

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **SAN DIEGO HIGH SCHOOL**

2022-23

CDS Code 37-68338-0107219

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: Del Carmen-Aguilar, Francisca

Contact Person: Del Carmen-Aguilar, Francisca

Position: Lead Principal

Telephone Number: 619/525-7455

Address: 1405 Park Blvd., San Diego, CA, 92101 **E-mail Address:**
fdelcarmen@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: SAN DIEGO HIGH SCHOOL PHONE: 619-580-4610 FAX: _____

SITE CONTACT PERSON: FRANCISCA DEL CARMEN E-MAIL ADDRESS: FDELCAKMEW@SANDU.NET

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

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

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

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

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

- | | |
|--|--|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <u>10/4/22</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>9/29 & 10/10/22</u> |
| <input checked="" type="checkbox"/> Other (list): <u>SSC /ILT</u> | Date of presentation: <u>9/29 & 10/10/22 & 10/4/22</u> |

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: 10/10/22

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

FRANCISCA DEL CARMEN
Type/Print Name of School Principal

[Signature] 10/7/22
Signature of School Principal / Date

MARK BRAUN
Type/Print Name of SSC Chairperson

[Signature] 10.7.22
Signature of SSC Chairperson / Date

ROSA LEONARDO
Type/Print Name of ELAC Representative

Rosa Leonardo 10.10.22
Signature of ELAC Representative / Date

DR. ERIN RICHISON
Type/Print Name of Area Superintendent

[Signature] 10.18.22
Signature of Area Superintendent / Date

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

me October 7th 2022

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

This School Plan for Student Achievement fulfills the requirements of a Title I School wide Program and a school that has been indicated as a Comprehensive Support and Improvement (CSI) school by the California Dashboard. The staff at San Diego High School, formerly known as San Diego Science and Technology, strive to meet the needs of a diverse student population. The school programs are designed to support student learning, meet state standards and prepare students for college or career readiness. San Diego High School strives to create strong Project Lead the Way pathways and a rigorous and accessible International Baccalaureate curriculum where students can pursue their college and career goals while in high school. These programs and pathways provide students a community of learners who are striving for academic excellence. In addition to providing a strong academic program and pathways, San Diego High School provides opportunities to develop and support the growth of our students personal/social developmental skills. The School Plan for Student Achievement lays out goals and strategies that will improve student achievement, attendance, safety, graduation and access for rigorous and challenging curriculum for all students. This plan will show the introduction of new instructional supports and strategies that will support all student subgroups in their continued achievement.

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

LCAP Goal 2: Access to Broad and Challenging Curriculum

LCAP Goal 3: Accelerating Student Learning with High Expectations for All

LCAP Goal 4: Quality Leadership, Teaching and Learning

LCAP Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

At San Diego High School, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all our Educational Partners of our learning community to create a culture of achievement. Educational Partners were involved in the 2022-2023 budget development process via multiple meeting opportunities to dialogue and solicit input. These opportunities included having joint meetings in the 2021-2022 school year with all three small schools: SDHS School of Business and Leadership, SDHS School of International Studies and SDHS School of Science and Technology once the staff had voted to merge to a comprehensive site for the 2022-2023 school year. These meetings included but were not limited to All Staff meetings, School Governance Team (SGT) meetings, School Site Council (SSC) meetings, and English Learner Advisory Committee (ELAC). We also completed a comprehensive Needs Assessment that included feedback from all Educational Partners, staff and students.

February 10, 2022: SDHS Small Schools Joint, Governance Team and School Site Council meetings for feedback on Site Based Budgeting (SBB) and SPSA and CSI Budget Review and Approval for 2022-2023 school year

September 21, 2022: SDHS Parent and Family Engagement Policy Meeting and Open House

October 3, 2022: SDHS All Staff Meeting SPSA 2022-2023 Overview

October 4, 2022: Instructional Leadership Team (ILT) meeting to discuss the instructional plans of focus for the 2022-2023 school year and feedback on SPSA

October 4, 2022: ELAC meeting to provide input on funding that would support English Language Learners.

