for literacy skill building in reading, writing, listening and speaking.

High-Quality Daily Instruction

In 2022-2023, we will continue with the following daily instructional expectations:

- A clear learning target and purpose will be visible for all students.
- All students will read, write, listen, and speak in every class meeting.

Moreover, we will continue to implement the use of Instructional Coaches. The 2019-2020 school year was our first year of assigning two instructional coaches to support our teachers and teacher leaders as a support for implementing our school instructional vision. Instructional coaches consulted weekly with instructional leaders, co-created a year-long professional learning plan, led whole-site and departmental professional learning and data review, and served as support for teachers.

Professional Learning

Professional Learning has supported the shared best practices for literacy instruction. In 2022-2023, we will continue to deepen our understanding of intentional literacy instruction through PLC inquiry cycles. We will analyze our student achievement data, research best literacy instructional practices, design and implement lessons and assessments, and review the effectiveness of our work. We will also engage in developing culturally responsive curriculum and pedagogy that supports our diverse population of students. The implementation of a culturally responsive curriculum will also support the social-emotional well-being of students by providing them with engaging learning experiences and instructional resources.

***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).

2021-2022 school year hosted many challenges for the return to in person learning. Increased levels of staffing and lessened health and safety guidelines will allow for deeper collaboration and partnering to meet the needs of staff and students.

***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.

We will fully implement in person learning for students and staff.

***Identified Need - English Language Arts**

Upon reflection on the 2021-2022 school year SBA results, we have 70% of our students who have met or exceeded expectations on the ELA portion of the test, which is significantly higher than the district's overall performance of 53%. 52.2% of our African American students have met or exceeded expectations on the ELA SBA, versus 80.5% of our white students. 30% of our ELLs have met or exceeded expectations on the ELA SBA, versus 70.6%

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of our native English Speakers. 30.6% of our students with disabilities have met or exceeded expectations on the ELA SBA versus 73.4% without disabilities.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	11	Will meet or exceed standard	91%	95%	CAASPP ELA	annually
June 2023	6-8	Will meet or exceed standard	62%	67%	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	6-8 and 11	English Learner	will meet or exceed standards	30%	35%	CAASPP ELA	annually
June 2023	6-8 and 11	Students with Disabilities	will meet or exceed standards	30%	35%	CAASPP ELA	annually
June 2023	6-8 and 11	Black or African American	will meet or exceed standards	52%	57%	CAASPP ELA	annually
June 2023	6-8 and 11	Hispanic or Latino	will meet or exceed standards	62%	67%	CAASPP ELA	annually

*Identified Need - Math

SDSCPA students are continuing to perform significantly below the district performance level in math on the SBA in math. 28% of SDSCPA students are meeting or exceeding expectations, in comparison to 41% of district students. We will need to continue to identify supports and targeted interventions for these students in math.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	11	will meet or exceed standard	28%	33%	CAASPP Math	annually
June 2023	6-8	will meet or exceed standard	27%	32%	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	6-8 and 11	English Learner	will meet or exceed standard	0%	10%	CAASPP Math	annually

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June 2023	6-8 and 11	Black or African American	will meet or exceed standard	14%	19%	CAASPP Math	annually
June 2023	6-8 and 11	Hispanic or Latino	will meet or exceed standard	20%	25%	CAASPP Math	annually
June 2023	6-8 and 11	Students with Disabilities	will meet or exceed standard	5%	10%	CAASPP Math	annually
June 2023	6-8 and 11	Homeless/Foster	will meet or exceed standard	20%	25%	CAASPP Math	annually

*Identified Need - English Learners

While we have a comparatively small English Learning population at SDSCPA, our English Learner population at SDSCPA has the largest achievement gap among subgroups based on CAASPP data. Only 30% of identified ELL students met or exceeded the standard on the ELA portion of the SBA, in comparison to 70.6% of English speakers who met or exceeded the standard on the ELA SBA.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6-12	LTEL	Earn 'C' or better in ELA course	28%	32%	Other (Describe in Objective)	annually
June 2023	6-12	English Learner	Reclassified	90%	95%	Reclassification Rates	annually

*Identified Need - Graduation/Promotion Rate

We will continue to build on the analysis from SDUSD reports on graduation rates, and UC readiness.

*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	12	will graduate	96%	100%	Graduation/Promotion	annually
June 2023	12	will graduate	90%	100%	% CTE Pathway completed	annually
June 2023	12	will graduate	81%	100%	% UC A-G on task	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	12	Black or African American	will graduate	100%	100%	Graduation/Promotion	annually
June 2023	12	Hispanic or Latino	will graduate	96%	100%	Graduation/Promotion	annually

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June 2023	12	Students with Disabilities	will graduate	77%	95%	Graduation/Promotion	annually
June 2023	12	English Learner	will graduate	50%	100%	Graduation/Promotion	annually

Optional School Goal(s)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency

Professional Learning Community

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

We will lift all overall SDSCPA student achievement. We will focus our PLC work on English Learners.

***Strategy/Activity - Description**

We will continue to move the PLC work we have started five years ago to deepen our instructional practice and focus. With a focus on intentional literacy instruction, curriculum, and assessment we will work to use Marzano's notion of a highly reliable school. In our PLCs, we will analyze student data to identify areas of greatest need.

In alignment with Marzano's notion of High-Reliability Schools we will engage all staff in Professional learning and supports to ensure we continue to build and consistently implement:

1. **Level One:** A safe and collaborative culture
2. **Level Two:** Effective Tier-1 instruction in every classroom
3. **Level Three:** A guaranteed and viable curriculum

We will continue to deepen our understanding and implementation of these three components of High-Reliability Schools through our PLC work. Activities in our PLC work will include:

- A relentless focus on literacy as a root cause for students not achieving, and implementing best instructional practices for literacy across all content areas.
- Administer and monitor the FAST Reading/ Lexile Exam
- Professional learning on culturally responsive teaching
- Calibrated high quality 6-12 arts literacy instruction for ACCPAS
- Professional learning opportunities for cross-disciplinary literacy strategies
- Continued work on the Guaranteed and Viable Curriculum.
- Offering after, before, and during small group instruction and tutoring
- Literacy Support program "Zinc Learning Labs" in 8th grade ELA courses, SWD Study Skills courses, and ELD courses to develop readers and support student literacy.

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

Extra prep time is given to instructional coaches to provide additional supports at no direct cost to site funds. The administration will use instructional observations and walkthroughs to create feedback for teaching and learning. The administration will work with a small group of teachers to set instructional goals and improve student learning in their classrooms. Instructional rounds will be conducted and reviewed at weekly administration meetings. The administration team will systematically work to lift teacher effectiveness and support instructional coaches and department leaders in leading and facilitating targeted, culturally-responsive professional learning on our campus.

Arts as an Intervention

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

We will lift all overall SDSCPA student achievement. We will focus our PLC work on English Learners and Black learners.

***Strategy/Activity - Description**

Funding will provide supplemental high-quality and specialized arts instruction to increase literacy engagement through a variety of modalities—visual, auditory, tactile, kinesthetic. Funding additional art faculty and supplies leverage students’ passion for the arts to build confidence through socialization and promote language acquisition and use in and out of the classroom. The dual curriculum in the arts and academics will engage all students in learning in, through, and with the art form. Arts instruction will intentionally connect academic language, skills, and best practices to the practice and discourse of the young artist. Additionally, arts faculty will bring in diverse guest artists and lessons to support the cultural learning and celebration needed for improving student and school connections. Arts faculty often serve as student advocates and liaisons with academic faculty to bridge student challenges with opportunities.

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

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

Site discretionary funds will support additional before, during, and afterschool learning supports for students.

Professional Learning

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

All students will benefit from this strategy.

***Strategy/Activity - Description**

Conferences

Faculty will attend local and national conferences, such as the Arts Schools Network Conference, to learn from and share best practices from arts education leaders. Faculty will bring back and share best practices and learnings from conferences. The faculty will report to SSC on effectiveness and recommendations for the next steps in professional learning and planning. Faculty will cultivate community and national partnerships that increase student opportunities in and out of the classroom. The faculty will leverage community partnerships for authentic learning and assessment opportunities for students.

BookClubs

Faculty will read *Leading Impact Teams* by Paul Bloomberg and Barb Pitchford. Faculty will read, *We Want to do more than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*. Faculty will share out and present to staff best practices for culturally relevant and engaging instruction, curriculum, and assessment.

<p>Supplies</p> <p>We will fund readings and supplies for faculty to lift the instructional practices for our students in and out of the classroom. Department leaders will report in monthly SSC meetings the effectiveness and impact of purchases.</p>
<p>*Proposed Expenditures for this Strategy/Activity</p>
<p>*Additional Supports for this Strategy/Activity</p>
<p>High-Quality Daily Instruction</p>
<p>*Students to be served by this Strategy/Activity</p> <p>All student groups will benefit from this strategy.</p>
<p>*Strategy/Activity - Description</p> <p>In 2022-2023, we will continue with the following daily instructional expectations:</p> <ol style="list-style-type: none"> 1.A clear learning target and purpose will be visible for all students. 2.All students will read, write, listen, and speak in every class meeting. 3.Teachers will implement and share the best instructional practices. <p>Moreover, we will utilize our instructional coordinator team to help with professional learning, data review, horizontal and vertical alignment of GVC, and serve as support for teachers.</p>
<p>*Proposed Expenditures for this Strategy/Activity</p>
<p>*Additional Supports for this Strategy/Activity</p>
<p>Professional Learning Community</p>
<p>*Students to be served by this Strategy/Activity</p> <p>All students will be served by this strategy. A focus on high-quality tier-one intentional literacy instruction, curriculum, and assessment will assist the English language development for English Learners. It will also support the needed scaffolding for students with special needs.</p>
<p>*Strategy/Activity - Description</p> <p>In 2018-2019, our Mathematics department participated in a Professional Learning Community. (PLC). The PLC focused on intentional literacy instruction, literacy through a guaranteed and viable curriculum, and literacy through diversified meaningful assessments. Much of our professional development centered on the creation, implementation, and alignment of a guaranteed and viable curriculum (GVC) in grades 6 through 12. For 2020-2021, our department meetings were focused on student engagement with online learning. Teachers focused on best practices for engagement and lesson design for online learning. Much of the department work was focused on student data, remediation, and engagement. In 2021-2022, we reacclimated to the professional learning community with a focus on intentional literacy instruction in all content areas. More specifically, we will use targeted literacy instruction and lesson designs to help lift our English Learners and students enrolled in special education programs in the Application section of the DEMI. In 2022-2023 we are continuing to support ongoing, strategic data driven PLCs, implementing intentional literacy strategies in every classroom every day, implementing culturally responsive curriculum, assessment, and instructional practices.</p>

