THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT HOME & HOSP/TRANSITION SUPPORT SCHOOL

2022-23

37-68338-0126938
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: Echeverria, Sylvia
Contact Person: Echeverria, Sylvia
Position: Vice Principal
Telephone Number: 619/344-6439;
Address: 5465 El Cajon Blvd, #B4, Home & Hosp/Transition Support, San Diego, CA, 92115,
E-mail Address: secheverria@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: *October 25, 2022*

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: Home Hospital and Transition Supports   PHONE: 619-344-6435   FAX: 619-344-6447

SITE CONTACT PERSON: Sylvia Echeverria   E-MAIL ADDRESS: secheverria@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.
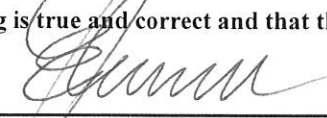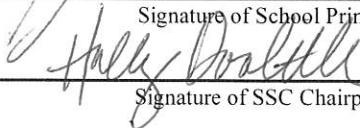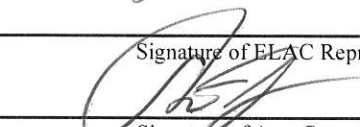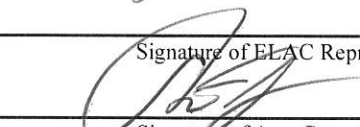
CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

☐ English Learner Advisory Committee (ELAC)   Date of presentation: _____

☐ Community Advisory Committee for Special Education Programs (CAC)   Date of presentation: _____

☐ Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation: _____

☐ Site Governance Team (SGT)   Date of presentation: _____

☐ 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: 10/6/2022

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.

Sylvia Echeverria	_signature_ 10/6/22
Type/Print Name of School Principal	Signature of School Principal / Date
Holly Doolittle	_signature_ 10/6/22
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson / Date
Type/Print Name of ELAC Representative	Signature of ELAC Representative / Date
Steve Elizondo	_signature_ 12/12/22
Type/Print Name of Area Superintendent	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 School Plan for Student Achievement fulfills the requirements of a Comprehensive Support and Intervention Plan.
The mission of the Home/Hospital Program and Transition Supports School is to provide students with seamless instructional services while supporting their academic, social/emotional, and transition needs during a time of crisis.
We serve students ages 3 to 22 whose medical condition prohibits their attendance in a regular school or who have a short term placement in a therapeutic setting. The majority of our students are enrolled for a short period of time before transitioning back to their regular school, while some attend for a longer period of time.
The Home/Hospital and Transition Support Center serves more than 400 students in grades K-12 annually. Our school provides service to both general education and special education students located within the boundaries of San Diego Unified School District at ten different hospitals and transition settings and to students confined to their homes per physician order. San Diego Unified is not responsible for the admission or discharge of students into or out of the facilities.
Our staff work collaboratively with partner agencies to provide a comprehensive instructional program. As students transition to a comprehensive site, designated staff members collaborate with personnel to ensure a smooth transition and to develop appropriate supports.

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.
LCAP Goal 1: Closing the achievement gap with high expectations for all.
LCAP Goal 2: Access to broad and challenging curriculum.
LCAP Goal 3: Quality leadership, teaching and learning
LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.
LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

ENGAGING EDUCATIONAL PARTNERS
The 2022/23 Home Hospital/Transition Support Budget was approved on October 6, 2022 by the School Site Council Body. In that budget, various student achievement goals were outlined which align to the budget. The SPSA was reviewed by the SSC on October 6, 2022.

RESOURCE INEQUITIES
The Home-Hospital/Transition Support School serves a range of students with needs and partners with a plethora of programs which serve youth in transition. Students in the majority of our programs are served on a short-term basis and are often enrolled in and out of our program, as their health needs require. In addition, many of the hospital and county residential programs we serve, such as Ronald McDonald House and Polinsky Children's Center have students who enter and leave our program daily, monthly and weekly. Our teachers focus on providing a high quality of education to meet the diverse needs of our short-term students. Curriculum is standards based, engaging, and age appropriate, designed to meet the learning needs of

students who have often been through trauma. We also have students who are dually enrolled, meaning that they currently reside in the San Diego Unified School District Boundaries (due to receiving treatment, being in the hospital or participating in a transition program serving families). For these students we maintain a close relationship with their district of attendance, in order to have a smooth transition once they return, recognizing that some students may return in the future for treatment/assistance located in our district. For this and other reasons (foster care, homelessness, on and off hospital treatments, etc.) many of our students have not had consistency in their formal educational experiences, disembroiled from traditional schools for a period of time to meet their health and/or socio-economic/home life needs.

We partner with and provide educational services (school) through Memorandums of Agreements with various agencies such as UCSD Eating Disorders Clinic, STEPS (Mental Health Services Program), Rady Children's Hospital, and Polinsky Center.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
01: Sylvia Echeverria	Administrator
02: Erzebeth Cornejo	Classroom Teacher
03: Carol Wagner	Classroom Teacher
04: Samantha Hovey	Classroom Teacher
05: Holly Doolittle	Other School Representative
06: Tenzin Peling	Community Member
07: Jessica Coleman	Community Member
08: Janice Von Arx	Community Member
09: Grant Waller	Community Member
10: Ginger Joyce	Community Member

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).

Implementation
Through the implementation of GVC District curriculum, engaging and interactive materials for all students to use and the integration of music throughout lessons, we saw an increase in student participation and engagement in school. We saw that students who were suffering from emotional trauma that brought them to our site felt more connected to learning. In addition, saw an improvement in their overall mental health and social-emotional wellbeing that we attributed to the use of engaging curriculum and purposeful lessons. Through the integration of music, we have also seen a deeper connection between families and the work done at school. Families are appreciative of the wide variety of materials and opportunities that we have available for our students to use. Parents have been encouraged by the engaging curriculum and the efforts made to build strong connections between the teachers and staff at Home Hospital and the students and their families and help meet their needs for the sometimes very short time they are at our site.
Our budgeted expenditures have been largely dedicated to learning materials and supplies, aimed to bring experiential based learning into the classrooms and individual learning experiences for our students. Building literacy (comprehension, writing strategies, reading fluency, speaking proficiency and presentation of knowledge through written expression) is a cornerstone of success in Common Core Education. Although our students' skill base range is very diverse, our growing instructional library provides all levels of academic literacy implementation and intervention for our students. In addition, our professional development focuses on QTPS of Welcoming and Connecting along with QLI of Lesson Purpose.
During our PLC and Staff Meetings, our staff engages in a variety of professional development in developing coursework to meet student needs,

instructional strategies, and utilizing various resources, online, shared and from the instructional library. The budget is dedicated to the expenditures necessary for creating and implementing professional development and the materials and supplies to provide our students with the ongoing, unique experiences to fit their needs.

We have continued to work to improve the communication methods the site uses with our clinical partners and parents to express the importance of attendance so that our students can receive as much instructional time as possible. We have worked to develop methods to more effectively disseminate information and suggestions to caregivers to prepare students for attending our school while they are working through a variety of social, emotional, and physical health conditions.

Effectiveness

For the 2021-22 school year, we set goals for decreasing our chronic absenteeism rates for All Students and four student groups: English Learner, Students with Disabilities, Homeless/Foster, and Hispanic or Latino. These goals were set based on the 2018 CA Dashboard data. Based on the updated 2019 CA Dashboard, only our Students with Disabilities student group decreased their chronic absenteeism rate - down 10.4% to 57.1% in 2019. Considering the special populations that our site serves, we feel that this indicator is not a true representation of the safe, collaborative, and inclusive culture of our school. While we know that we need to use Dashboard data to set our goals, we are also going to include site-based metrics that we feel better to represent our school and the needs of the students and families that we serve.

*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).

Due to COVID closures, the PLC curriculum workgroups were unable to meet, therefore funds were shifted to purchase of additional CCSS based online learning resources to supplement the district curriculum as well as digital supports for our students with extensive support needs.