September 15, 2022 Review SDHS School Plan for Student Achievement (SPSA) and CSI Budget Approval

September 29, 2022 Review SDHS School Plan for Student Achievement (SPSA) and SSC Recommendations and Title I Budget Approval

October 6, 2022 SGT meeting for feedback on 2022-2023 SPSA

October 6, 2022 SSC meeting feedback and approval of 2022-2023 SPSA

RESOURCE INEQUITIES

In the 2021-2022 school year the school was formerly known as San Diego Science and Technology. Beginning with the 2022-2023 school year the school merged from three small schools, formerly known as the School of San Diego Business and Leadership, San Diego School of International Studies and San Diego Science & Technology, a Comprehensive Support Improvement (CSI) status school. Our schools folded into our CSI status school and was renamed San Diego High School. The comprehensive root cause analysis involved examining data from CAASPP, Illuminate, CSI, the California Dashboard, California Healthy Kids Survey, California Parent Survey, California Staff Survey, FAST and DEMI site data and a review of the 2021-2022 SPSA for the school formerly known as the San Diego Science & Technology school, now renamed to San Diego High School. An analysis of the student groups of the CAASPP results indicated an overall decrease in the area of math and English. Based on WASC recommendations and data, the 2021-2022 SPSA was balanced in support of the merger of three schools and the ELA and Math with a focus on common assessments, alignment, SBAC scores and pass rate.

The departments continue to work towards common assessments with a focus on the development of our Standards Based Learning initiative that will drive rigorous quality instruction. English Language Arts, Math, Hispanic (LatinX), African American, English Learners (EL) and students with disabilities will need continuing support to bridge the achievement gap. There are inequities in the area of Math and English Language Arts with regards to our EL students and students with disabilities. Resources were allocated in the most strategic way to impact our subgroups. In our plan, we will be focusing on professional development and instructional routines to support achievement. EL students will be provided a support class, students with disabilities will be provided support classes and staff will be provided training. All students will have a pupil advocate, success counselor and student guidance and wellness counselor who will support varying needs. Administrators will complete walkthroughs of departments to monitor student achievement. SDHS, formerly named San Diego Science & Technology is in Year 3 of CSI status.

ELA & MATHEMATICS: According to the California Dashboard previous data, SDHS Science and Technology was the Orange Status for Suspension rate, Orange for Graduation Rate, Orange for College and Career. Red for ELA with a 37.1% CSI Indicator status and Red for Mathematics, with a 12.41% CSI Indicator in 2019. Internal district assessments in 2022 demonstrated our Winter Data from the FAST(ELA) assessments and the DEMI (Math) assessments identified the indicators as English Language Arts being at 54% and our Mathematics at 42%. ELA

data in SBAC data showed a decrease from 41% in 2019 to 16.6 % in 2022, indicating a decrease of 24.4%. Math data in SBAC data showed a decrease from 16% in 2019 to 14.2% in 2022, indicating a decrease of 1.8%.

SUSPENSION RATES: According to the CSI data, in the 2021-2022 school year there were 19 total suspensions. Within Suspension rates, previous African American Students (Red Category), in California Dashboard were suspended at least once 11.4%. In the 2021-2022 school year there were 3 African American students suspended, which accounted for 15.8% of the suspension rate. This was a 4.4% increase from previous CA Dashboard data. Within the Orange group Hispanic students had a suspension rate of 4.9% In the 2021-2022 school year there were 16 LatinX, formerly identified as Hispanic students, this accounted for 84.2% of the suspension rate. Socioeconomically disadvantaged students previously indentified as 5.4%. This year there were no students, accounting for a 5.4% decrease. Students with Disabilities previously identified as 8.8%; there were only four suspensions, accounting for 10%, an increase of 4.6%. Within the previous yellow group, in suspensions, English Learners were previously suspended 4.7% of the time, this year there was 2.1%, a decrease of 2.60%.

GRADUATION RATES: In Graduation rate, English Learners, Hispanic, and socioeconomically disadvantaged were in the Orange Category. There was no performance data for African American students on the California Dashboard for this category. The CSI data was gathered from Hoonuit. English Learners graduation rate indicated EL students graduated at 73.5% and Socioeconomically Disadvantaged was at 80.1%. Aggregate data for all three previous schools indicated the average graduation rate for all three schools was at 86.2% which accounts for an increase of 1.10% increase. English Learners accounted for an overall 2021 68.5% of all three schools' data. Within ELA and Mathematics, English Learners, Hispanic, and Socioeconomically Disadvantaged students were all significantly below standard and strategic resources will be needed to target these students' needs.