We will implement the work from our district's Leadership and Learning Division, which focuses on accelerating academics by integrating social and emotional learning. We will be implementing the district's work around designing equitable learning conditions that develop and prepare independent learners' social, emotional, and academic agency. We will work with district-level resource teachers to provide support around Quality Learning Interactions and Quality Teaching Practices in order to integrate social, emotional, and academic learning, which will help accelerate student progress and close learning gaps by providing strategies teachers can use. Quality Learning Interactions (QLIs) and Quality Teaching Practices (QTPs) are research-based practices that highly affect student achievement and implementation of the QLIs and QTPs is essential to addressing learning loss and accelerating student progress. We will continue to focus on classroom community and safe, collaborative, and inclusive classroom cultures in order to best address barriers to learning and enhance learning supports in every classroom. We will work with our educators to ensure the effective functioning of PLC teams. These teams will be arranged to vertically align within departments, and horizontally align across grade levels. PLCs will also be formed around high student needs such as Black Youth Task Force, Students with Disabilities Task Force, No Place for Hate, English Learner Task Force. All of this work is done in alignment with Marzano's notion of High-Reliability Schools, and we will engage all staff in Professional learning and supports to ensure we continue to build and consistently implement:

Level One: A safe and collaborative culture

Level Two: Effective Tier-1 instruction in every classroom

Level Three: A guaranteed and viable curriculum

Level Four: Standards-Based Grading

We will continue to deepen our understanding and implementation of these three components of High-Reliability Schools through our PLC work. Activities in our PLC work will include:

- -A relentless focus on literacy as a root cause for students not achieving, and implementing best instructional practices for literacy across all content areas.
- -Administer and monitor the FAST Reading/ Lexile Exam
- -Professional learning on culturally responsive teaching
- -Calibrated high quality 6-12 arts literacy instruction for ACCPAS
- -Professional learning opportunities for cross-discipline literacy strategies
- -Continued work on the Guaranteed and Viable Curriculum.
- -Offering after, before, and during small group instruction and tutoring

Professional Learning

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

All students will benefit from this strategy.

***Strategy/Activity - Description**

Conferences

Faculty will attend local and national conferences, such as the Arts Schools Network Conference, to learn from and share best practices from arts education leaders. Faculty will bring back and share best practices and learnings from conferences. Faculty will report to SSC on effectiveness and recommendations for next steps in professional learning and planning. Faculty will cultivate community and national partnerships that increase student opportunities in and out of the classroom. Faculty will leverage community partnerships for authentic learning and assessment opportunities for students.

BookClubs

Faculty will read the *Online Learning Playbook* by Douglas Fisher and Nancy Frey.

Faculty will read, *We Want to Do More than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*. Faculty will share out and present to staff best practices for culturally relevant and engaging instruction, curriculum, and assessment.

Supplies

We will fund readings and supplies for faculty to lift the instructional practices for our students in and out of the classroom. Department leaders will report in monthly SSC meetings the effectiveness and impact of purchases.

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

Additional supplies, professional learning, and student supports will be funded through site discretionary.

High-Quality Daily Instruction

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

All students will benefit from this strategy with a focus on effectiveness and monitoring on English Learners, Black and LatinX students.

***Strategy/Activity - Description**

In 2022-2023, we will continue with the following daily online or on-campus instructional expectations:

1. A clear learning target and purpose will be visible for all students.
2. All students will read, write, listen, and speak in every class meeting.
3. Teachers will implement and share the best online instructional practices.

Moreover, we will continue to implement the use of Instructional Coaches. Instructional coaches will continue weekly consultations with instructional leaders to co-created a year-long professional learning plan, lead whole-site and departmental professional learning and data review, and serve as support for teachers.

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

Administration will use instructional observations and walkthroughs to create feedback for teaching and learning. Administration will work with a small group of teachers to set instructional goals and improve student learning in their classrooms. Instructional rounds will be conducted and reviewed at

weekly administration meetings. The administration team will systematically work to improve teacher effectiveness from 2018-2019 and support instructional coaches and department leaders in leading and facilitating targeted, culturally responsive professional learning on our campus.

School Wide Focus on Literacy

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

This strategy will serve all students and target our English Language Learners.

***Strategy/Activity - Description**

School Wide Focus on Literacy

We will continue to deepen our understanding and implementation of these three components of High Reliability Schools through:

- Developing and supporting Professional Learning Communities which are focused on effective tier 1 instruction.
- A relentless focus on literacy as a root cause for students not achieving
- Professional learning on culturally responsive teaching
- Calibrated high quality 6-12 arts literacy instruction for ACCPAS
- Clearly communicated and implementation of shared Best Practices.
- Professional development and learning opportunities for cross discipline literacy strategies
- Continue work on the Guaranteed and Viable Curriculum.
- Offering after, before, during school programming

In addition, this year we will:

- Continue to fund and Support and English Learner Coordinator (ELC)
- Implement the use of instructional coaches in the arts and academics to calibrate best practices and implementation of Guaranteed and Viable Curriculum.
- Build capacity of department leaders to build and support high quality instructional teams
- Hire a testing coordinator to coordinate SBA exams in ELA and Math
- Increase academic teacher participation at Art Schools Network and other Best Practices conferences
- Increase opportunities for students to experience professional arts organization productions
- Increase the funding for supplies to support high quality instruction in all academic and arts classrooms
- Implement the Zinc Learning Labs Literacy Program in all 8th grade ELA classes, and in small group interventions for critical students.

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

Site discretionary will fund FTE, supplies, and professional learning.

Professional Learning Community

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

This strategy will serve students with disabilities.

***Strategy/Activity - Description**

In addition to our work toward a High Reliability School, we will target our work on students with disabilities by:

- Clarifying the expectations and input that teachers will contribute timely and appropriate data for information on students in order for IEPs to be developed that include correct present levels based on standards - include what students can do and where they may struggle
- Building and sharing our vision and model for co-teaching and effective use of SPED resources
- Professional Development on clarification of responsibilities of roles of co-teaching, SEAs, and SETs for general education teachers, counselors, and paraprofessionals.
- Streamline site data for Student Intervention. Counselors will track data and meeting notes on students. We will fully implement SST forms and processes.
- General education teachers will be encouraged to have a lead voice in IEP meetings and take a primary role in the development of present levels of IEPs.
- Classroom teachers will deliver classroom instruction with paraprofessionals acting in a role that supports the delivery and implementation of instruction. Paraprofessionals need to be supported by providing lesson plans and behavioral plans for their interactions with students.
- Students who struggle are not automatically referred for special education: Sites create integrated teams to have an identified process for providing interventions within the classroom for students who are outside of the sphere of success.
- All educators will model positive language/choice words when speaking about students or to parents. Staff become aware of negative talk and interrupt this language with skill and grace when adults talk negatively about ANY student.
- High School and Middle School special education study skills classes will implement the literacy intervention program Zinc Learning Labs.

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

Professional Learning Community

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

These strategies are focused on lifting the achievement of our Black students.

***Strategy/Activity - Description**

Conferences

Faculty will attend local and national conferences, such as the Arts Schools Network Conference, to learn from and share best practices from arts education leaders. Faculty will bring back and share best practices and learnings from conferences. Faculty will report to SSC on effectiveness and recommendations for next steps in professional learning and planning. Faculty will cultivate community and national partnerships that increase student opportunities in and out of the classroom. Faculty will leverage community partnerships for authentic learning and assessment opportunities for students.

BookClubs

Faculty will read "Cultivating Genius, An Equity Framework for Culturally and Historically Responsive Literacy" by Gholdy Muhamad, and/or "Start Here Start Now: A Guide to Antibias and Antiracist Work in Your School Community" by Liz Kleionrock. Faculty will share out and present to staff best practices for culturally relevant and engaging instruction, curriculum, and assessment. The goal is to reduce the number of referrals, suspensions, and expulsions of ALL students, with a focus on our African American or Black students, as well as, gave teachers the tools to take ABAR actions in their classrooms thus creating sustainable practices to ensure that African American or Black student are "seen and heard."

Supplies/Resources

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We will fund speakers, fieldtrips, readings and supplies for faculty to lift the instructional practices for our students in and out of the classroom. Department leaders, Task force and Equity Team members will report in monthly SSC meetings the effectiveness and impact of purchases. We will engage the District's Restorative Justice Department in providing staff professional development on interrupting discriminatory practices related to discipline and grading.

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

Arts as the Intervention

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

All students in grades 9-12 will benefit from this strategy as the arts increase school connectedness, engagement, and lifting of literacy instruction across content areas.

***Strategy/Activity - Description**

Funding will provide supplemental high-quality and specialized arts instruction to increase literacy engagement through a variety of modalities—visual, auditory, tactile, kinesthetic. Funding additional art faculty and supplies leverage students’ passion for the arts to build confidence through socialization and promote language acquisition and use in and out of the classroom. Additionally, arts faculty will bring in diverse guest artists and lessons to support the cultural learning and celebration needed for improving student and school connections. Arts faculty often serve as student advocates and liaisons with academic faculty to bridge student challenges with opportunities. Arts faculty will leverage conservatory and college relationships to schedule auditions, interviews, arts masterclasses, and intensives for post-secondary preparation.

***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
F036848	Regular Teacher	0.26000	\$23,987.34	\$34,896.41	0368-09800-00-1107-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Music educator (Cabrera) will increase access to arts education. Music educator will implement intentional literacy practices.
F036849	Regular Teacher	0.06300	\$5,812.32	\$9,194.71	0368-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]		Educator (Chun) will provide additional ELA FTE to support supplemental ELA instruction with lowered class sizes for middle school students.

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F03684A	Regular Teacher	0.57400	\$52,956.67	\$77,040.52	0368-30106-00-1107-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Visual Art teacher will supplement the literacy curriculum through the arts.
F03684B	Regular Teacher	0.30000	\$27,677.70	\$40,265.09	0368-09800-00-1107-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Dance educator will provide increase access to dance art education. Dance educator will implement intentional literacy instruction.
N03684J	Supplies		\$284.05	\$284.05	0368-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Provide supplemental supplies for before, after, and during school. Support supplemental student programming and arts integration projects. Support arts enrichment activities before, during, and after school to target student enrichment and attendance. This may include music instruments, scripts, visual art supplies, dance supplies.
N03684V	Supplies		\$109.48	\$109.48	0368-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Provide supplemental supplies for before, after, and during school. Support supplemental student programming and arts integration projects. Support arts enrichment activities before, during, and after school to target student enrichment and attendance. This may include music instruments, scripts, visual art supplies, dance supplies.
N0368DV	Supplies		\$46.50	\$46.50	0368-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Provide supplemental supplies for before, after, and during school. Support supplemental student programming and arts integration projects. Support arts enrichment activities before, during, and after school to target student enrichment and attendance. This may include music instruments, scripts, visual art supplies, dance supplies.
*Additional Supports for this Strategy/Activity									

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).