*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 moved our team meetings to a virtual platform while we are still doing off-site learning and developing a plan for professional development for our educators. This year we will focus on providing instructional planning time for our teachers in order to maximize the use of District and School purchased resources and materials. We will continue to focus on increasing student engagement and academic achievement while implementing Quality Learning Interactions and Quality Teaching Practices. Our ILT will work on developing different methods of attendance tracking that better fits the needs of the students that we serve in order to have a more accurate picture.

*Identified Need

Absenteeism and attendance are an ongoing challenge in our school, as we are designated as a short-term placement for students experiencing high-level challenges.

On the 2019 CA Dashboard, Home & Hospital is in the Red Performance Level for Academic Engagement: Chronic Absenteeism indicator and in the Blue Performance Level for Conditions & Climate: Suspension Rate indicator. For Chronic Absenteeism, we have two student groups in the Red

Performance Level (Hispanic and Socioeconomically Disadvantaged) and one student group in the Orange Performance Level: Students with Disabilities. For the Suspension Rate indicator, we have no student groups in the Red or the Orange for 2019. While there is no updated Dashboard data for 2021, we will be setting some goals for our 2021-22 school year using the 2019 CA Dashboard data.

Our students who are in day treatment, due to several factors may or may not attend class on a daily basis, their clinical status and mental health status have a large bearing on their attendance. For our medically fragile Home-Based and Hospital-Based students, their schedules, including various treatments (chemotherapy, dialysis, etc) affect their wellness to engage with their teacher on any given day. However, our goal is to have teachers connect with parents/caregivers if possible even if student is unable to participate in class. Our goal is to support families with resources or tips for them to continue helping their child at home. This interaction can be counted as attendance. Because of the special considerations for the populations that we serve, we think it is important to set goals with site-based metrics as well to help us better monitor the progress our students can make while they are with us. Our Instructional Leadership and Equity Team will develop a system of collecting more accurate data for attendance as it pertains to our school's unique circumstances.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-12	increased attendance	baseline	80 (4 days/week)	Attendance	weekly
June 2023	TK-12	reduce chronic absenteeism rate	55.6	50	Chronic Absenteeism	Annually

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-12	Hispanic or Latino	Reduce Chronic Absenteeism Rate	74.3	70	Chronic Absenteeism	Annually
June 2023	TK-12	Socioeconomically Disadvantaged	Reduce Chronic Absenteeism Rate	68.3	65	Chronic Absenteeism	Annually
June 2023	TK-12	Students with Disabilities	Reduce Chronic Absenteeism Rate	57.1	55	Chronic Absenteeism	Annually
June 2023	TK-12	English Learner	Reduce Chronic Absenteeism Rate	baseline	-5	Chronic Absenteeism	Annually
June 2023	TK-12	Black or African American	Reduce Chronic Absenteeism Rate	baseline	-5	Chronic Absenteeism	Annually

Supporting Black Youth - Additional Goals

✓   1. Home Hospital and Transition Supports' 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.

✓   2. The staff diversity goal at Home Hospital and Transition Supports 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. Home Hospital and Transition Supports' site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)

✓   3. In the 2022-23 school year, Home Hospital and Transition Supports 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.

✓   4. Home Hospital and Transition Supports 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.

✓   5. Home Hospital and Transition Supports' 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.

✓   6. Home Hospital and Transition Supports 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.

✓   7. Home Hospital and Transition Supports will increase access to advanced classes--gate, seminar, advanced placement for black youth.

✓   8. Home Hospital and Transition Supports will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Safe, Collaborative and Inclusive Support

*Students to be served by this Strategy/Activity

We are focused on improving the attendance of all students through strong student and family engagement.

*Strategy/Activity - Description

Our Instructional Leadership Team is working to develop an evolving toolkit for teachers that will support consistent school procedures as well as instructional, family/community, SEL/trauma informed, and self-care resources. We are working with various District departments to support with training and implementation of best practices in instruction and engagement (for example, QTPs and QLIs)

Our teachers will collaborate after hours if needed for instructional planning. They will also continue to develop their skills with technology in order to better support our students to meet their specific needs. Our Instructional Leadership Team will provide professional development around Guaranteed and Viable Curriculum that is culturally responsive that is unique to the needs of this specific population. We will also focus on Critical Concepts, QLIs and QTPs. Per Ed Code we are a temporary site for students who are medically unable to attend school and are focusing on GVC as a competency to become a highly reliable school under the Marzano framework. Our school is under CSI support year one.

Hands-on cross-curricular sensory-based supplemental curriculum materials to increase engagement for students with multiple extensive disabilities whose needs prevent them from accessing traditional online learning platforms. Online learning platforms provide engaging supplemental cross-curricular resources K-12 based to promote student choice and voice, increase student engagement, and participation in both distance learning and face-to-face instruction. Examples include Nearpod/Flocabulary, BrainPop, News2You, Learning A-Z, Storyboard That!, LessonPix, iXL. Books and educational resources PK-12 to insure diversity and equity in both fiction and non-fiction literature. We will be using supplies funds to develop hands-on cross-curricular sensory-based supplemental curriculum materials to increase engagement for students with extensive multiple disabilities whose needs prevent them from accessing traditional online learning platforms. We are also setting aside a budget for teachers to submit hourly timecards for extended PLC work for instructional planning and collaboration.

In addition, we will be partnering with Guitars in the Classroom to provide professional development opportunities for our staff to incorporate music as a means of engagement, instruction and emotional support for our students and families.

*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
N038214	Non Clsrm Tchr Hrly		$1,000.00	$1,238.10	0382-09800-00-1957-2130-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Pay support staff on time card to attend training outside of work hours to support Goal 1
N03827N	Contracted Svcs > $25K		$49,620.00	$49,620.00	0382-31820-23-5100-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding			Provide Guitars in the Classroom contract for professional development and music session with students and families supporting several LCAP Goals.
N03827W	Prof&Curriclm DevHrlyClsrmTchr		$2,000.00	$2,476.20	0382-31820-23-1170-2140-0000-01000-0000	ESSA Schl Imp (CSI) Funding			Pay teachers on time-card to attend after contract hours professional development and training
N03827X	Workshop Particpt PARA Hrly		$1,000.00	$1,370.10	0382-31820-23-2974-2140-0000-01000-0000	ESSA Schl Imp (CSI) Funding			Pay support staff on time card to attend training to support GOAL 1

*Additional Supports for this Strategy/Activity

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).

Implementation

Through the implementation of GVC District curriculum, engaging and interactive materials for all students to use and the integration of music throughout lessons, we saw an increase in student participation and engagement in school. We saw that students who were suffering from emotional trauma that brought them to our site felt more connected to learning. In addition, saw an improvement in their overall mental health and social-emotional wellbeing that we attributed to the use of engaging curriculum and purposeful lessons. Through the integration of music, we have also seen a deeper connection between families and the work done at school. Families are appreciative of the wide variety of materials and opportunities that we have available for our students to use. Parents have been encouraged by the engaging curriculum and the efforts made to build strong connections between the teachers and staff at Home Hospital and the students and their families and help meet their needs for the sometimes very short time they are at our site. Our budgeted expenditures have been largely dedicated to learning materials and supplies, aimed to bring experiential based learning into the classrooms and individual learning experiences for our students. Building literacy (comprehension, writing strategies, reading fluency, speaking proficiency and presentation of knowledge through written expression) is a cornerstone of success in Common Core Education. Although our students' skill base range is very diverse, our growing instructional library provides all levels of academic literacy implementation and intervention for our students. In addition, our professional development focuses on QTPs of Welcoming and Connecting along with QLI of Lesson Purpose.

During our PLC and Staff Meetings, our staff engages in a variety of professional development in developing coursework to meet student needs, instructional strategies, and utilizing various resources, online, shared and from the instructional library. The budget is dedicated to the expenditures necessary for creating and implementing professional development and the materials and supplies to provide our students with the ongoing, unique experiences to fit their needs.

We have continued to work to improve the communication methods the site uses with our clinical partners and parents to express the importance of attendance so that our students can receive as much instructional time as possible. We have worked to develop methods to more effectively disseminate information and suggestions to caregivers to prepare students for attending our school while they are working through a variety of social, emotional, and physical health conditions.