ENGLISH LEARNERS & RECLASSIFICATION: Our English Language Proficiency for Summative ELPAC data in 2021-2022 indicated that 114 students completed the ELPAC Summative Assessment, with 22.81% of students demonstrating Level 4 proficiency and 31.58% of students demonstrating Level 3 proficiency. Across the three small schools in the 2021-22 school year 56 students were Reclassified as English Proficient in the first month of school for the 2022-23 school year thus far we have supported 43 students in being Reclassified as Proficient.

CHRONIC ABSENTEEISM RATES: Based on data, we will also need to address absenteeism and suspension rates. The data from CSI in regards to SDHS SciTech Chronic Absenteeism demonstrated a baseline of 28% in the fall and 36% in the Winter, with the highest chronic absenteeism rate for English Learners in the Winter at a 48% and Students with Disabilities at a 46% in the 2021-2022 school year.

The SDHS Administration, attendance team, counseling staff, and the pupil advocate will work collectively as a team to meet the social and emotional needs of our students. The wellness center will collaborate with all groups to ensure that both students and families have the resources they need. Science and Technology understands the importance of a positive, safe supportive and inclusive environment and will continue to work and support all students.

Overall it is important to keep in mind the strong focus on SDHS Standards Based Learning development including development of curriculum and content including common assessments, increasing instructional time in mathematics, providing support in English Language Arts, creating academic and personal/social interventions for Tier 1 and Tier 2 academic supports. Including our Family and Academic Engagement as well as those of our Educational Partnerships in order to increase student academic outcomes.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Francisca Del Carmen	Principal
Mark Braun	Chair (Staff: Other School Representative)
Cheryl Gillette Lunsford	Staff: Classroom Teacher
Stephanie Rico	Staff: Classroom Teacher
Jennifer Harden	Staff: Classroom Teacher
Julian J.	Student
Susie Villareal	Parent
Aryn Famiglietti	Parent
Yvette Porter Moore	Parent
U. K.	Student

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

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

Call to Action Belief Statement

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

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

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

San Diego High School continued to focus on making progress to address attendance needs. We increased the number of home visits, provided support for families through Tier 1 services at school and Tier 2 Educational Partners. We connected with our district Children and Youth in Transition Program to support our students. We focused on encouraging families to their students via multiple virtual opportunities. Our aggregate data between all three schools was approximately 90.85%.

The Restorative Discipline plan supports the behavioral and personal/social needs of our students. Student engagement really increased with opportunities for both staff and students to participate in after Spring Break.

***Major Differences**

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

The combining of our three schools really opened the dialogue for accessibility for all our student pathways and programs. Although a lot of programs may have been limited to attendance restrictions, our students, families and community slowly began increasing their participation. Our subgroups participation was low at times due to accessibility issues, especially participation from our English Learner families, even though we provided multiple avenues of translation services.

***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.

With restrictions coming down to minimal, we will continue to work towards the goals previously established and create hybrid opportunities to access participation as our families appreciate being able to join us in-person and virtually. Our plan will focus on subgroups (African American, Students with Disabilities, Socioeconomically Disadvantaged, and English Learners) who have shown a slight increase in suspension rate when returning after being in the virtual realm. We will also continue to participate in becoming a High Reality School and a school who is actively working to develop their Integrated Multi-Tiered Systems of Support to continue to systematically change our structures to encourage an increase in educational partners engagement as well as student academic development and social emotional learning.