In 2021-2022 we had 585 respondents to the California School Parent Survey. This is up from 38 in 2020-2021. The funding of an Assessment Coordinator also greatly improved the number of respondents in the survey. In 2021-2022, 33% of parents felt the school actively seeks the input of parents, and 30% of parents feel welcome to participate at this school. This is down from 2019-2020 from 44% and 43% respectively. Additionally, 79% of parents in the 2021-2022 survey believe teachers are responsive to their child's social and emotional needs. We are continually working on ways to meet the social-emotional and academic needs of all students.

***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).

In the 2021-2022 school year while students were back in person at school, we followed district health and safety guidelines from the Covid-19 pandemic, which restricted visitors on campus all year, and all events, performances, and exhibitions had to be virtual until the end of the year when some of the restrictions were lifted. While many virtual options were available, the connectedness that comes from being in person was missing. This coming year, with all campus events being back in person, we know our connection to community and families will grow.

***Changes**

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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.

We will edit this goal to include the in person and virtual family and community engagement strategies we have learned and are now implementing.

***Identified Need**

585 families completed the CA Healthy Survey for Parents. Our need is to continue building positive relationships with parents and increase participation in school decision-making and communication in a virtual community.

***Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	strongly encourages parental involvement	37%	42%	CAL - SCHLS (CSPS)
June 2023	Other (Describe in Objective)	Attendance at school functions such as principal chat, Open House, and Orientation	2320	2500	Other - Describe in objective

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	SSC	Signatures demonstrating participation and engagement	85%	95%	Attendance
June 2023	Other (Describe in Objective)	CA Parent Survey Completion	n=585	n=650	Attendance

Increasing Online Presence

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

All families will benefit from our efforts surrounding family engagement.

***Strategy/Activity - Description**

- We will increase our presence in the following ways, with in person and virtual options:
- Principal Chats for families to communicate challenges and opportunities and describe the student and parent experience at SDSCPA.
 - Prospective Families Meetings
 - 6th grade family meeting to assist new families to feel welcome and engaged in the SDSCPA community
 - College and conservatory salons for parents and students
 - Student performance opportunities.
 - Update Daily Bulletin in PowerSchool

- Communicate often with robocalls, emails in translated languages
- Fund webmaster
- Fund Social Media Coordinator

***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
N036814	Conference Local		\$500.00	\$500.00	0368-30103-00-5209-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Parents will participate in Art Schools Network and other similar local conferences and opportunities to learn and share best practices for increasing community engagement, student achievement, and effective arts programming.
N0368A9	Travel Conference		\$2,000.00	\$2,000.00	0368-30103-00-5207-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Parents will participate in Art Schools Network and other similar conferences and opportunities to learn and share best practices for increasing community engagement, student achievement, and effective arts programming. Learning will focus on lifting belongingness and culturally responsive community art partnerships for Latino students and Black/ African American students and Students with Disabilities
N0368BF	Inservice supplies		\$500.00	\$500.00	0368-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Funds will be used to support parent and community engagement through parent university meetings, college and career planning meetings, family principal chats.
N0368CI	Postage Expense		\$500.00	\$500.00	0368-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Postage will be used to share student progress, further engage family participation, and increase school communications.
N0368F9	Supplies		\$809.00	\$809.00	0368-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Funds will also be used to increase communication with families.

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

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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**

San Diego SCPA Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 122,371
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)	\$ 274,729

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)	\$ 77,150
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 77,150

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)	\$ 75,208
[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): \$ 75,208

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 274,729

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
San Diego	:09800 LCFF Intervention Support	Regular Teacher	1107 Classroom Teacher	Classroom Teacher	51,665.04	0.56	\$51,665.04
San Diego	SCPA		3000 Benefits			0	\$23,496.46
San Diego	SCPA		Regular Teacher Total			0.56	\$75,161.50
San Diego	SCPA	(blank)	4301 Supplies	Supplies	46.5	0	\$46.50
San Diego	SCPA		(blank) Total			0	\$46.50
San Diego	:09800 LCFF Intervention Support Total					0.56	\$75,208.00
San Diego	:30100 Title I Basic Program	Regular Teacher	1107 Classroom Teacher	Classroom Teacher	5,812.32	0.063	\$5,812.32
San Diego	SCPA		3000 Benefits			0	\$3,382.39
San Diego	SCPA		Regular Teacher Total			0.063	\$9,194.71
San Diego	SCPA	School Counselor	1210 Counselor	Counselor	71,634.40	0.8	\$71,634.40
San Diego	SCPA		3000 Benefits			0	\$36,948.84
San Diego	SCPA		School Counselor Total			0.8	\$108,583.24
San Diego	SCPA	(blank)	4301 Supplies	Supplies	284.05	0	\$284.05
San Diego	SCPA		(blank) Total			0	\$284.05
San Diego	:30100 Title I Basic Program Total					0.863	\$118,062.00
San Diego	:30103 Title I Parent Involvement	(blank)	4301 Supplies	Supplies	809	0	\$809.00
San Diego	SCPA		4304 Inservice supplies	Inservice supplies	500	0	\$500.00
San Diego	SCPA		5207 Travel Conference	Travel Conference	2,000.00	0	\$2,000.00
San Diego	SCPA		5209 Conference Local	Conference Local	500	0	\$500.00
San Diego	SCPA		5920 Postage Expense	Postage Expense	500	0	\$500.00
San Diego	SCPA		(blank) Total			0	\$4,309.00
San Diego	:30103 Title I Parent Involvement Total					0	\$4,309.00
San Diego	:30106 Title I Supplmnt Prog Imprvmt	Regular Teacher	1107 Classroom Teacher	Classroom Teacher	52,956.67	0.574	\$52,956.67
San Diego	SCPA		3000 Benefits			0	\$24,083.85
San Diego	SCPA		Regular Teacher Total			0.574	\$77,040.52
San Diego	SCPA	(blank)	4301 Supplies	Supplies	109.48	0	\$109.48
San Diego	SCPA		(blank) Total			0	\$109.48
San Diego	:30106 Title I Supplmnt Prog Imprvmt Total					0.574	\$77,150.00

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



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

San Diego School of Creative and Performing Arts

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

2.0 With approval from the local governing board, San Diego School of Creative and Performing Arts 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])

San Diego School of Creative and Performing Arts (SDSCPA) has developed a written Title I Parent & Family Engagement Policy with input from Title I parents. The parents were surveyed online as well as through the School Site Council. It has distributed the policy to parents of Title I students. SDSCPA posts the Title I Parent & Family Engagement Policy on the school's website (<https://scca.sandiegounified.org>) sends out the policy via School Messenger and makes it available online to all families and community members.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how SDSCPA 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])

SDSCPA conducts a Title I meeting every Fall during Open House.

- 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])

SDSCPA provides numerous opportunities for parents to get involved: Principal Chats, School Site Governance Team (SGT), School Site Council (SSC), Cluster meetings, Instructional Leadership Team (ILT), and Artistic Leadership Team (ALT).

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])

Parents are surveyed online all year long through SDSCPA's website. Parent input is solicited through SSC, SGT, ALT, and ILT. The parental involvement policy is reviewed in the annual review of the Single Plan for Student Achievement (SPSA).

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])

All Title I information is presented at monthly parent meetings: SSC, SGT, ILT. Additionally, SDSCPA holds individual meetings with Title I parents.

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])

SDSCPA provides numerous opportunities for parents to get involved and learn about the curriculum, assessments, data and progress: Coffee with Principal, School Site Governance, School Site Council, Cluster meetings, Instructional Leadership Team. SDSCPA also has a Parent/Neighborhood Resource Center open at all times of the day. SDSCPA continually makes these items available and viewable to all families.

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])

SDSCPA provides numerous opportunities for parents to get involved and learn about the curriculum, assessments, data, and progress: Coffee with Principal, School Site Governance, School Site Council, Cluster meetings, Instructional Leadership Team.

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])

This will be addressed through the School Site Council.

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])

SDSCPA regularly holds meetings such as SSC, SGT, ILT, Coffee with Principal, College Prep Night, Artistic Performances, Parent Night, etc. in which parents are provided with information and data. Additionally, SDSCPA holds individual meetings with parents to discuss academic progress.

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])

SDSCPA provides numerous opportunities for parents to get involved and learn about the curriculum, assessments, data and progress: Coffee with Principal, School Site Governance, School Site Council, Cluster meetings, Instructional Leadership Team, and the weekly Principal's Friday Focus. SDSCPA continually makes these items available and viewable to all families.

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])

SDSCPA provides numerous opportunities for parents to get involved and learn about the curriculum, assessments, data and progress: Coffee with Principal, School Site Governance, School Site Council, Cluster meetings, Instructional Leadership Team. SDSCPA also has a Parent/Neighborhood Resource Center open at all times of the day. SDSCPA continually makes these items available and viewable to all families.

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])

SDSCPA provides numerous opportunities for parents to get involved and learn about the curriculum, assessments, data and progress: Coffee with Principal, School Site Governance, School Site Council, Cluster meetings, Instructional Leadership Team. SDSCPA also has a Parent/Neighborhood Resource Center open at all times of the day. SDSCPA continually makes these items available and viewable to all families.

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])

Presentations and documents are delivered in English and Spanish.

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])

SDSCPA provides numerous opportunities for parents to get involved and learn about the curriculum, assessments, data and progress: Coffee with Principal, School Site Governance, School Site Council, Cluster meetings, Instructional Leadership Team. SDSCPA also has a Parent/Neighborhood Resource Center open at all times of the day. SDSCPA continually makes these items available and viewable to all families.

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, SDSCPA, 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])

Presentations and documents are delivered in English and Spanish. SDSCPA also has an ELL Support teacher that informs parents on ELAC about progress of students. Additionally, parents are mailed home newsletters and provided with frequent SchoolMessenger calls to inform families about opportunities for involvement.

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
SDSCPA

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])

The SDSCPA educational dual curriculum is designed in alignment with the Common Core State Standards, Next Generation Science Standards and the National Core Arts Standards. All teachers are highly qualified and credentialed in their field. Teachers plan engaging and motivating lessons via common prep periods and/or extended day planning opportunities. Teachers review department competencies, interim assessment data, grades and personalized assessments on individual students to identify strengths and areas of need. Teachers present curriculum, emphasizing students’ interest and background, valuing diversity and cultures of the students.

The school engages Title I, Part A parents, and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

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

Parents/guardians attend Open House in the fall, the Bring Your Parent to School Day during the first and second semesters, and the Principal's Chat with Parents which are held throughout the school year. Parents make appointments to meet with specific personnel; teachers, counselors, and administrators. Schedule teacher conferences by calling individual teachers, or the student's counselor. Staff email addresses are available online or by request and a list of voice-mail extensions is available on the school website. Staff commits to return all calls and/or email contacts within 48 hours.

2. 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])

Parents/guardians may join Friends of SCPA, a parent group that raises funds to support the arts and academics on campus. Parents join advisory groups such as the Governance Team, School Site Council, Achievement through Care and Transformation Panelist, District Advisory Council, ELAC, WASC group, or the School Climate Committee via Governance. Parents volunteer in classrooms, library, box office, and ushering, costuming, 8th Grade Auditions, and other special interest areas.