Effectiveness

As a transitional, temporary education program, our goal for our students is that they will maintain the academic performance or make progress in all areas. For the 2021-22 school year, we set AMOs for our English Learner, Homeless/Foster, Students with Disabilities, and Hispanic or Latino student groups to maintain their academic performance or make progress in ELA. With incomplete data for the year, we realized we need a system for tracking students' progress in a more efficient and effective way. For the 2022-23 school year, we are going to work on developing site-based metrics that we feel better to represent our school and the needs of the students and families that we serve.

*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). No major differences in our implementation. Our Instructional Leadership Team will focus on developing a differentiated system for tracking student progress that fits the diverse needs of our 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. Our staff PDs and PLCs continued to be in virtual platform during the 2021-22 school year. This year we will return to in-person meetings that will focus on providing instructional planning time for our teachers in order to maximize the use of District and School purchased resources and materials. We will continue to focus on improving instructional practices and academic achievement through the implementation Quality Learning Interactions and Quality Teaching Practices. Our focus questions during our planning for 2022-23 are: How are we providing clear learning goals for students? How are we tracking student progress? Our ILT will work on developing different methods of English Language Arts performance tracking that better fits the needs of the students that we serve.

*Identified Need - English Language Arts
Because Home/Hospital and Transition Supports provides a temporary educational service per Ed Code, our student population varies from week to week and month to month, resulting in an ongoing changes in our student body and the types of data we are able to collect. One common variable, however, is many of our students have had unsuccessful school experiences due to medical, mental health, homeless/foster situations, and trauma. With 12 different programs under Home Hospital, we have varied ways of determining student academic progress for ELA. We have the expectation of trying to maintain student academics while our students are working through the social, emotional, and physical conditions they are dealing with. Many of our students are dual-enrolled or otherwise enrolled in a school other than Home Hospital for the school year so their CAASPP performance is not linked with our site. We also do not have a CA Dashboard Indicator for Academic Performance. We are setting goals for the three groups that are part of current district-wide initiatives and will continue to monitor all student progress and work as a site to develop metrics and data reporting that allows us to better track student progress while at Home Hospital.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-12	maintain percentage of students meeting goals on performance-based review of oral and/or language based on student abilities in consideration of their physical and mental abilities	baseline	maintain	Other (Describe in Objective)	Ongoing

*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	TK-12	English Learner	maintain percentage of students meeting goals on performance-based review of oral and/or language based on student abilities in consideration of their physical and mental abilities	baseline	maintain	Other (Describe in Objective)	ongoing
June 2023	TK-12	Students with Disabilities	maintain percentage of students meeting goals on performance-based review of oral and/or language based on student abilities in consideration of their physical and mental abilities	baseline	maintain	Other (Describe in Objective)	ongoing
June 2023	TK-12	Black or African American	maintain percentage of students meeting goals on performance-based review of oral and/or language based on student abilities in consideration of their physical and mental abilities	baseline	maintain	Other (Describe in Objective)	ongoing

*Identified Need - Math
Because Home/Hospital and Transition Supports provides a temporary educational service per Ed Code, our student population varies from week to week and month to month, resulting in an ongoing changes in our student body and the types of data we are able to collect. One common variable, however, is many of our students have had unsuccessful school experiences due to medical, mental health, homeless/foster situations, and trauma. With 12 different programs under Home Hospital, we have varied ways of determining student academic progress for math. We have the expectation of trying to maintain student academics while our students are working through the social, emotional, and physical conditions they are dealing with. Many of our students are dual-enrolled or otherwise enrolled in a school other than Home Hospital for the school year so their CAASPP performance is not linked with our site. We also do not have a CA Dashboard Indicator for Academic Performance. We are setting goals for the three groups that are part of current district-wide initiatives and will continue to monitor all student progress and work as a site to develop metrics and data reporting that allows us to better track student progress while at Home Hospital.

*Goal 3 - Mathematics						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	TK-12	maintain percentage of students meeting goals on performance-based review of math skills based on student abilities in consideration of their physical and mental abilities	baseline	maintain	Other (Describe in Objective)	ongoing

*Annual Measurable Outcomes (Closing the Equity Gap) - Math							
By Date	**Grade**	**Student Group**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	TK-12	English Learner	maintain percentage of students meeting goals on performance-based review of math skills based on student abilities in consideration of their physical and mental abilities	baseline	maintain	Other (Describe in Objective)	ongoing
June 2023	TK-12	Black or African American	maintain percentage of students meeting goals on performance-based review of math skills based on student abilities in consideration of their physical and mental abilities	baseline	maintain	Other (Describe in Objective)	ongoing
June 2023	TK-12	Students with Disabilities	maintain percentage of students meeting goals on performance-based review of math skills based on student abilities in consideration of their physical and mental abilities	baseline	maintain	Other (Describe in Objective)	ongoing

*Identified Need - English Learners

Because Home/Hospital and Transition Supports provides a temporary educational service per Ed Code, our student population varies from week to week and month to month, resulting in an ongoing changes in our student body and the types of data we are able to collect. One common variable, however, is many of our students have had unsuccessful school experiences due to medical, mental health, homeless/foster situations, and trauma. With 12 different programs under Home Hospital, we have varied ways of determining student academic progress for ELA and math. We have the expectation of trying to maintain student academics while our students are working through the social, emotional, and physical conditions they are dealing with. Many of our students are dual-enrolled or otherwise enrolled in a school other than Home Hospital for the school year so their CAASPP performance is not linked with our site. We also do not have a CA Dashboard Indicator for Academic Performance. We are working out the logistics of implementing ALD, in alignment with instructional day and the services that our students receive. Sometimes it is not possible to add the full amount of time required for coursework such as ALD as the student is in mandated therapy for most of the day. We will continue to monitor all student progress and work as a site to develop metrics and data reporting that allows us to better track student progress while at Home Hospital.

*Goal 4 - English Learners							
By Date	**Grade**	**Student Group**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	TK-12	English Learner	maintain percentage of students meeting goals on performance-based review of English language skills based on student abilities in consideration of their	baseline	maintain	Other (Describe in Objective)	on-going

*Identified Need - Graduation/Promotion Rate

Because Home/Hospital and Transition Supports provides a temporary educational service per Ed Code, our student population varies from week to week and month to month, resulting in an ongoing changes in our student body and the types of data we are able to collect. One common variable, however, is many of our students have had unsuccessful school experiences due to medical, mental health, homeless/foster situations, and trauma. With 12 different programs under Home Hospital, we have varied ways of determining student academic progress for ELA. We have the expectation of trying to maintain student academics while our students are working through the social, emotional, and physical conditions they are dealing with. Many of our students are dual-enrolled or otherwise enrolled in a school other than Home Hospital for the school year so their CAASPP performance is not linked with our site. We also do not have a CA Dashboard Indicator for Academic Performance. We are setting goals for the three groups that are part of current district-wide initiatives and will continue to monitor all student progress and work as a site to develop metrics and data reporting that allows us to better track student progress while at Home Hospital.