***Identified Need**

According to District records, our aggregate attendance baseline data is 90.85%. The California Dashboard shows data from 2018-2019 school year, according to Hoonuit, our district data showed an overall slight increase in suspensions, we were up from two in the 2020-2021 school year to a total of nineteen in the 2021-2022 school year. Our California School Dashboard, previously indicated our African American Students (Red Category) in Suspensions, as they were suspended at least once three times in the 2021-2022 school year. This was an increase of three students from the data for the 2020-2021 school year which showed there was 0% African American students suspended. Within the Orange group Hispanic students had a suspension rate of 6.7% in the 2021-2022 school year, with low socioeconomically disadvantaged accounting for 0% of the suspensions in the 2021-2022 school year, four students being English Learners from the former yellow indicator on the California Dashboard, four students being Students with Disabilities from the former 10.6 %. Although we saw an overall lower suspension rate, from 3% to 2.10% San Diego High School would like to see this reduced to 1%. Our previous school, known as School of Science and Technology, according to California Healthy Kids Survey reported that 59% of our Grade 11 students felt the School and Engagement and Supports connected with school, this was a 59% increase, while our Grade 9 students felt connected 56% connected in 2022, which was a slight decrease from 61%. These results were recorded in the California Healthy Kids Survey. In the Parent Survey (CSPS Report), 57% reported that they felt teachers were responsive to children's social and emotional needs.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	9-12	Increase School Connectedness by 5% as measured by CHKS.	59%	64%	CAL-SCHLS (CHKS)	Yearly
June 2023	9-12	Increase Caring Adult Relationships by 5 % as measured by CHKS..	65%	70%	CAL-SCHLS (CHKS)	Yearly
June 2023	9-12	Decrease Substance use by 10%	21%	11%	CAL-SCHLS (CHKS)	Yearly

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June 2023	9-12	Decrease number of suspended students and decrease suspension rate.	5%	1%	Suspension	Yearly	
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	9-12	Black or African American	Decrease number of suspended students and decrease suspension rate.	3%	1%	Suspension	Yearly
June 2023	9-12	Hispanic or Latino	Decrease number of suspended students and decrease suspension rate.	16%	1%	Suspension	Yearly
June 2023	9-12	English Learner	Decrease number of suspended students and decrease suspension rate.	4%	1%	Suspension	Yearly
June 2023	9-12	Students with Disabilities	Decrease number of suspended students and decrease suspension rate.	4%	1%	Suspension	Yearly
June 2023	9-12	Socioeconomically Disadvantaged	Decrease number of suspended students and decrease suspension rate.	5%	1%	Suspension	Yearly
Supporting Black Youth - Additional Goals							
✓ San Diego High School's IMTSS Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to							

Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.

✓ The staff diversity goal at San Diego High School 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. San Diego High School’s site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)

✓ In the 2022-23 school year, San Diego High School 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.

✓ San Diego High School 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.

✓ San Diego High School IMTSS 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.

✓ San Diego High School will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.

✓ Increase access to advanced classes--gate, seminar, advanced placement for black youth.

✓ San Diego High School will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Strategy 1: Mental Health, Wellness and Restorative Justice Practices (Goal 1)

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

To accomplish this goal, our Pupil Advocate, Restorative Practice Coordinator, our Success Counselor and our Wellness and Guidance center Counselor alongside our Tier 1 counselors will communicate with families and educational partners to create action plans that help students engage at school and improve attendance. They will review attendance, run SARB, and hold parent meetings. As a CSI school, the IMTSS Equity committee will also work with all stakeholders to reduce suspension rate for multiple sub-groups including Hispanic, socioeconomically disadvantaged, Students with Disabilities, and African American students. The additional strategies will focus on Restorative Justice Practices, Peer Counseling, supports in Guidance and Wellness Centers and tiered behavior interventions through IMTSS and Restorative Justice Practices.

***Strategy/Activity - Description**

The IMTSS Equity Leadership team composed of staff and students will work to develop action plans to support the expansion of IMTSS and creation of High Reliability Schools to proceed through our plan for Comprehensive Support and Improvement. The team will work collaboratively with staff to provide training to improve the school environment while focusing our development of Standards Based Learning practices across all content areas. Staff members will participate in Restorative Practice professional development. Restorative Practice training will help equip staff to work with our at-potential youth. The Restorative Practice team will work with administration, counselors, our educational partners as well as our Wellness and Guidance Center team to increase interventions, support decreasing chronic absenteeism and increase graduation rates.