3. 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])

SDSCPA distributes information to parents via the school's website, US Mail, e-mail, students, and school messenger. We distribute the forms or information in various languages according to our school's population.

This Compact was adopted by the San Diego School of Creative and Performing Arts on September 15, 2022, and will be in effect for the period of 1 year.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 1, 2022.

Timothy E. Farson

September 13, 2022

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
SCPA
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	768	55.7	792	57.7	727	54.2	782	60.2	606	70.0	14.3	9.8	767	31.6	787	31.0	747	24.1	780	30.3	598	28.4	-3.2	-1.9
Female	481	62.0	502	63.3	471	57.3	518	62.4	415	72.3	10.3	9.9	477	31.7	500	32.2	478	24.5	517	27.9	410	27.8	-3.9	-0.1
Male	287	45.3	290	47.9	256	48.4	264	56.1	186	65.1	19.8	9.0	290	31.4	287	28.9	269	23.4	263	35.0	183	30.6	-0.8	-4.4
African American	96	36.5	88	48.9	77	37.7	93	38.7	46	52.2	15.7	13.5	97	13.4	87	14.9	85	12.9	92	14.1	44	13.6	0.2	-0.5
Asian	4	-	3	-	7	-	11	72.7	6	-	-	-	4	-	3	-	6	-	11	63.6	6	-	-	-
Filipino	190	71.1	194	68.6	166	72.3	180	75.0	133	80.5	9.4	5.5	190	50.5	194	47.4	165	41.8	180	45.0	134	43.3	-7.2	-1.7
Hispanic	309	42.4	331	46.2	309	45.3	327	53.8	254	63.0	20.6	9.2	310	18.4	329	22.5	315	14.3	326	19.0	249	19.7	1.3	0.7
Native American	1	-	1	-	1	-	2	-	2	-	-	-	1	-	1	-	1	-	2	-	2	-	-	-
Pacific Islander	7	-	6	-	5	-	3	-	3	-	-	-	7	-	6	-	5	-	3	-	3	-	-	-
White	84	85.7	83	79.5	62	71.0	94	75.5	87	80.5	-5.2	5.0	80	56.3	81	39.5	69	34.8	94	48.9	87	37.9	-18.4	-11.0
Multiracial	64	56.3	77	64.9	89	56.2	72	56.9	75	73.3	17.0	16.4	65	23.1	77	31.2	92	23.9	72	33.3	73	27.4	4.3	-5.9
English Learner	39	2.6	36	0.0	27	11.1	14	7.1	10	30.0	27.4	22.9	41	0.0	36	0.0	25	4.0	14	7.1	8	-	-	-
English-Speaking	729	58.6	756	60.4	700	55.9	768	61.2	596	70.6	12.0	9.4	726	33.3	751	32.5	722	24.8	766	30.7	590	28.8	-4.5	-1.9
Reclassified†	211	55.9	216	55.1	235	52.3	234	59.8	126	69.8	13.9	10.0	211	32.7	214	32.2	240	22.5	234	26.9	127	25.2	-7.5	-1.7
Initially Eng. Speaking	518	59.7	540	62.6	465	57.6	534	61.8	470	70.9	11.2	9.1	515	33.6	537	32.6	482	25.9	532	32.3	463	29.8	-3.8	-2.5
Econ. Disadv.*	488	46.5	471	49.9	458	45.9	475	53.3	258	57.8	11.3	4.5	492	23.8	465	24.1	472	19.1	473	23.3	254	24.4	0.6	1.1
Non-Econ. Disadv.	280	71.8	321	69.2	269	68.4	307	71.0	348	79.0	7.2	8.0	275	45.5	322	41.0	275	32.7	307	41.0	344	31.4	-14.1	-9.6
Gifted	260	73.8	245	76.7	193	74.6	217	80.2	108	88.0	14.2	7.8	258	52.7	244	53.3	194	47.4	217	49.3	108	50.9	-1.8	1.6
Not Gifted	508	46.5	547	49.2	534	46.8	565	52.6	498	66.1	19.6	13.5	509	20.8	543	21.0	553	15.9	563	22.9	490	23.5	2.7	0.6
With Disabilities	70	12.9	77	15.6	57	12.3	65	24.6	49	30.6	17.7	6.0	74	2.7	77	6.5	68	4.4	65	4.6	45	4.4	1.7	-0.2
WO Disabilities	698	60.0	715	62.2	670	57.8	717	63.5	557	73.4	13.4	9.9	693	34.6	710	33.7	679	26.1	715	32.6	553	30.4	-4.2	-2.2
Homeless	38	52.6	41	48.8	46	52.2	44	52.3	52	69.2	16.6	16.9	38	28.9	40	17.5	47	12.8	44	22.7	52	23.1	-5.8	0.4
Foster	2	-	3	-	2	-	1	-	0	-	-	-	2	-	3	-	2	-	1	-	1	-	-	-
Military	69	68.1	70	74.3	58	69.0	59	64.4	46	71.7	3.6	7.3	69	39.1	70	37.1	58	37.9	59	39.0	42	28.6	-10.5	-10.4

* 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
SCPA
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	213	46.9	199	52.8	177	52.0	0	-	125	52.0	5.1	-	212	24.5	198	29.3	166	30.7	164	34.8	123	27.6	3.1	-7.2
Female	125	55.2	124	60.5	109	50.5	0	-	83	57.8	2.6	-	124	25.0	124	32.3	102	32.4	109	34.9	81	29.6	4.6	-5.3
Male	88	35.2	75	40.0	68	54.4	0	-	40	40.0	4.8	-	88	23.9	74	24.3	64	28.1	55	34.5	40	25.0	1.1	-9.5
African American	19	31.6	28	42.9	28	42.9	0	-	13	38.5	6.9	-	19	10.5	27	11.1	25	16.0	15	20.0	12	8.3	-2.2	-11.7
Asian	1	-	1	-	1	-	0	-	1	-	-	-	1	-	1	-	1	-	2	-	1	-	-	-
Filipino	48	64.6	53	62.3	38	76.3	0	-	19	73.7	9.1	-	48	52.1	53	45.3	38	57.9	33	51.5	19	57.9	5.8	6.4
Hispanic	104	37.5	76	43.4	68	36.8	0	-	59	47.5	10.0	-	103	11.7	76	21.1	62	17.7	78	25.6	59	25.4	13.7	-0.2
Native American	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	2	-	0	-	-	-
Pacific Islander	1	-	1	-	2	-	0	-	2	-	-	-	1	-	1	-	2	-	0	-	2	-	-	-
White	11	72.7	18	72.2	15	66.7	0	-	12	66.7	-6.0	-	11	45.5	18	38.9	15	33.3	19	63.2	12	41.7	-3.8	-21.5
Multiracial	26	53.8	21	57.1	23	52.2	0	-	19	47.4	-6.4	-	26	23.1	21	28.6	21	23.8	15	20.0	18	11.1	-12.0	-8.9
English Learner	21	4.8	15	0.0	5	-	0	-	1	-	-	-	21	0.0	15	0.0	4	-	1	-	1	-	-	-
English-Speaking	192	51.6	184	57.1	172	52.9	0	-	124	52.4	0.8	-	191	27.2	183	31.7	162	30.9	163	35.0	122	27.9	0.7	-7.1
Reclassified†	72	62.5	48	58.3	55	47.3	0	-	23	52.2	-10.3	-	72	27.8	48	35.4	54	29.6	48	33.3	23	17.4	-10.4	-15.9
Initially Eng. Speaking	120	45.0	136	56.6	117	55.6	0	-	101	52.5	7.5	-	119	26.9	135	30.4	108	31.5	115	35.7	99	30.3	3.4	-5.4
Econ. Disadv.*	146	37.7	126	46.0	127	45.7	0	-	61	44.3	6.6	-	145	15.9	125	20.8	117	23.9	101	27.7	60	30.0	14.1	2.3
Non-Econ. Disadv.	67	67.2	73	64.4	50	68.0	0	-	64	59.4	-7.8	-	67	43.3	73	43.8	49	46.9	63	46.0	63	25.4	-17.9	-20.6
Gifted	50	68.0	58	82.8	51	78.4	0	-	15	80.0	12.0	-	50	46.0	58	60.3	50	56.0	39	48.7	15	53.3	7.3	4.6
Not Gifted	163	40.5	141	40.4	126	41.3	0	-	110	48.2	7.7	-	162	17.9	140	16.4	116	19.8	125	30.4	108	24.1	6.2	-6.3
With Disabilities	23	8.7	22	9.1	15	13.3	0	-	8	-	-	-	23	0.0	22	9.1	14	0.0	16	6.3	7	-	-	-
WO Disabilities	190	51.6	177	58.2	162	55.6	0	-	117	55.6	4.0	-	189	27.5	176	31.8	152	33.6	148	37.8	116	29.3	1.8	-8.5
Homeless	19	57.9	13	38.5	12	41.7	0	-	12	58.3	0.4	-	19	26.3	13	15.4	12	8.3	16	31.3	9	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	20	60.0	18	77.8	20	55.0	0	-	9	-	-	-	20	35.0	18	38.9	18	44.4	9	-	9	-	-	-