*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	9th-12th	Increase number of eligible students engaging in A-G course of study, by earning passing grades/maintaining academic ability in ELA and Math	40%	80%	% of D and F grades	every trimester

*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	9-12	English Learner	Increase number of eligible students engaging in A-G course of study, by earning passing grades/maintaining academic ability in ELA and Math	xx	xx	% of D and F grades	every trimester
June 2023	9-12	Black or African American	Increase number of eligible students engaging in A-G course of study, by earning passing grades/maintaining academic ability in ELA and Math	xx	xx	% of D and F grades	every trimester
June 2023	9-12	Students with Disabilities	Increase number of eligible students engaging in A-G course of study, by earning passing grades/maintaining academic ability in ELA and Math	xx	xx	% of D and F grades	every trimester

ELA Support
*Students to be served by this Strategy/Activity
All students PK-12
*Strategy/Activity - Description
Our teachers will collaborate after hours if needed for instructional planning. They will also continue to develop their skills with technology in order to better support our students to meet their specific needs. Our Instructional Leadership Team will provide professional development around Guaranteed and Viable Curriculum that is culturally responsive that is unique to the needs of this specific population. We will also focus on Critical Concepts, QLIs and QTPs. Per Ed Code we are a temporary site for students who are medically unable to attend school and are focusing on GVC as a competency to become a highly reliable school under the Marzano framework. Our school is under CSI support year two.   Hands-on cross-curricular sensory-based supplemental curriculum materials to increase engagement for students with multiple extensive disabilities whose needs prevent them from accessing traditional online learning platforms. Online learning platforms provide engaging supplemental cross-curricular resources K-12 based to promote student choice and voice, increase student engagement, and participation in both distance learning and face-to-face instruction. Examples include Nearpod/Flocabulary, BrainPop, News2You, Learning A-Z, Storyboard That!, LessonPix, iXL. We also plan to purchase student books and educational resources PK-12 to ensure diversity and equity in both fiction and non-fiction literature. We will be using supplies funds to develop hands-on cross-curricular sensory-based supplemental curriculum materials to increase engagement for students with extensive multiple disabilities whose needs prevent them from accessing traditional online learning platforms. Online curriculum programs to provide engaging supplemental cross-curricular resources K-12 to promote student choice and voice and increased student engagement in both distance learning and face to face instruction. We are also setting aside a budget for teachers to submit hourly timecards for extended PLC work for the development of curriculum materials and integrated units of study with planning and pacing guides.   We believe by collaborative progress monitoring through student grades, IEP progress reports, curriculum-based assessments, and formal assessments when appropriate, we can measure student growth in this area and refine our practices. Professional development time is provided within the structure of Professional Learning Communities. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Council (SSC).

*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
N03827O	Supplies		$3,000.00	$3,000.00	0382-31820-23-4301-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding			Purchase of materials needed to support Goals 2 and 3
N03827T	Software License		$1,500.00	$1,500.00	0382-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Purchase of software licenses to support ELA and Math Goals.
N03827U	Software License		$4,000.00	$4,000.00	0382-31820-23-5841-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding			Purchase of software licenses to support ELA and Math goals

*Additional Supports for this Strategy/Activity

Math Support

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

Our teachers will continue to work together to develop their skills with technology in order to better support our students to meet their specific needs. We are working together to develop a Guaranteed and Viable Curriculum that is culturally responsive that is unique to the needs of this specific population. Per Ed Code we are a temporary site for students who are medically unable to attend school and are focusing on GVC as a competency to become a highly reliable school under the Marzano framework as well as incorporating QTPs and QLIs to strengthen instruction and engagement. This is something we are working towards with the support of our Instructional Leadership Team as well as district leadership. In addition, we will contract with Guitars in the Classroom to provide professional development on effective music integration for increased engagement.

Hands-on cross-curricular sensory-based supplemental curriculum materials to increase engagement for students with multiple extensive disabilities whose needs prevent them from accessing traditional online learning platforms. Online learning platforms provide engaging supplemental cross-curricular resources K-12 based to promote student choice and voice, increase student engagement, and participation in both distance learning and face-to-face instruction. Examples include Nearpod/Flocabulary, BrainPop, News2You, Learning A-Z, Storyboard That!, LessonPix, iXL. We also plan to purchase student books and educational resources PK-12 to ensure diversity and equity in both fiction and non-fiction literature. We will be using supplies funds to develop hands-on cross-curricular sensory-based supplemental curriculum materials to increase engagement for students with extensive multiple disabilities whose needs prevent them from accessing traditional online learning platforms. Online curriculum programs to provide engaging supplemental cross-curricular resources K-12 to promote student choice and voice and increased student engagement in both distance learning and face to face instruction. We are also setting aside a budget for teachers to submit hourly timecards for extended PLC work for the development of curriculum materials and integrated units of study with planning and pacing guides.

We believe by collaborative progress monitoring through student grades, IEP progress reports, curriculum based assessments, and formal assessments when appropriate, we can measure student growth in this area and refine our practices. Professional development time is provided within the structure of

Professional Learning Communities. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Council (SSC).

*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
N03825E	Software License		$1,500.00	$1,500.00	0382-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Purchase of software licenses to support ELA and Math goals
N03825L	Prof&Curriclm DevHrlyClsrmTchr		$1,645.00	$2,036.68	0382-09800-00-1170-2140-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Providing hourly pay for teachers to participate in additional PLC opportunities. Supporting Goals 2 and 3.
N03827Q	Workshop Particpt PARA Hrly		$1,190.00	$1,630.42	0382-31820-23-2974-2140-0000-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Pay support staff on time card to attend additional training in support of Goal 2 and 3
N03827R	Prof&Curriclm DevHrlyClsrmTchr		$2,038.00	$2,523.25	0382-31820-23-1170-2140-0000-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Pay teachers on time card for PD, training or curriculum planning time outside of contract hours
N03827S	Software License		$3,725.00	$3,725.00	0382-31820-23-5841-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Purchase of software licenses to support ELA and Math Goals

*Additional Supports for this Strategy/Activity

English Learner Support

*Students to be served by this Strategy/Activity

All English Learners

*Strategy/Activity - Description

Our teachers will continue to work together to develop their skills with technology in order to better support our students to meet their specific needs. We are working together to develop a Guaranteed and Viable Curriculum that is culturally responsive that is unique to the needs of this specific population. Per Ed Code, we are a temporary site for students who are medically unable to attend school and are focusing on GVC as a competency to become a highly reliable school under the Marzano framework. This is something we are working towards with the support of our site staff and leadership as well as district leadership.

Hands-on cross-curricular sensory-based supplemental curriculum materials to increase engagement for students with multiple extensive disabilities

whose needs prevent them from accessing traditional online learning platforms. We plan to continue growing of curriculum library with additional integrated hands-on ELL supplemental curriculum resources that promote active engagement and achievement including real-life experiences for all levels of English development for students ECSE-12. We have also set aside a budget for online curriculum programs to provide engaging supplemental ELD/ALD resources K-12 to promote student choice and voice, explicit instruction, scaffolded rigor, and increased student engagement in both distance learning and face to face instruction. We will continue to support the ALD implementation in the STEPS day treatment program and other classroom settings as identified by student needs. The majority of our other students (outside of the STEPS program) are receiving only one hour a day of educational services due to health issues making them medically unable to attend a full day of school. We will continue to fund the ongoing professional development for teachers and staff for instructional strategies and supports, and review of curriculum resources to support English Learners.

We believe by collaborative progress monitoring through student grades, IEP progress reports, curriculum-based assessments, and formal assessments when appropriate, we can measure student growth in this area and refine our practices. Professional development time is provided within the structure of Professional Learning Communities. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Students with Disabilities Support

*Students to be served by this Strategy/Activity

All Students with Disabilities

*Strategy/Activity - Description

Our teachers will continue to work together to develop their skills with technology in order to better support our students to meet their specific needs. We are working together to develop a Guaranteed and Viable Curriculum that is culturally responsive that is unique to the needs of this specific population. Per Ed Code, we are a temporary site for students who are medically unable to attend school and are focusing on GVC as a competency to become a highly reliable school under the Marzano framework. This is something we are working towards with the support of our site staff and leadership as well as district leadership.

Hands-on cross-curricular sensory-based supplemental curriculum materials to increase engagement for students with multiple extensive disabilities whose needs prevent them from accessing traditional online learning platforms. Online learning platforms provide engaging supplemental cross-curricular resources K-12 based to promote student choice and voice, increase student engagement, and participation in both distance learning and face-to-face instruction. Continue growing curriculum library with additional integrated hands-on curriculum resources that promote active engagement and achievement for students with very diverse learning needs ECSE-12 who require modified resources and use assistive technology. We are also setting aside a budget for teachers to submit hourly timecards for extended PLC work for the development of curriculum materials and integrated units of study with planning and pacing guides.