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

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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
F374382	School Counselor	0.02000	\$1,790.86	\$2,616.83	3743-30100-00-1210-3110-1110-01000-0000	Title I Basic Program	[no data]		To provide mental health services and make educational partnership referrals, as appropriate. To provide our students with one-on-one or group therapy.
F374383	Pupil Advocate	0.20000	\$15,495.60	\$25,190.15	3743-30100-00-2906-3130-0000-01000-0000	Title I Basic Program	[no data]		To provide supports for Chronic Absenteeism, SARB and creating connections for students.
N37439A	Short Term Leave Visiting Tchr		\$6,500.00	\$8,047.65	3743-30100-00-1162-1000-1110-01000-0000	Title I Basic Program	[no data]		Training and information deeper dives. Coverage for staff trainings.
N37439B	Short Term Leave Visiting Tchr		\$2,424.00	\$3,001.15	3743-30106-00-1162-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Training and information deeper dives. Coverage for staff trainings.
N37439I	Clerical OTBS Hrly		\$438.00	\$600.11	3743-09800-00-2451-2700-0000-01000-0000	LCFF Intervention Support	English Learners		OTBS: Translation Services
N37439K	Other NonClstrm OTBS Hrly		\$373.00	\$511.04	3743-30106-00-2956-2490-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supporting parent engagement and student forums.
N37439L	Supplies		\$28,000.00	\$28,000.00	3743-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supports for development of HRS Level 1 work such as professional texts and notetaking supplies. Supports for staff and students.
N37439P	Travel Conference		\$1,000.00	\$1,000.00	3743-09800-00-5207-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Conferences for staff and students supporting IMTSS and Tiered Interventions.
N37439R	Conference Local		\$1,000.00	\$1,000.00	3743-09800-00-5209-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Conferences for staff and students supporting IMTSS and Tiered Interventions.

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N37439S	Conference Local		\$250.00	\$250.00	3743-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	[no data]		CABE Conference to support EL students and ELAC training.
N37439T	Interprogram Svcs/Duplicating		\$500.00	\$500.00	3743-30100-00-5721-1000-1110-01000-0000	Title I Basic Program	[no data]		Parent Flyers
N37439V	Interprogram Svcs/Paper		\$3,000.00	\$3,000.00	3743-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Paper to support trainings, workshops and student supports.
N37439X	Interprogram Svcs/Field Trip		\$725.00	\$725.00	3743-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Field trips to increase accessibility for student leadership development, Mental health and RJP.
N37439Y	Interprogram Svcs/Field Trip		\$1,150.00	\$1,150.00	3743-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	[no data]		Programs/Training for student and staff supporting student connectedness, college and career exploration, RJP, IMTSS and support of interventions.
N3743A0	Admission/Entry Tickets		\$2,000.00	\$2,000.00	3743-09800-00-5859-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Activities to increase HRS Level 1 and IMTSS Tiered systems of support.
N3743C7	Consultants <=\$25K		\$10,000.00	\$10,000.00	3743-31820-23-5801-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Staff training and development in academic supports and SBL development.
N3743C9	Clerical OTBS Hrly		\$500.00	\$685.05	3743-30103-00-2451-2495-0000-01000-0000	Title I Parent Involvement	[no data]		OTBS: Parent Connections and Parent Portal Training and Support.
N3743CA	Postage Expense		\$500.00	\$500.00	3743-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Postage for Student SST supports and At-Potential meetings.
N3743CB	Interprogram Svcs/Duplicating		\$300.00	\$300.00	3743-30100-00-5721-1000-1110-01000-0000	Title I Basic Program	[no data]		Duplication. Instructional, Training and Professional Development materials.

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N3743CC	Interprogram Svcs/Field Trip		\$1,000.00	\$1,000.00	3743-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Programs/Training for student and staff supporting student connectedness, college and career exploration, RJP, IMTSS and support of interventions.
N3743CD	Admission/Entry Tickets		\$2,000.00	\$2,000.00	3743-31820-23-5859-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Supports for Academic and Personal/Social Development.
N3743CE	Supplies		\$5,000.00	\$5,000.00	3743-31820-23-4301-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Supplies for IMTSS and CSI plans including materials for training and professional learning such as notetaking materials and whiteboard markers.
N3743CF	Short Term Leave Visiting Tchr		\$1,577.00	\$1,952.50	3743-30100-00-1162-1000-1110-01000-0000	Title I Basic Program	[no data]		Training and information deeper dives. Coverage for staff trainings.
N3743CG	Prof&Curriclm DevHrlyClstrmTchr		\$1,038.45	\$1,285.70	3743-31820-23-1170-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Curriculum development for Caver Culture weeks.
N3743CH	Counselor Hrly		\$710.00	\$879.06	3743-30100-00-1260-3110-0000-01000-0000	Title I Basic Program	[no data]		Counseling Interventions and supports.