* 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
SCPA
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	194	59.8	217	45.6	202	50.5	0	-	144	66.0	6.2	-	196	41.8	217	23.5	224	23.7	213	33.8	146	26.0	-15.8	-7.8
Female	126	66.7	129	50.4	135	55.6	0	-	96	66.7	0.0	-	126	46.8	129	23.3	147	23.1	138	29.7	98	24.5	-22.3	-5.2
Male	68	47.1	88	38.6	67	40.3	0	-	48	64.6	17.5	-	70	32.9	88	23.9	77	24.7	75	41.3	48	29.2	-3.7	-12.1
African American	22	27.3	17	41.2	26	46.2	0	-	15	53.3	26.0	-	22	27.3	17	0.0	33	15.2	29	24.1	15	26.7	-0.6	2.6
Asian	1	-	1	-	1	-	0	-	4	-	-	-	1	-	1	-	1	-	3	-	4	-	-	-
Filipino	55	74.5	48	60.4	54	61.1	0	-	32	75.0	0.5	-	55	54.5	48	43.8	56	37.5	45	53.3	33	36.4	-18.1	-16.9
Hispanic	82	47.6	110	36.4	83	44.6	0	-	54	63.0	15.4	-	83	31.3	110	14.5	91	15.4	90	24.4	55	18.2	-13.1	-6.2
Native American	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	2	-	0	-	0	-	0	-	-	-	1	-	2	-	0	-	3	-	0	-	-	-
White	20	90.0	9	-	15	53.3	0	-	21	66.7	-23.3	-	21	66.7	9	-	18	33.3	20	45.0	21	23.8	-42.9	-21.2
Multiracial	12	75.0	27	51.9	23	52.2	0	-	18	66.7	-8.3	-	12	25.0	27	25.9	25	28.0	23	30.4	18	27.8	2.8	-2.6
English Learner	8	-	15	0.0	9	-	0	-	2	-	-	-	9	-	15	0.0	9	-	5	-	2	-	-	-
English-Speaking	186	62.4	202	49.0	193	52.8	0	-	142	66.2	3.8	-	187	43.9	202	25.2	215	24.7	208	34.1	144	26.4	-17.5	-7.7
Reclassified†	52	59.6	84	50.0	54	51.9	0	-	34	67.6	8.0	-	52	44.2	83	26.5	60	23.3	66	25.8	36	22.2	-22.0	-3.6
Initially Eng. Speaking	134	63.4	118	48.3	139	53.2	0	-	108	65.7	2.3	-	135	43.7	119	24.4	155	25.2	142	38.0	108	27.8	-15.9	-10.2
Econ. Disadv.*	124	50.8	147	37.4	119	39.5	0	-	61	55.7	4.9	-	126	35.7	146	17.8	137	18.2	139	28.1	63	19.0	-16.7	-9.1
Non-Econ. Disadv.	70	75.7	70	62.9	83	66.3	0	-	83	73.5	-2.2	-	70	52.9	71	35.2	87	32.2	74	44.6	83	31.3	-21.6	-13.3
Gifted	75	77.3	49	61.2	54	81.5	0	-	10	100.0	22.7	-	75	60.0	48	43.8	57	52.6	47	55.3	10	80.0	20.0	24.7
Not Gifted	119	48.7	168	41.1	148	39.2	0	-	134	63.4	14.7	-	121	30.6	169	17.8	167	13.8	166	27.7	136	22.1	-8.5	-5.6
With Disabilities	23	17.4	23	21.7	15	13.3	0	-	15	26.7	9.3	-	25	8.0	24	8.3	24	4.2	16	6.3	15	6.7	-1.3	0.4
WO Disabilities	171	65.5	194	48.5	187	53.5	0	-	129	70.5	5.0	-	171	46.8	193	25.4	200	26.0	197	36.0	131	28.2	-18.6	-7.8
Homeless	9	-	19	52.6	11	36.4	0	-	15	60.0	-	-	9	-	19	15.8	11	27.3	9	-	15	13.3	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	19	73.7	17	70.6	16	56.3	0	-	9	-	-	-	19	47.4	17	35.3	17	23.5	20	35.0	6	-	-	-

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2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
SCPA
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	208	43.3	195	54.4	221	52.9	0	-	164	65.2	21.9	-	210	20.5	195	29.2	217	15.7	216	23.6	157	26.8	6.3	3.2
Female	135	49.6	127	63.0	135	57.0	0	-	114	67.5	17.9	-	135	17.0	127	33.1	131	15.3	140	22.1	109	27.5	10.5	5.4
Male	73	31.5	68	38.2	86	46.5	0	-	48	60.4	28.9	-	75	26.7	68	22.1	86	16.3	76	26.3	46	26.1	-0.6	-0.2
African American	32	25.0	19	31.6	15	26.7	0	-	7	-	-	-	33	3.0	19	21.1	14	0.0	30	3.3	6	-	-	-
Asian	0	-	1	-	2	-	0	-	0	-	-	-	0	-	1	-	2	-	1	-	0	-	-	-
Filipino	48	54.2	57	68.4	48	70.8	0	-	44	75.0	20.8	-	48	39.6	57	38.6	47	27.7	56	37.5	44	40.9	1.3	3.4
Hispanic	83	33.7	83	39.8	110	45.5	0	-	68	51.5	17.8	-	84	10.7	83	22.9	107	10.3	87	11.5	63	19.0	8.3	7.5
Native American	0	-	0	-	1	-	0	-	1	-	-	-	0	-	0	-	1	-	0	-	1	-	-	-
Pacific Islander	1	-	1	-	2	-	0	-	1	-	-	-	1	-	1	-	2	-	0	-	1	-	-	-
White	23	78.3	22	77.3	14	85.7	0	-	24	83.3	5.0	-	22	36.4	22	27.3	15	26.7	19	47.4	24	33.3	-3.1	-14.1
Multiracial	16	31.3	11	81.8	27	48.1	0	-	19	78.9	47.6	-	17	11.8	11	36.4	28	14.3	23	43.5	18	16.7	4.9	-26.8
English Learner	9	-	6	-	11	9.1	0	-	5	-	-	-	10	0.0	6	-	10	0.0	7	-	3	-	-	-
English-Speaking	199	45.2	189	56.1	210	55.2	0	-	159	66.7	21.5	-	200	21.5	189	30.2	207	16.4	209	24.4	154	27.3	5.8	2.9
Reclassified†	57	47.4	56	48.2	89	56.2	0	-	34	58.8	11.4	-	57	28.1	56	30.4	88	17.0	61	21.3	33	27.3	-0.8	6.0
Initially Eng. Speaking	142	44.4	133	59.4	121	54.5	0	-	125	68.8	24.4	-	143	18.9	133	30.1	119	16.0	148	25.7	121	27.3	8.4	1.6
Econ. Disadv.*	141	38.3	108	45.4	150	44.7	0	-	80	48.8	10.5	-	143	16.1	108	23.1	147	12.9	126	15.9	75	25.3	9.2	9.4
Non-Econ. Disadv.	67	53.7	87	65.5	71	70.4	0	-	84	81.0	27.3	-	67	29.9	87	36.8	70	21.4	90	34.4	82	28.0	-1.9	-6.4
Gifted	80	65.0	74	71.6	48	64.6	0	-	22	63.6	-1.4	-	79	40.5	74	45.9	47	25.5	56	51.8	22	40.9	0.4	-10.9
Not Gifted	128	29.7	121	43.8	173	49.7	0	-	142	65.5	35.8	-	131	8.4	121	19.0	170	12.9	160	13.8	135	24.4	16.0	10.6
With Disabilities	15	13.3	23	13.0	22	13.6	0	-	12	16.7	3.4	-	17	0.0	23	4.3	23	8.7	21	4.8	9	-	-	-
WO Disabilities	193	45.6	172	59.9	199	57.3	0	-	152	69.1	23.5	-	193	22.3	172	32.6	194	16.5	195	25.6	148	28.4	6.1	2.8
Homeless	9	-	6	-	19	63.2	0	-	15	73.3	-	-	9	-	6	-	20	5.0	11	18.2	19	26.3	-	8.1
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	18	66.7	20	65.0	12	83.3	0	-	19	68.4	1.7	-	18	33.3	20	40.0	12	25.0	18	27.8	17	17.6	-15.7	-10.2

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2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
SCPA
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	153	79.7	181	81.2	127	65.4	187	70.6	173	90.8	11.1	20.2	149	43.6	177	44.1	140	30.0	187	29.9	172	32.6	-11.0	2.7
Female	95	82.1	122	80.3	92	68.5	130	69.2	122	91.0	8.9	21.8	92	41.3	120	40.8	98	30.6	130	26.2	122	29.5	-11.8	3.3
Male	58	75.9	59	83.1	35	57.1	57	73.7	50	90.0	14.1	16.3	57	47.4	57	50.9	42	28.6	57	38.6	49	40.8	-6.6	2.2
African American	23	65.2	24	75.0	8	-	18	44.4	11	81.8	16.6	37.4	23	17.4	24	25.0	13	15.4	18	11.1	11	0.0	-17.4	-11.1
Asian	2	-	0	-	3	-	5	-	1	-	-	-	2	-	0	-	2	-	5	-	1	-	-	-
Filipino	39	94.9	36	88.9	26	92.3	46	82.6	38	94.7	-0.2	12.1	39	56.4	36	69.4	24	54.2	46	41.3	38	44.7	-11.7	3.4
Hispanic	40	62.5	62	75.8	48	58.3	71	67.6	73	86.3	23.8	18.7	40	25.0	60	38.3	55	16.4	71	14.1	72	16.7	-8.3	2.6
Native American	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	4	-	2	-	1	-	0	-	0	-	-	-	4	-	2	-	1	-	0	-	0	-	-	-
White	30	93.3	34	85.3	18	77.8	36	72.2	30	93.3	0.0	21.1	26	69.2	32	40.6	21	42.9	36	44.4	30	50.0	-19.2	5.6
Multiracial	10	80.0	18	83.3	16	81.3	11	63.6	19	100.0	20.0	36.4	10	40.0	18	38.9	18	33.3	11	36.4	19	52.6	12.6	16.2
English Learner	1	-	0	-	2	-	1	-	2	-	-	-	1	-	0	-	2	-	1	-	2	-	-	-
English-Speaking	152	80.3	181	81.2	125	65.6	186	71.0	171	91.2	10.9	20.2	148	43.9	177	44.1	138	30.4	186	30.1	170	32.9	-11.0	2.8
Reclassified†	30	50.0	28	78.6	37	51.4	59	76.3	35	94.3	44.3	18.0	30	33.3	27	48.1	38	23.7	59	28.8	35	31.4	-1.9	2.6
Initially Eng. Speaking	122	87.7	153	81.7	88	71.6	127	68.5	136	90.4	2.7	21.9	118	46.6	150	43.3	100	33.0	127	30.7	135	33.3	-13.3	2.6
Econ. Disadv.*	77	71.4	90	81.1	62	61.3	107	67.3	56	87.5	16.1	20.2	78	33.3	86	40.7	71	25.4	107	21.5	56	23.2	-10.1	1.7
Non-Econ. Disadv.	76	88.2	91	81.3	65	69.2	80	75.0	117	92.3	4.1	17.3	71	54.9	91	47.3	69	34.8	80	41.3	116	37.1	-17.8	-4.2
Gifted	55	87.3	64	89.1	40	72.5	75	82.7	61	96.7	9.4	14.0	54	66.7	64	62.5	40	55.0	75	44.0	61	49.2	-17.5	5.2
Not Gifted	98	75.5	117	76.9	87	62.1	112	62.5	112	87.5	12.0	25.0	95	30.5	113	33.6	100	20.0	112	20.5	111	23.4	-7.1	2.9
With Disabilities	9	-	9	-	5	-	12	33.3	14	64.3	-	31.0	9	-	8	-	7	-	12	0.0	14	7.1	-	7.1
WO Disabilities	144	84.0	172	84.3	122	68.0	175	73.1	159	93.1	9.1	20.0	140	46.4	169	46.2	133	31.6	175	32.0	158	34.8	-11.6	2.8
Homeless	38	52.6	3	-	4	-	8	-	10	90.0	37.4	-	1	-	2	-	4	-	8	-	9	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	12	75.0	15	86.7	10	100.0	12	83.3	9	-	-	-	12	41.7	15	33.3	11	63.6	12	41.7	10	40.0	-1.7	-1.7

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



San Diego SCPA SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: SAN DIEGO SCPA

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

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Additional Staffing/ FTE

***Strategy/Activity - Description**

Decrease the number of students strongly agreeing with experiencing chronic sadness/hopelessness we will increase the FTE on our campus to analyze and create student engagement and connectedness. All SDSCPA students audition in our arts programs. We supplement daily instruction with high-quality arts programs accessible to all our students. We increase and purchase FTE through Title 1 to supplement our engaging arts curriculum. All teaching on-campus- art or academic--has a focus on content and disciplinary literacy. All staff are engaged in best practices to increase intentional literacy and language fluency through assessment, instruction, and curriculum. We will also fund a coordinator for the CA stakeholder surveys. We will also fund a stipend for our No Place for Hate coordinator-- a stipend for designated counselor and teacher. We will analyze the results of the FIA assessment to guide our MTSS Coordinators work in creating systems for supporting all students. We will implement the CORE SEL Survey in October 2021 and February 2022 to monitor the Social emotional well being of our student population.