We believe by collaborative progress monitoring through student grades, IEP progress reports, curriculum-based assessments, and formal assessments when appropriate, we can measure student growth in this area and refine our practices. Professional development time is provided within the structure of Professional Learning Communities. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

*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
N03826X	Supplies		$1,817.00	$1,817.00	0382-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Purchase of materials and supplies to support curriculum development and implementation.

*Additional Supports for this Strategy/Activity

Black Youth Support

*Students to be served by this Strategy/Activity

All Students who identify as Black

*Strategy/Activity - Description

Curriculum and instructional resources to support anti-racist training and culturally responsive teaching practices. We are continuing to purchasing instructional materials that support ethnic studies lessons for our high school aged students. We are going to purchased high-interest text for students around race, racism, and representation of different cultures. We are funding online curriculum resources to provide engaging supplemental cross-curricular resources K-12 to promote student choice and voice, ensure diversity and representation, supports anti-racism, for increased student engagement in both distance learning and face to face instruction. We are also setting aside a budget for teachers to submit hourly timecards for extended PLC work for the development of curriculum materials and integrated units of study with planning and pacing guides.

During staff meetings, we are all working towards developing culturally responsive anti-racist teaching practices. We will be purchasing a curriculum that supports this as well as training materials for teachers to support these professional development opportunities. This work is challenging and on-going.

We believe by collaborative progress monitoring through student grades, IEP progress reports, curriculum-based assessments, and formal assessments when appropriate, we can measure student growth in this area and refine our practices. Professional development time is provided within the structure of Professional Learning Communities. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Strategy/Activity 1

*Students to be served by this Strategy/Activity

Middle and High School Students

*Strategy/Activity - Description

Our counselor will continue to do the work she engages in to support our high school-aged students in identifying their academic barriers and encouraging them to finish school through academic alternatives and ongoing social-emotional support. Over the summer we support college and career-based lessons and experiences for our students such as resume writing and financial literacy to help prepare them for life after school. During the school year, our curriculum continues to grow to include lessons around transition planning, financial literacy, growth mindset, and goal setting to help students with academic and SEL supports for finishing school and becoming contributing members of society. One of the PLC groups has been tasked with determining best practices for instruction in these areas and how to offer additional support to the work the counselor is doing.

New this year will be the partnering with Koi Education for support in developing PBIS systems and procedures for two of our sites: Polinsky and STEPS.

*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
N03827P	Contracted Svcs Less Than $25K		$13,000.00	$13,000.00	0382-31820-23-5853-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding			Contract with Koi education for professional development and implementation of PBIS.

*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).

Implementation
Engaging parents, caregivers, guardians, support providers, health care providers with communication is very important to the Home-Hospital/Transition Supports Program. The program administrator meets frequently with service partners to address program alignment, discuss student/family needs, and engage with parents during wrap-around service discussions. In addition, our goal this year was to increase communication through implementing a School Newsletter and look into building new MOUs with future partners to ensure educational services to all students who are eligible for Home/Hospital services. We also would like to explore additional ways to engage with our families. This has proven challenging, as many of our students transition through our program, and enrollment depends on several factors including the student's health and ability to return to a comprehensive site. Our partnership with Guitars in the Classroom allowed us to connect with Homebound families on weekly basis through our Friday music hour. We used funds to support supplies, materials and services to relay information to parents, postage, flyers, and to conduct parent meetings.

Effectiveness
Our Family Engagement goals for 2021-22 were to increase the percentage of communication with our SSC through implementing a newsletter, developing MOUs with interested partners and to have our SSC increase their communication of additional resources to parents.

*Major Differences

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

Our goal for 2021-22 was to increase the outreach to parents while respecting the delicate situations many of our families face when it comes to the health and services for their child. Our School Site council is exploring other ways of engaging parents while being supportive of challenges. We found that doing a single newsletter for all parents who have children in one of our 12 programs was not really thoughtful to the needs of each specific family in their specific situation. Next year, we will explore multiple ways of connecting with families in all our programs.

*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 are adding new components to parent communication and are staying cognizant of the needs of families, and that many families struggle during their child's illness/hospitalization/etc. We have shifted to working on connecting families through individualized supports to groups of parents that are in similar situations, with children with similar needs and who can share amongst themselves in a way that is more beneficial to helping them through a challenging time.

*Identified Need

The enrollment with Home Hospital means that their child is medically unable to attend their comprehensive school site. We are doing what we can to continue to support parents in whatever way we can that helps serve them and their child while they are with us at Home Hospital. We are intentionally working to meet the needs of the families that we serve and we have found that connecting all families with appropriate individualized supports and resources takes a team working together to determine their specific needs.

*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	connecting all families with appropriate individualized supports and resources	80	90	Other - Describe in objective

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	SSC	Communicate additional resources (curriclum, technology, connectivity, SEL, Trauma Informed, Community Suports) to parents	20%	80%	Other - Describe in Objective

Family Engagement Support

*Families to be served by this Strategy/Activity

All families

*Strategy/Activity - Description

Annually we share a presentation with our families about our Parent and Family Engagement Policy and Home School Compact and other program information so they are informed of the services we provide and the supports that we can offer. We also share a survey where families can provide feedback for Home Hospital in order to improve in any areas that are needed. As a site, we are supporting our different programs and their respective educators to establish methods to connect and share resources with families through phone calls, video calls, email resources, and wellness supports as best fits the needs of their students and families. We are working with all stakeholders to assess the programs offered through Home Hospital through parent/student/partner feedback. We receive a lot of parent input during IEP meetings and through some of our programs that have more direct parent-teacher involvement and/or who include students who are physically and cognitively more able to participate in their academics. PLC or staff meetings by site allow staff to discuss the specific parental/caregiver supports that have been successful and work together to develop a resource list. As a site, we are continuing our collaboration with our counselor, psychologist, and nurse with the families that are enrolled in our programs.

New this year will be the expansion of our partnership with Guitars in the Classroom as community partners to provide Professional Development for teaching staff on the use of music integration as a strategy to increase student engagement and attendance in addition to strengthening parent engagement opportunities to further support students. We will also purchase the supplies needed (including instruments) to ensure access to all our 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
N03827V	Supplies		$2,000.00	$2,000.00	0382-31820-23-4301-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Purchase of supplies including instruments needed to engage students

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

Home & Hosp/Transition Support Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 0
Total Federal Funds Provided to the School from the LEA for CSI (31820)	$ 83,345
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	$ 91,437

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Supplemental (30106)	$ 0
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $ 0

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)	$ 8,092
[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): $ 8,092

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $ 91,437

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Home & Hosp/Transition Support	09800 LCFF Intervention Support	(blank)	1170 Prof&Curriclm DevHrlyClsrmTchr	Prof&Curriclm DevHrlyClsrmTchr	1,645.00	0	$1,645.00
Home & Hosp/Transition Support			1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	1,000.00	0	$1,000.00
Home & Hosp/Transition Support			3000 Benefits			0	$629.78
Home & Hosp/Transition Support			4301 Supplies	Supplies	1,817.00	0	$1,817.00
Home & Hosp/Transition Support			5841 Software License	Software License	3,000.00	0	$3,000.00
Home & Hosp/Transition Support		(blank) Total				0	$8,091.78
Home & Hosp/Transition Support	09800 LCFF Intervention Support Total					0	$8,091.78
Home & Hosp/Transition Support	31820 ESSA Schl Imp (CSI) Funding	(blank)	1170 Prof&Curriclm DevHrlyClsrmTchr	Prof&Curriclm DevHrlyClsrmTchr	4,038.00	0	$4,038.00
Home & Hosp/Transition Support			2974 Workshop Particpt PARA Hrly	Workshop Particpt PARA Hrly	2,190.00	0	$2,190.00
Home & Hosp/Transition Support			3000 Benefits			0	$1,771.97
Home & Hosp/Transition Support			4301 Supplies	Supplies	5,000.00	0	$5,000.00
Home & Hosp/Transition Support			5100 Contracted Svcs > $25K	Contracted Svcs > $25K	49,620.00	0	$49,620.00
Home & Hosp/Transition Support			5841 Software License	Software License	7,725.00	0	$7,725.00
Home & Hosp/Transition Support			5853 Contracted Svcs Less Than $25K	Contracted Svcs Less Than $25K	13,000.00	0	$13,000.00
Home & Hosp/Transition Support		(blank) Total				0	$83,344.97
Home & Hosp/Transition Support	31820 ESSA Schl Imp (CSI) Funding Total					0	$83,344.97

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

San Diego Unified School District
Financial Planning and Development
Strategic Planning for Student Achievement Department

Home Hospital & Transition Supports
PARENT AND FAMILY ENGAGEMENT POLICY 2022-23

Home Hospital & Transition Supports has developed a written parent and family engagement policy with input from parents. *We sent out a parent survey in both English and Spanish in June 2022 to receive parent feedback.*

It has distributed the policy to all parents and guardians.
We e-mail information to parents.