Strategy 2: Increased Implementation of Restorative Justice and Home Visits (Goal 1)

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

This strategy is intended to address our finding of low attendance rates and high suspension rates. By implementing restorative justice throughout our school and increasing home visits we believe that students will be more interested in coming to school as well as less likely to repeat suspendable behaviors.

*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
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N3743CM	Counselor Hrly		\$25,000.00	\$30,952.50	3743-31820-23-1260-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Restorative Justice Development & Professional Learning Academic Development: Home Visits, Parent Conference, Parent Classes
N3743CN	Other NonClstrm OTBS Hrly		\$5,000.00	\$6,850.50	3743-31820-23-2956-2700-0000-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Academic Development: Home Visits, Parent Conference, Parent Classes
N3743CO	Classroom PARAS Hrly		\$2,500.00	\$3,425.25	3743-31820-23-2151-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Academic Development: Home Visits, Parent Conference, Parent Classes
N3743CP	Supplies		\$15,000.00	\$15,000.00	3743-31820-23-4301-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Student Postcards, OTBS Support for Chronic Absenteeism

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

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

Call to Action Belief Statements

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

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

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

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

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

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

Evaluation of SPSA goals in 2021-22 concluded we need to strengthen our overall support and instructional practices to increase achievement for ALL students, the baseline data utilized for one school may not show the appropriate baseline for all goals, we will utilize the data gathered in 2022-2023 to create an accurate baseline for the upcoming school years.

ELA: According to the California Dashboard previous data for SDHS Science and Technology was Red for ELA with a 37.1% CSI Indicator status. Internal district assessments in 2022 demonstrated our Winter Data from the FAST(ELA) assessments identified the indicators as English Language Arts being at 54%. ELA data in SBAC data showed a decrease from 41% in 2019 to 16.6 % in 2022, indicating a decrease of 24.4%.

MATH: According to the California Dashboard previous data for SDHS Science and Technology was Red for Mathematics, with a 12.41% CSI Indicator in 2019. Internal district assessments in 2022 demonstrated our DEMI (Math) assessments identified the indicators as Mathematics at 42%. Math data in SBAC data showed a decrease from 16% in 2019 to 14.2% in 2022, indicating a decrease of 1.8%.

ENGLISH LEARNERS: Our English Language Proficiency for Summative ELPAC data in 2021-2022 indicated that 114 students completed the ELPAC Summative Assessment, with 22.81% of students demonstrating Level 4 proficiency and 31.58% of students demonstrating Level 3 proficiency. Across the three small schools in the 2021-22 school year 56 students were Reclassified as English Proficient in the first month of school for the 2022-23 school year thus far we have supported 43 students in being Reclassified as Proficient. In 2019 Our California School Dashboard identified our English Learners in the Red Category in Suspension rates. Our attendance rate in 2021 was 88.4%.

STUDENTS WITH DISABILITIES: California Dashboard Data and our District data indicated that our Students With Disabilities (SWD) needed support in multiple areas, including increasing School of Science and Technology data which indicates 67.7% graduation rate for our Class of 2021, this was an increase from the state cohort data of 61.1%. Our 2019 California School Dashboard identified our Students with Disabilities in the Orange category in Suspension Rate.

GRADUATION RATE: Our disaggregate graduation data demonstrates the following data: San Diego Business and Leadership 65.4%, San Diego International Studies 95.7% and San Diego Science & Technology 86.2%, our average combined data would be an average of 82%. In Graduation rate, English Learners, Hispanic, and socioeconomically disadvantaged were in the Orange Category. There was no performance data for African American students on the California Dashboard for this category. The CSI data gathered from Hoonuit. English Learners graduation rate indicated EL students graduated at 73.5% and Socioeconomically Disadvantaged was 80.1%. Aggregate data for all three previous schools indicated the average graduation rate for all three schools was at 86.2% which accounts for an increase of 1.10% increase. English Learners accounted for an overall 2021 68.5% of all three schools' data and 75% of the former SDHS Science and Technology school. Within ELA and Mathematics, English Learners, Hispanic, and Socioeconomically Disadvantaged students were all significantly below standard and strategic resources will be needed to target these students' needs. According to the district data, the former school previously named Science and Technology experienced a slight increase graduation rate from 85% in 2021 to 86.2% in 2022. We did not reach our 99% goal for supporting senior graduation at 99%.