***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,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.

San Diego SCPA SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Regular Teacher	0.25000	\$31,911.55	30100-1107	The position will analyze and create a plan to support all students through multiple systems of support.	FTE was reallocated to James Dean a an additional student support.		
Regular Teacher	0.83900	\$107,095.18	30106-1107	This position will increase access to high-quality and specialized arts instruction to increase a sense of well-being, belonging, and engagement through a variety of modalities—visual, auditory, tactile, kinesthetic. The position will use a passion for the arts to build confidence through socialization to promote language acquisition and use.	Teacher created before, during, and after arts enrichment opportunities for students. Teacher created summer arts intensive for students. The supplemental arts courses are cited as the reason students want to attend SDSCPA.	Need to increase breadth of guest artist focus. Need to increase more arts learning opportunities for students before and after school.	Teacher will create virtual/online summer arts intensive with diverse guest artists. Continue to provide depth and breadth in high quality arts instruction. Continue to bring in diverse arts experiences for students.

San Diego SCPA SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Conference Local		\$500.00	30103-5209	Parents will participate in local conferences such as the Black Educators conference, English Learner conference, and/or arts conferences.	Teams attended the Arts School Network National Conference. Teachers brought back high engagement instructional, Assessment, and curriculum practices to classrooms. SDSCPA teachers, school leadership, and parent and community partners created professional working relationships with teachers from similar art schools across the nation.	This continues to be an invaluable experience to our staff and parent leaders. Conference took teacher's out of the classroom and caused some students to feel less engaged in learning while the teacher was away on professional learning.	We will continue to participate and increase attendance. All teachers will present high quality lesson plans while attending/before the conference.
Classroom Teacher Hrly	--	--	30100-1157	Educators hourly may support the work of PLCs around equity student supports. Hourly may increase student access to before and after-school programs in the arts and academics. Hourly pay may assist in tutoring,	Teachers continued to work in at least PLCs- a grade level PLC and academic PLC. Academic PLCs collaborated to align high quality instruction, curriculum, and assessment across content and grade level areas.	Need more time to continue depth of work. Need depth over breadth of focused work.	Continue and increase PLC time.

San Diego SCPA SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				working toward GVC, and/or lesson design.	PLC's shared best engagement practices--including equitable grading policies, retake policies, and high engagement instructional practices. Grade level teams monitored Student Watch Lists and collaboratively worked with counseling and other PLC members to reach out to students and families and re-engage them in learning.		
Consultants <=\$25K	--	--	30103-5801	Educator consultants may support the work of PLCs around equity student supports. Consultants may assist in before and after-school programs in the arts and academics.			
Inservice supplies	--	--	30103-4304	Supplies will support the engagement of our	Provided printed materials to parents	Both practices have proved beneficial to engaging parents.	Continue this practice.

San Diego SCPA SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				families through office supplies and materials, food, and beverage.	and community members. Provided snacks to families during Principal Chats.		
Postage Expense	--	--	30103-5920	Postage will support parent communication of school events, student recognition, and/or supports.			
Supplies	--	--	30106-4301	Provide supplemental supplies for before, after, and during school. Support supplemental student programming and arts integration projects. Support arts enrichment activities before, during, and after school to target student enrichment and attendance. This may include music instruments, scripts, visual art	Teachers continued to work in at least PLCs- a grade level PLC and academic PLC. Academic PLCs collaborated to align high quality instruction, curriculum, and assessment across content and grade level areas. PLC's shared best engagement practices--including equitable grading policies, retake policies, and high engagement instructional practices.	Need more time to continue depth of work. Need depth over breadth of focused work.	Continue and increase PLC time.

San Diego SCPA SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				supplies, dance supplies.	Grade level teams monitored Student Watch Lists and collaboratively worked with counseling and other PLC members to reach out to students and families and re-engage them in learning.		
Supplies	--	--	30100-4301	<p>Provide supplemental supplies for before, after, and during school. Support supplemental student programming and arts integration projects. Support arts enrichment activities before, during, and after school to target student enrichment and attendance. This may include music instruments, scripts, visual art supplies, dance supplies.</p>	<p>Teachers continued to work in at least PLCs- a grade level PLC and academic PLC.</p> <p>Academic PLCs collaborated to align high quality instruction, curriculum, and assessment across content and grade level areas.</p> <p>PLC's shared best engagement practices--including equitable grading policies, retake policies, and high engagement instructional practices.</p>	<p>Need more time to continue depth of work.</p> <p>Need depth over breadth of focused work.</p>	Continue and increase PLC time.

San Diego SCPA SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					Grade level teams monitored Student Watch Lists and collaboratively worked with counseling and other PLC members to reach out to students and families and re-engage them in learning.		
Travel Conference	--	--	30103-5207	Parents will participate in conferences, such as the National Art Schools Network, in order to learn and share best parent engagement practices.	<p>Teams attended the Arts School Network National Conference. Teachers brought back high engagement instructional, Assessment, and curriculum practices to classrooms.</p> <p>SDSCPA teachers, school leadership, and parent and community partners created professional working relationships with teachers from similar art schools across the nation.</p>	<p>This continues to be an invaluable experience to our staff and parent leaders.</p> <p>Conference took teacher's out of the classroom and caused some students to feel less engaged in learning while the teacher was away on professional learning.</p>	<p>We will continue to participate and increase attendance.</p> <p>All teachers will present high quality lesson plans while attending/before the conference.</p>

Goal 2 - English Language Arts

Professional Learning Community

***Strategy/Activity - Description**

We will continue the PLC work we have started in 2018-2020. With a focus on intentional literacy instruction, curriculum, and assessment we will work to use Marzano's notion of a highly reliable school. In our PLCs, we will analyze student data to identify areas of greatest need.

In alignment with Marzano's notion of High-Reliability Schools we will engage all staff in Professional learning and supports to ensure we continue to build and consistently implement:

1. **Level One:** A safe and collaborative culture
2. **Level Two:** Effective Tier-1 instruction in every classroom
3. **Level Three:** A guaranteed and viable curriculum

We will continue to deepen our understanding and implementation of these three components of High-Reliability Schools through our PLC work.

Activities in our PLC work will include:

- A relentless focus on literacy as a root cause for students not achieving, and implementing best instructional practices for literacy across all content areas.
- Administer and monitor the FAST Reading/ Lexile Exam
- Professional learning on culturally responsive teaching
- Calibrated high quality 6-12 arts literacy instruction for ACCPAS
- Professional learning opportunities for cross-discipline literacy strategies
- Continued work on the Guaranteed and Viable Curriculum.
- Offering after, before, and during small group instruction and tutoring
- Literacy Support program "Zinc Learning Labs" in 8th grade ELA courses, SWD Study Skills courses, and ELD courses to develop readers and support student literacy.

***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,	What is not working (ineffective indicators) and why? Include qualitative	Modifications based on qualitative and quantitative data.

San Diego SCPA SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Regular Teacher	1.00000	\$127,646.22	30100-1107	The supplemental position will lower class sizes in ELA.			

Arts as an Intervention

***Strategy/Activity - Description**

Funding will provide supplemental high-quality and specialized arts instruction to increase literacy engagement through a variety of modalities—visual, auditory, tactile, kinesthetic. Funding additional art faculty and supplies leverage students’ passion for the arts to build confidence through socialization and promote language acquisition and use in and out of the classroom. The dual curriculum in the arts and academics will engage all students in learning in, through, and with the art form. Arts instruction will intentionally connect academic language, skills, and best practices to the practice and discourse of the young artist. Additionally, arts faculty will bring in diverse guest artists and lessons to support the cultural learning and celebration needed for improving student and school connections. Arts faculty often serve as student advocates and liaisons with academic faculty to bridge student challenges with opportunities.

***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	What is not working (ineffective indicators) and	Modifications based on qualitative and
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San Diego SCPA SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	quantitative data.
Regular Teacher	--	--	30100-1107	This supplemental position will lower the academic class size and allow increased access to art courses.			

Professional Learning

***Strategy/Activity - Description**

Conferences

Faculty will attend local and national conferences, such as the Arts Schools Network Conference, to learn from and share best practices from arts education leaders. Faculty will bring back and share best practices and learnings from conferences. The faculty will report to SSC on effectiveness and recommendations for the next steps in professional learning and planning. Faculty will cultivate community and national partnerships that increase student opportunities in and out of the classroom. The faculty will leverage community partnerships for authentic learning and assessment opportunities for students.

BookClubs

Faculty will read the *Online Learning Playbook* by Douglas Fisher and Nancy Frey. Faculty will read, *We Want to do more than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*. Faculty will share out and present to staff best practices for culturally relevant and engaging instruction, curriculum, and assessment.

Supplies

San Diego SCPA SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

We will fund readings and supplies for faculty to lift the instructional practices for our students in and out of the classroom. Department leaders will report in monthly SSC meetings the effectiveness and impact of purchases.

***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.
Supplies		\$64.00	30106-4301	Supplemental supplies will provide research-based professional learning texts.			

San Diego SCPA SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies		\$132.00	30100-4301	Supplemental supplies will provide research-based professional learning texts.	<p>Teachers continued to work in at least PLCs- a grade level PLC and academic PLC.</p> <p>Academic PLCs collaborated to align high quality instruction, curriculum, and assessment across content and grade level areas.</p> <p>PLC's shared best engagement practices--including equitable grading policies, retake policies, and high engagement instructional practices.</p> <p>Grade level teams monitored Student Watch Lists and collaboratively worked with counseling and other PLC members to reach out to students and families and re-engage them in learning.</p>	<p>Need more time to continue depth of work.</p> <p>Need depth over breadth of focused work.</p>	Continue and increase PLC time.
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High-Quality Daily Instruction

***Strategy/Activity - Description**

In 2020-2021, we will continue with the following daily online or on-campus instructional expectations:

1. A clear learning target and purpose will be visible for all students.
2. All students will read, write, listen, and speak in every class meeting.
3. Teachers will implement and share the best online instructional practices.

Moreover, we will continue to implement the use of Instructional Coaches. Instructional coaches will continue weekly consultations with instructional leaders to co-created a year-long professional learning plan, lead whole-site and departmental professional learning and data review, and serve as support for teachers.