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practical, provided in a language the parents can understand? How is the policy is made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

To involve parents the following practices have been established:

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

- In the fall, an annual notice via powerpoint or hard copy, upon request, will be provided to parents and/or caregivers of students enrolled in Home Hospital and Transition Supports outlining engagement policy.
- Policy will be included in parent monthly newsletter

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

- Meetings will be offered virtually and in person based in parent request

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

- Parent/caregiver input and suggestions received from questionnaires, in-person or virtual meetings and training sessions will be shared with the School Site Council (SSC) for the purpose of ensuring an ongoing, timely way of involving parents in the planning, review and

> improvement of the program. Responses to their suggestions will be reviewed and responded to, in a timely fashion. Topics that are appropriate for SSC review/action will be placed on the agenda for next scheduled meeting.

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

> ● Via monthly newsletter

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

> ● Parents are notified annually of the individual student assessment results by the Research and Reporting Department and Testing Department. An explanation of the report is available in several languages.

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

> ● Via parent surveys

The school engages parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

> ● Via progress reports and conferences with teachers

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

> ● Via monthly newsletter

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

> ● Our Instructional Leadership Team provides Professional Development for teachers that support parent engagement
> ● Our Speech Language Pathologist works collaboratively with teachers in order to provide appropriate tools and strategies to support students in the home and gives guidance to parents/caregivers so they can also be involved with supporting their child

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

- Teachers and related services providers when appropriate help facilitate outreach with programs in the community

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

- Translation for any document is available upon request

The school provides support for parental involvement activities requested by parents

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

This policy was adopted by Home Hospital on (October 6, 2022) and will be in effect for the period of September 2022-June 2023

The school will distribute the policy to all parents of students on, or before: October 30, 2022

Sylvia Echeverria

Signature of Authorized Official here

Type date approved. 10-6-22

**THIS TEMPLATE IS NOT AN OFFICIAL DOCUMENT
IT IS PROVIDED ONLY AS A TEMPLATE**

APPENDIX C

SCHOOL PARENT COMPACT

San Diego Unified School District
Financial Planning and Development
Strategic Planning for Student Achievement Department

HOME HOSPITAL & TRANSITION SUPPORTS

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2022-23.

Home Hospital & Transition Supports distributes to parents and family members a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Provide parents with frequent reports on their child's progress.

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

How does the school address this?

- Teachers implement District's Guaranteed Viable Curriculum for instruction
- Monthly parent newsletter
- Progress reports are issued
-

The school engages 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:

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

- Provide resources to support students with their academic and social emotional needs

The school provides parents and family members with materials and training to help them improve the achievement of their children in which ways?

- Monthly newsletter

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in which ways?

- Provide opportunities for family members to join Music Enrichment classes with their students from home
- Provide parents with resources to support their child at home

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

- Monthly virtual assemblies

The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in which ways?

- Monthly newsletter in English and Spanish
- Translation to other language available upon request

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in which ways?

- Communication is available in English and Spanish
- Other languages are available upon request

This Compact was adopted by Home Hospital on October 6, 2022, and will be in effect for the period of September 2022-June 2023

The school will distribute the Compact to all parents and family members of students participating on, or before: (add date here).

Sylvia Echeverria

Signature of Authorized Official here

Enter date approved. October 6, 2022

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from the ELA/Math Multi-year Demographic Summary found at:

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

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.

Home & Hosp/Transition Support (San Diego, CA)
San Diego Unified

[Return to Search](#)

Reporting Year: 2019 ⌄

[View other reports for this School](#)

This report displays the performance level (color) for each student group on all the state indicators.

[Pivot Data by StudentGroups](#)

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Red	Blue	None	None	None	None
English Learners	None	Blue	None	None	None	None
Foster Youth	None	Blue	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Red	Blue	None	None	None	None
Students with Disabilities	Orange	Green	None	None	None	None
African American	None	Green	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Red	Blue	None	None	None	None
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	Blue	None	None	None	None
Two or More Races	None	None	None	None	None	None

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: HOME & HOSP/TRANSITION SUPPORT **SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820** **SCHOOL YEAR: 2021-22**	

Goal 1 - Safe, Collaborative and Inclusive Culture

Safe, Collaborative and Inclusive Support

*Strategy/Activity - Description

Our Instructional Leadership Team is working to develop an evolving toolkit for teachers that will support consistent school procedures as well as instructional, family/community, SEL/trauma informed, and self-care resources. We are working with various District departments to support with training and implementation of best practices in instruction and engagement (for example, QTPs and QLIs)

Our teachers will collaborate after hours if needed for instructional planning. They will also continue to develop their skills with technology in order to better support our students to meet their specific needs. Our Instructional Leadership Team will provide professional development around Guaranteed and Viable Curriculum that is culturally responsive that is unique to the needs of this specific population. We will also focus on Critical Concepts, QLIs and QTPs. Per Ed Code we are a temporary site for students who are medically unable to attend school and are focusing on GVC as a competency to become a highly reliable school under the Marzano framework. Our school is under CSI support year one.

Hands-on cross-curricular sensory-based supplemental curriculum materials to increase engagement for students with multiple extensive disabilities whose needs prevent them from accessing traditional online learning platforms. Online learning platforms provide engaging supplemental cross-curricular resources K-12 based to promote student choice and voice, increase student engagement, and participation in both distance learning and face-to-face instruction. Examples include Nearpod/Flocabulary, BrainPop, News2You, Learning A-Z, Storyboard That!, LessonPix, iXL. Books and educational resources PK-12 to insure diversity and equity in both fiction and non-fiction literature. We will be using supplies funds to develop hands-on cross-curricular sensory-based supplemental curriculum materials to increase engagement for students with extensive multiple disabilities whose needs prevent them from accessing traditional online learning platforms. We are also setting aside a budget for teachers to submit hourly timecards for extended PLC work for instructional planning and collaboration.

In addition, we will be partnering with Guitars in the Classroom to provide professional development opportunities for our staff to incorporate music as a means of engagement, instruction and emotional support for our students and families.

*Proposed Expenditures for this Strategy/Activity

<u>Directions:</u>
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
<u>Guiding Questions:</u>
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	FTE	Estimated	Funding	Rationale	What is working	What is not working	Modifications

Expenditures		Cost	Source		(effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	based on qualitative and quantitative data.
Supplies		$3,979.00	30100-4301	classroom and intervention support	Based on parent surveys, we saw an increase in family engagement through the implementation of engaging curriculum and music integration. Staff participated in additional planning or planning time.	Survey results indicate a positive trend in engagement and attendance.	We will continue to support music integration and implementation of GVC to increase engagement and attendance.
Prof&Curriclm DevHrlyClsrm Tchr		$2,996.44	31820-1170	Pay teachers to attend PD			
Workshop Participt PARA Hrly		$882.39	31820-2974	Pay para educators to attend PD			
Supplies		$3,004.00	31820-4301	Instruments and other supplies needed for PD and student support			
Contracted Svcs Less Than $25K		$20,000.00	31820-5853	Home Hospital will use GITC as community partners to provide PD for teaching staff on the use of music intergration as a strategy to increase student engagement and attendance in addition to strengthening parent engagement opportunities to further support students.			