***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).

Major difference was that we began the process of preparing for the combining of three school and launching our Standards Based Learning initiative. Limited access to meeting with students and families frequently. The pupil advocate, counselors and success counselors wanted to increase in person connections with 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.

San Diego High School will continue the current strategies into the 2022-2023 school year. We will gather baseline data through fall assessments in FAST and DEMI for ELA and Math as we have now officially become one comprehensive high school.

***Identified Need - English Language Arts**

ELA: According to the California Dashboard previous data for SDHS Science and Technology was Red for ELA with a 37.1% CSI Indicator status. Internal district assessments in 2022 demonstrated our Winter Data from the FAST(ELA) assessments identified the indicators as English Language Arts being at 54%. ELA data in SBAC data showed a decrease from 41% in 2019 to 16.6 % in 2022, indicating a decrease of 24.4%.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	11	Increase to 75% proficiency on CAASPP ELA	37.1%	75%	CAASPP ELA	Annual

***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	11	Hispanic or Latino	Improvement in SBAC/CAASPP ELA	36%	70%	CAASPP ELA	Annually

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June 2023	11	Black or African American	Improvement in SBAC/CAASPP ELA	25%	70%	CAASPP ELA	Annually
June 2023	11	English Learner	Improvement in SBAC/CAASPP in ELA	0%	40%	CAASPP ELA	Annually
June 2023	11	Students with Disabilities	Improvement in SBAC/CAASPP ELA	4%	50%	CAASPP ELA	Annually
June 2023	9-12	English Learner	Students will meet or exceed standards in ELA on FAST aReading assessment by the final student FAST assessment.	3%	50%	FAST aReading	Annually
June 2023	9-12	Black or African American	Students will meet or exceed standards in ELA on FAST aReading assessment by the final student FAST assessment.	61.5%	75%	FAST aReading	Annually
June 2023	9-12	Hispanic or Latino	Students will meet or exceed standards in ELA on FAST aReading assessment by the final student FAST assessment.	43%	63%	FAST aReading	Annually
June 2023	9-12	Socioeconomically Disadvantaged	Students will meet or exceed	17.6%	50%	FAST aReading	Annually

San Diego High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			standards in ELA on FAST aReading assessment by the final student FAST assessment.				
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*Identified Need - Math

MATH: According to the California Dashboard previous data for SDHS Science and Technology was Red for Mathematics, with a 12.41% CSI Indicator in 2019. Internal district assessments in 2022 demonstrated our DEMI (Math) assessments identified the indicators as Mathematics at 42%. Math data in SBAC data showed a decrease from 16% in 2019 to 14.2% in 2022, indicating a decrease of 1.8%.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	11	Increase to 75% proficiency on CAASPP Math	14.2%	75%	CAASPP Math	Annually
June 2023	9-12	Students will complete common assessments.	80%	100%	Site Developed Common Assessments	Annually
June 2023	9-12	Increase DEMI strands in Knowledge, Application and Communication 75%	60%	75%	DEMI	Annually
June 2023	9-12	Increase Math course pass rate (C or better)	54.2%	75%	Other (Describe in Objective)	Annually

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	11	English Learner	Increase to 75% proficiency on CAASPP Math	TBD	75%	CAASPP Math	Annual
June 2023	9-12	English Learner	Increase DEMI strands in Knowledge, Application and	~30%	50%	DEMI	Bi-Annually

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			Communication 50%				
June 2023	9-12	Black or African American	Increase DEMI strands in Knowledge, Application and Communication 75%	60%	75%	DEMI	Bi-Annually
June 2023	9-12	Students with Disabilities	Increase DEMI strands in Knowledge, Application and Communication 50%	~30%	50%	DEMI	Bi-Annually
June 2023	9-12	Hispanic or Latino	Increase DEMI strands in Knowledge, Application and Communication 75%	~60%	75%	DEMI	Bi-Annually
June 2023	9-12	Socioeconomically Disadvantaged	Increase DEMI strands in Knowledge, Application and Communication 50%	~30%	50%	DEMI	Bi-Annually