***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.

San Diego SCPA SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

<p>Classroom Teacher Hrly</p>		<p>\$1,198.10</p>	<p>30100-1157</p>	<p>Collaboratively create, execute, and implement, evaluate instructional best practices, guaranteed and viable curriculum, and common assessments to ensure re-teaching and skill-building across grade levels.</p>	<p>Teachers continued to work in at least PLCs- a grade level PLC and academic PLC.</p> <p>Academic PLCs collaborated to align high quality instruction, curriculum, and assessment across content and grade level areas.</p> <p>PLC's shared best engagement practices--including equitable grading policies, retake policies, and high engagement instructional practices.</p> <p>Grade level teams monitored Student Watch Lists and collaboratively worked with counseling and other PLC members to reach out to students and families and re-engage them in learning.</p>	<p>Need more time to continue depth of work.</p> <p>Need depth over breadth of focused work.</p>	<p>Continue and increase PLC time.</p>
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San Diego SCPA SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies	--	--	30106-4301	Supplement instructional supplies to ensure all students have the necessary supplies for learning			
Supplies	--	--	30100-4301	Supplement instructional supplies to ensure all students have the necessary supplies for learning			

Goal 3 - Mathematics

High-Quality Daily Instruction

***Strategy/Activity - Description**

In 2020-2021, we will continue with the following daily online or on-campus instructional expectations:

1. A clear learning target and purpose will be visible for all students.
2. All students will read, write, listen, and speak in every class meeting.
3. Teachers will implement and share the best online instructional practices.

Moreover, we will continue to implement the use of Instructional Coaches. Instructional coaches will continue weekly consultations with instructional leaders to co-created a year-long professional learning plan, lead whole-site and departmental professional learning and data review, and serve as support for teachers.

***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.

San Diego SCPA SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Regular Teacher	--	--	30100-1107	The supplemental position will lower class sizes.	Teacher created before, during, and after arts enrichment opportunities for students. Teacher created summer arts intensive for students. The supplemental arts courses are cited as the reason students want to attend SDSCPA.	Need to increase breadth of guest artist focus. Need to increase more arts learning opportunities for students before and after school.	Teacher will create virtual/online summer arts intensive with diverse guest artists. Continue to provide depth and breadth in high quality arts instruction. Continue to bring in diverse arts experiences for students.
Classroom Teacher Hrly	--	--	30100-1157	Teachers will work to create highly reliable classrooms through shared curriculum, assessment, and instruction with a special focus on literacy and cultural competency. Teachers will plan and implement best practices for forming learning partnerships.	Teachers continued to work in at least PLCs- a grade level PLC and academic PLC. Academic PLCs collaborated to align high quality instruction, curriculum, and assessment across content and grade level areas. PLC's shared best engagement practices--including equitable grading	Need more time to continue depth of work. Need depth over breadth of focused work.	Continue and increase PLC time.

San Diego SCPA SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				Teachers will collaborate to analyze data and implement action plans and supports for at-risk students.	policies, retake policies, and high engagement instructional practices. Grade level teams monitored Student Watch Lists and collaboratively worked with counseling and other PLC members to reach out to students and families and re-engage them in learning.		
Postage Expense	--	--	30103-5920	Postage will be used to send home demi math reports to families.			
Supplies	--	--	30106-4301	Supplemental instructional supplies will increase access to diverse learning modalities. Supplies will support the work of arts integration projects and increase access to art coursework.			
Supplies	--	--	30100-4301	Supplemental instructional supplies will			

San Diego SCPA SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>increase access to diverse learning modalities. Supplies will support the work of arts integration projects and increase access to art coursework.</p>			
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Goal 5 - Supporting Students with Disabilities

Professional Learning Community

***Strategy/Activity - Description**

In addition to our work toward a High Reliability School, we will target our work on students with disabilities by:

- Clarifying the expectations and input that teachers will contribute timely and appropriate data for information on students in order for IEPs to be developed that include correct present levels based on standards - include what students can do and where they may struggle
- Building and sharing our vision and model for co-teaching and effective use of SPED resources
- Professional Development on clarification of responsibilities of roles of co-teaching, SEAs, and SETs for general education teachers, counselors, and paraprofessionals.
- Streamline site data for Student Intervention. Counselors will track data and meeting notes on students. We will fully implement SST forms and processes.
- General education teachers will be encouraged to have a lead voice in IEP meetings and take a primary role in the development of present levels of IEPs.
- Classroom teachers will deliver classroom instruction with paraprofessionals acting in a role that supports the delivery and implementation of instruction. Paraprofessionals need to be supported by providing lesson plans and behavioral plans for their interactions with students.
- Students who struggle are not automatically referred for special education: Sites create integrated teams to have an identified process for providing interventions within the classroom for students who are outside of the sphere of success.
- All educators will model positive language/choice words when speaking about students or to parents. Staff become aware of negative talk and interrupt this language with skill and grace when adults talk negatively about ANY student.
- High School and Middle School special education study skills classes will implement the literacy intervention program Zinc Learning Labs.

***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	What is not working (ineffective indicators) and why? Include qualitative (Survey,	Modifications based on qualitative and quantitative data.

San Diego SCPA SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Classroom Teacher Hrly	--	--	30100-1157	Hourly pay will support the work of co-teaching, planning, lesson design and PLC work.	<p>Teachers continued to work in at least PLCs- a grade level PLC and academic PLC.</p> <p>Academic PLCs collaborated to align high quality instruction, curriculum, and assessment across content and grade level areas.</p> <p>PLC's shared best engagement practices--including equitable grading policies, retake policies, and high engagement instructional practices.</p> <p>Grade level teams monitored Student</p>	<p>Need more time to continue depth of work.</p> <p>Need depth over breadth of focused work.</p>	Continue and increase PLC time.

San Diego SCPA SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					Watch Lists and collaboratively worked with counseling and other PLC members to reach out to students and families and re-engage them in learning.		
Supplies	--	--	30106-4301	Supplemental supplies will allow increased access and support across learning modalities. Supplemental supplies will support art integration projects.			
Supplies	--	--	30100-4301	Supplemental supplies will allow increased access and support across learning modalities. Supplemental supplies will support art integration projects.			

Goal 7 - Family Engagement

Increasing Online Presence

***Strategy/Activity - Description**

- We will increase our online presence in the following ways;
- Virtual Principal Chats for families to communicate challenges and opportunities and describe the student and parent experience at SDSCPA.
 - Virtual Prospective Families Meetings
 - Virtual 6th grade family meeting to assist new families to feel welcome and engaged in the SDSCPA community
 - Virtual college and conservatory salons for parents and students
 - Virtual student performance opportunities.
 - Update Daily Bulletin in PowerSchool
 - Communicate often with robocalls, emails in translated languages
 - Send Friday Notes each week
 - Fund webmaster
 - Fund Social Media Coordinator

***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	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

San Diego SCPA SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	progress monitoring results, etc.).	
Inservice supplies		\$1,056.00	30103-4304	Supplemental supplies to ensure all parents have access to technology, paperwork, and processes to support parent involvement and student achievement.	<p>Provided printed materials to parents and community members.</p> <p>Provided snacks to families during Principal Chats.</p>	Both practices have proved beneficial to engaging parents.	Continue this practice.
Travel Conference		\$1,500.00	30103-5207	Parents will attend conferences to learn best practices in parent engagement, equity student supports, and arts education.			
Postage Expense		\$500.00	30103-5920	Support school communication of student data, opportunities, and/or achievement.			
Consultants <=\$25K		\$1,500.00	30103-5801	The consultant will work on social media and parent communication app to support parent			

San Diego SCPA SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				communication with school			
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Goal 8- Graduation/Promotion Rate

Arts as the Intervention

***Strategy/Activity - Description**

Funding will provide supplemental high-quality and specialized arts instruction to increase literacy engagement through a variety of modalities—visual, auditory, tactile, kinesthetic. Funding additional art faculty and supplies leverage students’ passion for the arts to build confidence through socialization and promote language acquisition and use in and out of the classroom. Additionally, arts faculty will bring in diverse guest artists and lessons to support the cultural learning and celebration needed for improving student and school connections. Arts faculty often serve as student advocates and liaisons with academic faculty to bridge student challenges with opportunities. Arts faculty will leverage conservatory and college relationships to schedule auditions, interviews, arts masterclasses, and intensives for post-secondary preparation.

***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.

San Diego SCPA SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Conference Local	--	--	30103-5209	Staff will attend local conferences in order to learn best practices for college and career planning with a focus on equity.			
Postage Expense	--	--	30103-5920	Postage will send home critical information for graduation, promotion, and college and career planning.			
Supplies	--	--	30106-4301	Supplies will support college-bound symposiums, graduation, and promotion. Supplies will support the college and career planning for students.			
Supplies	--	--	30100-4301	Supplies will support college-bound symposiums, graduation, and promotion. Supplies will support the college and career			

San Diego SCPA SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				planning for students.			
Travel Conference	--	--	30103-5207	Staff will attend local conferences in order to learn best practices for college and career planning with a focus on equity.			

What are my leadership strategies in service of the goals?



San Diego SCPA SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: SAN DIEGO SCPA

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Additional Staffing/ FTE

***Strategy/Activity - Description**

Decrease the number of students strongly agreeing with experiencing chronic sadness/hopelessness we will increase the FTE on our campus to analyze and create student engagement and connectedness. All SDSCPA students audition in our arts programs. We supplement daily instruction with high-quality arts programs accessible to all our students. We increase and purchase FTE through Title 1 to supplement our engaging arts curriculum. All teaching on-campus- art or academic--has a focus on content and disciplinary literacy. All staff are engaged in best practices to increase intentional literacy and language fluency through assessment, instruction, and curriculum. We will also fund a coordinator for the CA stakeholder surveys. We will also fund a stipend for our No Place for Hate coordinator-- a stipend for designated counselor and teacher. We will analyze the results of the FIA assessment to guide our MTSS Coordinators work in creating systems for supporting all students. We will implement the CORE SEL Survey in October 2021 and February 2022 to monitor the Social emotional well being of our student population.

***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,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.

San Diego SCPA SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Regular Teacher	0.25000	\$31,911.55	09800-1107	The position will analyze and create a plan to support all students through multiple systems of support.	Position was lessened and added to a round out James Dean as a student support provider.		continued support of student counseling services.
Regular Teacher	0.29000	\$38,424.43	09800-1107	This position will increase access to high-quality and specialized arts instruction to increase a sense of well-being, belonging, and engagement through a variety of modalities—visual, auditory, tactile, kinesthetic. The position will use a passion for the arts to build confidence through socialization to promote language acquisition and use.	Teacher created before, during, and after arts enrichment opportunities for students. Teacher created summer arts intensive for students. The supplemental arts courses are cited as the reason students want to attend SDSCPA.	Need to increase breadth of guest artist focus. Need to increase more arts learning opportunities for students before and after school.	Teacher will create virtual/online summer arts intensive with diverse guest artists. Continue to provide depth and breadth in high quality arts instruction. Continue to bring in diverse arts experiences for students.