Goal 2 - English Language Arts
ELA Support
*Strategy/Activity - Description
Our teachers will collaborate after hours if needed for instructional planning. They will also continue to develop their skills with technology in order to better support our students to meet their specific needs. Our Instructional Leadership Team will provide professional development around Guaranteed and Viable Curriculum that is culturally responsive that is unique to the needs of this specific population. We will also focus on Critical Concepts, QLIs and QTPs. Per Ed Code we are a temporary site for students who are medically unable to attend school and are focusing on GVC as a competency to become a highly reliable school under the Marzano framework. Our school is under CSI support year one.   Hands-on cross-curricular sensory-based supplemental curriculum materials to increase engagement for students with multiple extensive disabilities whose needs prevent them from accessing traditional online learning platforms. Online learning platforms provide engaging supplemental cross-curricular resources K-12 based to promote student choice and voice, increase student engagement, and participation in both distance learning and face-to-face instruction. Examples include Nearpod/Flocabulary, BrainPop, News2You, Learning A-Z, Storyboard That!, LessonPix, iXL. We also plan to purchase student books and educational resources PK-12 to ensure diversity and equity in both fiction and non-fiction literature. We will be using supplies funds to develop hands-on cross-curricular sensory-based supplemental curriculum materials to increase engagement for students with extensive multiple disabilities whose needs prevent them from accessing traditional online learning platforms. Online curriculum programs to provide engaging supplemental cross-curricular resources K-12 to promote student choice and voice and increased student engagement in both distance learning and face to face instruction. We are also setting aside a budget for teachers to submit hourly timecards for extended PLC work for the development of curriculum materials and integrated units of study with planning and pacing guides.   We believe by collaborative progress monitoring through student grades, IEP progress reports, curriculum-based assessments, and formal assessments when appropriate, we can measure student growth in this area and refine our practices. Professional development time is provided within the structure of Professional Learning Communities. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Council (SSC).

*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.
Non Clsrm Tchr Hrly		$5,796.41	30100-1957	Professional Development			
Supplies		$9,690.00	30106-4301	classroom and intervention support			
Supplies	--	--	30100-4301	classroom and intervention support			

Goal 3 - Mathematics

Math Support

*Strategy/Activity - Description
Our teachers will continue to work together to develop their skills with technology in order to better support our students to meet their specific needs. We are working together to develop a Guaranteed and Viable Curriculum that is culturally responsive that is unique to the needs of this specific population. Per Ed Code we are a temporary site for students who are medically unable to attend school and are focusing on GVC as a competency to become a highly reliable school under the Marzano framework as well as incorporating QTPs and QLIs to strengthen instruction and engagement. This is something we are working towards with the support of our Instructional Leadership Team as well as district leadership.   Hands-on cross-curricular sensory-based supplemental curriculum materials to increase engagement for students with multiple extensive disabilities whose needs prevent them from accessing traditional online learning platforms. Online learning platforms provide engaging supplemental cross-curricular resources K-12 based to promote student choice and voice, increase student engagement, and participation in both distance learning and face-to-face instruction. Examples include Nearpod/Flocabulary, BrainPop, News2You, Learning A-Z, Storyboard That!, LessonPix, iXL. We also plan to purchase student books and educational resources PK-12 to ensure diversity and equity in both fiction and non-fiction literature. We will be using supplies funds to develop hands-on cross-curricular sensory-based supplemental curriculum materials to increase engagement for students with extensive multiple disabilities whose needs prevent them from accessing traditional online learning platforms. Online curriculum programs to provide engaging supplemental cross-curricular resources K-12 to promote student choice and voice and increased student engagement in both distance learning and face to face instruction. We are also setting aside a budget for teachers to submit hourly timecards for extended PLC work for the development of curriculum materials and integrated units of study with planning and pacing guides.   We believe by collaborative progress monitoring through student grades, IEP progress reports, curriculum based assessments, and formal assessments when appropriate, we can measure student growth in this area and refine our practices. Professional development time is provided within the structure of Professional Learning Communities. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Council (SSC).

| *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	--	--	30100-4301	classroom and intervention support			
Supplies	--	--	30106-4301	classroom and intervention support			

Goal 4- Supporting English Learners

English Learner Support

*Strategy/Activity - Description

Our teachers will continue to work together to develop their skills with technology in order to better support our students to meet their specific needs. We are working together to develop a Guaranteed and Viable Curriculum that is culturally responsive that is unique to the needs of this specific population. Per Ed Code, we are a temporary site for students who are medically unable to attend school and are focusing on GVC as a competency to become a highly reliable school under the Marzano framework. This is something we are working towards with the support of our site staff and leadership as well as district leadership.

Hands-on cross-curricular sensory-based supplemental curriculum materials to increase engagement for students with multiple extensive disabilities whose needs prevent them from accessing traditional online learning platforms. We plan to continue growing of curriculum library with additional integrated hands-on ELL supplemental curriculum resources that promote active engagement and achievement including real-life experiences for all levels of English development for students ECSE-12. We have also set aside a budget for online curriculum programs to provide engaging supplemental ELD/ALD resources K-12 to promote student choice and voice, explicit instruction, scaffolded rigor, and increased student engagement in both distance learning and face to face instruction. We will continue to support the ALD implementation in the STEPS day treatment program and other classroom settings as identified by student needs. The majority of our other students (outside of the STEPS program) are receiving only one hour a day of educational services due to health issues making them medically unable to attend a full day of school. We will continue to fund the ongoing professional development for teachers and staff for instructional strategies and supports, and review of curriculum resources to support English Learners.

We believe by collaborative progress monitoring through student grades, IEP progress reports, curriculum-based assessments, and formal assessments when appropriate, we can measure student growth in this area and refine our practices. Professional development time is provided within the structure of Professional Learning Communities. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

*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	--	--	30106-4301	classroom and intervention support			

Goal 5 - Supporting Students with Disabilities

Students with Disabilities Support

*Strategy/Activity - Description

Our teachers will continue to work together to develop their skills with technology in order to better support our students to meet their specific needs. We are working together to develop a Guaranteed and Viable Curriculum that is culturally responsive that is unique to the needs of this specific population. Per Ed Code, we are a temporary site for students who are medically unable to attend school and are focusing on GVC as a competency to become a highly reliable school under the Marzano framework. This is something we are working towards with the support of our site staff and leadership as well as district leadership.

Hands-on cross-curricular sensory-based supplemental curriculum materials to increase engagement for students with multiple extensive disabilities whose needs prevent them from accessing traditional online learning platforms. Online learning platforms provide engaging supplemental cross-curricular resources K-12 based to promote student choice and voice, increase student engagement, and participation in both distance learning and face-to-face instruction. Continue growing curriculum library with additional integrated hands-on curriculum resources that promote active engagement and achievement for students with very diverse learning needs ECSE-12 who require modified resources and use assistive technology. We are also setting aside a budget for teachers to submit hourly timecards for extended PLC work for the development of curriculum materials and integrated units of study with planning and pacing guides.

We believe by collaborative progress monitoring through student grades, IEP progress reports, curriculum-based assessments, and formal assessments when appropriate, we can measure student growth in this area and refine our practices. Professional development time is provided within the structure of Professional Learning Communities. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

*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	--	--	30100-4301	classroom and intervention support			
Supplies	--	--	30106-4301	classroom and intervention support			

Goal 7 - Family Engagement

Family Engagement Support
*Strategy/Activity - Description
Annually we share a presentation with our families about our Parent and Family Engagement Policy and Home School Compact and other program information so they are informed of the services we provide and the supports that we can offer. We also share a survey where families can provide feedback for Home Hospital in order to improve in any areas that are needed. As a site, we are supporting our different programs and their respective educators to establish methods to connect and share resources with families through phone calls, video calls, email resources, and wellness supports as best fits the needs of their students and families. We are working with all stakeholders to assess the programs offered through Home Hospital through parent/student/partner feedback. We receive a lot of parent input during IEP meetings and through some of our programs that have more direct parent-teacher involvement and/or who include students who are physically and cognitively more able to participate in their academics. PLC or staff meetings by site allow staff to discuss the specific parental/caregiver supports that have been successful and work together to develop a resource list. As a site, we are continuing our collaboration with our counselor, psychologist, and nurse with the families that are enrolled in our programs.
New this year will be the partnership with Guitars in the Classroom as community partners to provide Professional Development for teaching staff on the use of music intergration as a strategy to increase student engagement and attendance in addition to strengthening parent engagement opportunities to further support students.