San Diego SCPA SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Classroom Teacher Hrly	--	--	09800-1157	<p>Educators hourly may support the work of PLCs around equity student supports.</p> <p>Hourly may increase student access to before and after-school programs in the arts and academics.</p> <p>Hourly pay may assist in tutoring, working toward GVC, and/or lesson design.</p>			
Supplies	--	--	09800-4301	<p>Provide supplemental supplies for before, after, and during school.</p> <p>Support supplemental student programming and arts integration projects. Support arts enrichment activities before, during, and after school to target student enrichment and attendance. This</p>	<p>Purchased supplies increased the access to high quality art supplies.</p> <p>Supplies allowed for before and after school programming to support and enrich the daily instruction of our students.</p> <p>Daily attendance remained high.</p> <p>Participation in before and after school programming drew</p>	<p>Funding for staffing before and after school programming must allow for students to access and use supplies.</p> <p>Need to plan intentionally targeted staff/ guest artists to lead before and after school activities to more effectively use supplies and extra enrichment activities.</p>	<p>Ensure appropriate hourly staffing to assist and allocate use of before and after school supplies.</p> <p>Create more diverse opportunities to attract students with greatest need. This included Black, LatinX, Homeless English Learner students.</p>

San Diego SCPA SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				may include music instruments, scripts, visual art supplies, dance supplies.	consistent student attendance.		
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Goal 2 - English Language Arts

Professional Learning Community

***Strategy/Activity - Description**

We will continue the PLC work we have started in 2018-2020. With a focus on intentional literacy instruction, curriculum, and assessment we will work to use Marzano's notion of a highly reliable school. In our PLCs, we will analyze student data to identify areas of greatest need.

In alignment with Marzano's notion of High-Reliability Schools we will engage all staff in Professional learning and supports to ensure we continue to build and consistently implement:

1. **Level One:** A safe and collaborative culture
2. **Level Two:** Effective Tier-1 instruction in every classroom
3. **Level Three:** A guaranteed and viable curriculum

We will continue to deepen our understanding and implementation of these three components of High-Reliability Schools through our PLC work.

Activities in our PLC work will include:

- A relentless focus on literacy as a root cause for students not achieving, and implementing best instructional practices for literacy across all content areas.
- Administer and monitor the FAST Reading/ Lexile Exam
- Professional learning on culturally responsive teaching
- Calibrated high quality 6-12 arts literacy instruction for ACCPAS
- Professional learning opportunities for cross-discipline literacy strategies
- Continued work on the Guaranteed and Viable Curriculum.
- Offering after, before, and during small group instruction and tutoring
- Literacy Support program "Zinc Learning Labs" in 8th grade ELA courses, SWD Study Skills courses, and ELD courses to develop readers and support student literacy.

***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,	What is not working (ineffective indicators) and why? Include qualitative	Modifications based on qualitative and quantitative data.

San Diego SCPA SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Classroom Teacher Hrly		\$1,198.10	09800-1157	<p>Teachers will work to create highly reliable classrooms through shared curriculum, assessment, and instruction with a special focus on literacy and cultural competency.</p> <p>Teachers will plan and implement best practices for forming learning partnerships.</p> <p>Teachers will collaborate to analyze data and implement action plans and supports for at-risk students.</p>			

Arts as an Intervention

***Strategy/Activity - Description**

Funding will provide supplemental high-quality and specialized arts instruction to increase literacy engagement through a variety of modalities—visual, auditory, tactile, kinesthetic. Funding additional art faculty and supplies leverage students’ passion for the arts to build confidence through socialization and promote language acquisition and use in and out of the classroom. The dual curriculum in the arts and academics will engage all students in learning in, through, and with the art form. Arts instruction will intentionally connect academic language, skills, and best practices to the practice and discourse of the young artist. Additionally, arts faculty will bring in diverse guest artists and lessons to support the cultural learning and celebration needed for improving student and school connections. Arts faculty often serve as student advocates and liaisons with academic faculty to bridge student challenges with opportunities.

***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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Regular Teacher	0.20100	\$26,632.10	09800-1107	This position will increase access to high quality arts instruction.			
Supplies		\$1,672.00	09800-4301	Supplies will provide increased access to texts and art supplies for students.	<p>Purchased supplies increased the access to high quality art supplies.</p> <p>Supplies allowed for before and after school programming to support and enrich the daily instruction of our students.</p> <p>Daily attendance remained high.</p> <p>Participation in before and after school programming drew consistent student attendance.</p>	<p>Funding for staffing before and after school programming must allow for students to access and use supplies.</p> <p>Need to plan intentionally targeted staff/ guest artists to lead before and after school activities to more effectively use supplies and extra enrichment activities.</p>	<p>Ensure appropriate hourly staffing to assist and allocate use of before and after school supplies.</p> <p>Create more diverse opportunities to attract students with greatest need. This included Black, LatinX, Homeless English Learner students.</p>
Regular Teacher	--	--	09800-1107	This position will lower class size and allow increased access to art courses.			

High-Quality Daily Instruction

***Strategy/Activity - Description**

- In 2020-2021, we will continue with the following daily online or on-campus instructional expectations:
- 1.A clear learning target and purpose will be visible for all students.
 - 2.All students will read, write, listen, and speak in every class meeting.

San Diego SCPA SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

3. Teachers will implement and share the best online instructional practices. Moreover, we will continue to implement the use of Instructional Coaches. Instructional coaches will continue weekly consultations with instructional leaders to co-created a year-long professional learning plan, lead whole-site and departmental professional learning and data review, and serve as support for teachers.

***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.
Supplies	--	--	09800-4301	Supplemental instructional supplies to ensure all students have the necessary	Purchased supplies increased the access to high quality art supplies.	Funding for staffing before and after school programming must allow for students	Ensure appropriate hourly staffing to assist and allocate use of before and after school supplies.

San Diego SCPA SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				<p>supplies for learning.</p>	<p>Supplies allowed for before and after school programming to support and enrich the daily instruction of our students.</p> <p>Daily attendance remained high.</p> <p>Participation in before and after school programming drew consistent student attendance.</p>	<p>to access and use supplies.</p> <p>Need to plan intentionally targeted staff/ guest artists to lead before and after school activities to more effectively use supplies and extra enrichment activities.</p>	<p>Create more diverse opportunities to attract students with greatest need. This included Black, LatinX, Homeless English Learner students.</p>
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Goal 3 - Mathematics

High-Quality Daily Instruction

***Strategy/Activity - Description**

In 2020-2021, we will continue with the following daily online or on-campus instructional expectations:

1. A clear learning target and purpose will be visible for all students.
2. All students will read, write, listen, and speak in every class meeting.
3. Teachers will implement and share the best online instructional practices.

Moreover, we will continue to implement the use of Instructional Coaches. Instructional coaches will continue weekly consultations with instructional leaders to co-created a year-long professional learning plan, lead whole-site and departmental professional learning and data review, and serve as support for teachers.

***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.

San Diego SCPA SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Classroom Teacher Hrly	--	--	09800-1157	Teachers will work to create highly reliable classrooms through shared curriculum, assessment, and instruction with a special focus on literacy and cultural competency. Teachers will plan and implement best practices for forming learning partnerships. Teachers will collaborate to analyze data and implement action plans and supports for at-risk students.			
Supplies	--	--	09800-4301	Supplemental instructional supplies will increase access to diverse learning modalities. Supplies will support the work of arts integration	Purchased supplies increased the access to high quality art supplies. Supplies allowed for before and after school programming to support and enrich	Funding for staffing before and after school programming must allow for students to access and use supplies. Need to plan intentionally	Ensure appropriate hourly staffing to assist and allocate use of before and after school supplies. Create more diverse opportunities to attract students with

San Diego SCPA SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				<p>projects and increase access to art coursework.</p>	<p>the daily instruction of our students.</p> <p>Daily attendance remained high.</p> <p>Participation in before and after school programming drew consistent student attendance.</p>	<p>targeted staff/ guest artists to lead before and after school activities to more effectively use supplies and extra enrichment activities.</p>	<p>greatest need. This included Black, LatinX, Homeless English Learner students.</p>
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Goal 5 - Supporting Students with Disabilities

Professional Learning Community

***Strategy/Activity - Description**

In addition to our work toward a High Reliability School, we will target our work on students with disabilities by:

- Clarifying the expectations and input that teachers will contribute timely and appropriate data for information on students in order for IEPs to be developed that include correct present levels based on standards - include what students can do and where they may struggle
- Building and sharing our vision and model for co-teaching and effective use of SPED resources
- Professional Development on clarification of responsibilities of roles of co-teaching, SEAs, and SETs for general education teachers, counselors, and paraprofessionals.
- Streamline site data for Student Intervention. Counselors will track data and meeting notes on students. We will fully implement SST forms and processes.
- General education teachers will be encouraged to have a lead voice in IEP meetings and take a primary role in the development of present levels of IEPs.
- Classroom teachers will deliver classroom instruction with paraprofessionals acting in a role that supports the delivery and implementation of instruction. Paraprofessionals need to be supported by providing lesson plans and behavioral plans for their interactions with students.
- Students who struggle are not automatically referred for special education: Sites create integrated teams to have an identified process for providing interventions within the classroom for students who are outside of the sphere of success.
- All educators will model positive language/choice words when speaking about students or to parents. Staff become aware of negative talk and interrupt this language with skill and grace when adults talk negatively about ANY student.
- High School and Middle School special education study skills classes will implement the literacy intervention program Zinc Learning Labs.

***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	What is not working (ineffective indicators) and why? Include qualitative (Survey,	Modifications based on qualitative and quantitative data.

San Diego SCPA SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Classroom Teacher Hrly	--	--	09800-1157	Hourly pay will support the work of co-teaching, planning, lesson design and PLC work.			
Supplies	--	--	09800-4301	Supplemental supplies will allow increased access and support across learning modalities. Supplemental supplies will support art integration projects.			

Goal 8- Graduation/Promotion Rate

Arts as the Intervention

***Strategy/Activity - Description**

Funding will provide supplemental high-quality and specialized arts instruction to increase literacy engagement through a variety of modalities—visual, auditory, tactile, kinesthetic. Funding additional art faculty and supplies leverage students’ passion for the arts to build confidence through socialization and promote language acquisition and use in and out of the classroom. Additionally, arts faculty will bring in diverse guest artists and lessons to support the cultural learning and celebration needed for improving student and school connections. Arts faculty often serve as student advocates and liaisons with academic faculty to bridge student challenges with opportunities. Arts faculty will leverage conservatory and college relationships to schedule auditions, interviews, arts masterclasses, and intensives for post-secondary preparation.

***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.

San Diego SCPA SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Supplies	--	--	09800-4301	Supplies will support college-bound symposiums, graduation, and promotion. Supplies will support the college and career planning for students.			
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What are my leadership strategies in service of the goals?