*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		$254.00	30103-4301	parent engagement materials	Use of Smore's Newsletter to communicate with families. Had consistent viewers	Effective use of communication.	Continue to use this year.
Supplies	--	--	30100-4301	classroom and intervention supports			

Goal 6 - Supporting Black Youth
Black Youth Support
***Strategy/Activity - Description**
Curriculum and instructional resources to support anti-racist training and culturally responsive teaching practices. We are continuing to purchasing instructional materials that support ethnic studies lessons for our high school aged students. We are going to purchased high-interest text for students around race, racism, and representation of different cultures. We are funding online curriculum resources to provide engaging supplemental cross-curricular resources K-12 to promote student choice and voice, ensure diversity and representation, supports anti-racism, for increased student engagement in both distance learning and face to face instruction. We are also setting aside a budget for teachers to submit hourly timecards for extended PLC work for the development of curriculum materials and integrated units of study with planning and pacing guides. During staff meetings, we are all working towards developing culturally responsive anti-racist teaching practices. We will be purchasing a curriculum that supports this as well as training materials for teachers to support these professional development opportunities. This work is challenging and on-going. We believe by collaborative progress monitoring through student grades, IEP progress reports, curriculum-based assessments, and formal assessments when appropriate, we can measure student growth in this area and refine our practices. Professional development time is provided within the structure of Professional Learning Communities. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

*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	--	--	30106-4301	classroom and intervention supports			

What are my leadership strategies in service of the goals? My leadership actions will include the on-going collaboration with Instructional Leadership Team to review and monitor our instructional program and plan professional development that supports achievement of our goals. We will continue with professional learning community cycles that will include looking at student work and formative assessments.

SCHOOL NAME: HOME & HOSP/TRANSITION SUPPORT SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800 SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Safe, Collaborative and Inclusive Support

*Strategy/Activity - Description

Our Instructional Leadership Team is working to develop an evolving toolkit for teachers that will support consistent school procedures as well as instructional, family/community, SEL/trauma informed, and self-care resources. We are working with various District departments to support with training and implementation of best practices in instruction and engagement (for example, QTPs and QLIs)

Our teachers will collaborate after hours if needed for instructional planning. They will also continue to develop their skills with technology in order to better support our students to meet their specific needs. Our Instructional Leadership Team will provide professional development around Guaranteed and Viable Curriculum that is culturally responsive that is unique to the needs of this specific population. We will also focus on Critical Concepts, QLIs and QTPs. Per Ed Code we are a temporary site for students who are medically unable to attend school and are focusing on GVC as a competency to become a highly reliable school under the Marzano framework. Our school is under CSI support year one.

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In addition, we will be partnering with Guitars in the Classroom to provide professional development opportunities for our staff to incorporate music as a means of engagement, instruction and emotional support for our students and families.

*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.
Non Clsrm Tchr Hrly		$1,999.62	09800-1957	Professional Development-	Funded additional teacher planning hours and PD to support teachers in development of lessons and instruction	Effective	Continue to support teacher planning and PD
Supplies		$681.00	09800-4301	classroom and intervention support	Purchase needed supplies to support access and engagement in the home	Effective	Continue to fund needed materials to support students' diverse needs

Goal 2 - English Language Arts

ELA Support

*Strategy/Activity - Description

Our teachers will collaborate after hours if needed for instructional planning. They will also continue to develop their skills with technology in order to better support our students to meet their specific needs. Our Instructional Leadership Team iwill provide professional development around Guaranteed and Viable Curriculum that is culturally responsive that is unique to the needs of this specific population. We will also focus on Critical Concepts, QLIs and QTPs. Per Ed Code we are a temporary site for students who are medically unable to attend school and are focusing on GVC as a competency to become a highly reliable school under the Marzano framework. Our school is under CSI support year one.

Hands-on cross-curricular sensory-based supplemental curriculum materials to increase engagement for students with multiple extensive disabilities whose needs prevent them from accessing traditional online learning platforms. Online learning platforms provide engaging supplemental cross-curricular resources K-12 based to promote student choice and voice, increase student engagement, and participation in both distance learning and face-to-face instruction. Examples include Nearpod/Flocabulary, BrainPop, News2You, Learning A-Z, Storyboard That!, LessonPix, iXL. We also plan to purchase student books and educational resources PK-12 to ensure diversity and equity in both fiction and non-fiction literature. We will be using supplies funds to develop hands-on cross-curricular sensory-based supplemental curriculum materials to increase engagement for students with extensive multiple disabilities whose needs prevent them from accessing traditional online learning platforms. Online curriculum programs to provide engaging supplemental cross-curricular resources K-12 to promote student choice and voice and increased student engagement in both distance learning and face to face instruction. We are also setting aside a budget for teachers to submit hourly timecards for extended PLC work for the development of curriculum materials and integrated units of study with planning and pacing guides.

We believe by collaborative progress monitoring through student grades, IEP progress reports, curriculum-based assessments, and formal assessments when appropriate, we can measure student growth in this area and refine our practices. Professional development time is provided within the structure of Professional Learning Communities. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Council (SSC).

*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.
Software License		$5,000.00	09800-5841	Classroom and intervention support	Purchase of additional software licenses support the wide range of needs and abilities of our students. We saw increased engagement and participation	Effective	Continue to purchase licenses to support learning and engagement.
Supplies	--	--	09800-4301	classroom and intervention support			

Goal 8- Graduation/Promotion Rate

Strategy/Activity 1

*Strategy/Activity - Description

Our counselor will continue to do the work she engages in to support our high school-aged students in identifying their academic barriers and encouraging them to finish school through academic alternatives and ongoing social-emotional support. Over the summer we support college and career-based lessons and experiences for our students such as resume writing and financial literacy to help prepare them for life after school. During the school year, our curriculum continues to grow to include lessons around transition planning, financial literacy, growth mindset, and goal setting to help students with academic and SEL supports for finishing school and becoming contributing members of society. One of the PLC groups has been tasked with determining best practices for instruction in these areas and how to offer additional support to the work the counselor is doing.

New this year will be the partneri8ng with Project Based Learning Department as we engage in developing integrated and engaging curriculum for our High School students. This will allow teacher to provide whole group instruction in a meaningful way and be able to give course credits as needed for each individual student.

*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	classroom and intervention supports			

Goal 6 - Supporting Black Youth

Black Youth Support

*Strategy/Activity - Description

Curriculum and instructional resources to support anti-racist training and culturally responsive teaching practices. We are continuing to purchasing instructional materials that support ethnic studies lessons for our high school aged students. We are going to purchased high-interest text for students around race, racism, and representation of different cultures. We are funding online curriculum resources to provide engaging supplemental cross-curricular resources K-12 to promote student choice and voice, ensure diversity and representation, supports anti-racism, for increased student engagement in both distance learning and face to face instruction. We are also setting aside a budget for teachers to submit hourly timecards for extended PLC work for the development of curriculum materials and integrated units of study with planning and pacing guides.

During staff meetings, we are all working towards developing culturally responsive anti-racist teaching practices. We will be purchasing a curriculum that supports this as well as training materials for teachers to support these professional development opportunities. This work is challenging and on-going.

We believe by collaborative progress monitoring through student grades, IEP progress reports, curriculum-based assessments, and formal assessments when appropriate, we can measure student growth in this area and refine our practices. Professional development time is provided within the structure of Professional Learning Communities. Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

*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	classroom and intervention supports			

What are my leadership strategies in service of the goals? My leadership actions will include the on-going collaboration with Instructional Leadership Team to review and monitor our instructional program and plan professional development that supports achievement of our goals. We will continue with professional learning community cycles that will include looking at student work and formative assessments.