***Identified Need - English Learners**

ENGLISH LEARNERS: Our English Language Proficiency for Summative ELPAC data in 2021-2022 indicated that 114 students completed the ELPAC Summative Assessment, with 22.81% of students demonstrating Level 4 proficiency and 31.58% of students demonstrating Level 3 proficiency. Across the three small schools in the 2021-22 school year 56 students were Reclassified as English Proficient in the first month of school for the 2022-23 school year thus far we have supported 43 students in being Reclassified as Proficient. In 2019 Our California School Dashboard identified our English Learners in the Red Category in Suspension rates. Our attendance rate in 2021 was 88.4%.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
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San Diego High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	9-12	English Learner	Increase number of students who are reclassified.	56	95%	Reclassification Rates	Annually
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***Identified Need - Graduation/Promotion Rate**

GRADUATION RATE: Our disaggregate graduation data demonstrates the following data, San Diego Business and Leadership 65.4%, San Diego International Studies 95.7% and San Diego Science & Technology 86.2%, our average combined data would be an average of 82%. In Graduation rate, English Learners, Hispanic, and socioeconomically disadvantaged were in the Orange Category. There was no performance data for African American students on the California Dashboard for this category. The CSI data gathered from Hoonuit. English Learners graduation rate indicated EL students graduated at 73.5% and Socioeconomically Disadvantaged was 80.1%. Aggregate data for all three previous schools indicated the average graduation rate for all three schools was at 86.2% which accounts for an increase of 1.10% increase. English Learners accounted for an overall 2021 68.5% of all three schools' data and 75% of the former SDHS Science and Technology school. Within ELA and Mathematics, English Learners, Hispanic, and Socioeconomically Disadvantaged students were all significantly below standard and strategic resources will be needed to target these students' needs. The former school, San Diego Science and Technology has a graduation rate that is lower than the state average. San Diego High School will provide additional graduation support and counseling for students who are considered "At Potential". In graduation rate, English Learners, Hispanic, and Socioeconomically disadvantaged were in the Orange Category in 2020 according to the California School Dashboard. According to district preliminary data, 100% of African American students graduated with the Class of 2021, this is an increase of 5.6%. English Learners' graduation increased 6.6%, from 68.4% to 75%, and Socioeconomically Disadvantaged increased by 0.08% from 84.4% to 85.2%. According to district graduation data, our Hispanic students declined 1.3% from 84% to 82.7%

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	12	Increase Graduation Rate	82.5%	99%	Graduation/Promotion	Annually

***Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	12	Black or African American	Increase graduation rate.	100%	100%	Graduation/Promotion	Annually
June 2023	12	English Learner	Increase graduation rate.	75%	100%	Graduation/Promotion	Annually
June 2023	12	Socioeconomically Disadvantaged	Increase graduation rate.	85.2%	100%	Graduation/Promotion	Annually
June 2023	12	Hispanic or Latino	Increase graduation rate	82.8%	100%	Graduation/Promotion	Annually

Optional School Goal(s)

San Diego High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency		
Strategy 1: Online Supports for English Learners (Goal: 2, 4)									
*Students to be served by this Strategy/Activity									
All students									
*Strategy/Activity - Description									
Turnitin.com license to support English Learners, students in ELA, and literacy development									
*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
N3743CQ	Software License		\$11,000.00	\$11,000.00	3743-31820-23-5841-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Turnitin.com license
*Additional Supports for this Strategy/Activity									
Strategy 2: Online Support Tools for Math Students (Goal 3)									
*Students to be served by this Strategy/Activity									
All students									
*Strategy/Activity - Description									
Ed Puzzle software, My Math Lab software, Gizmos license, Adobe license, and calculators to support students in math including, but not limited to students with disabilities and English Learners.									
*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
N37439Z	Software License		\$40,000.00	\$40,000.00	3743-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Ed Puzzle, My Math Lab, Gizmos, Adobe
N3743BR	Software License		\$28,800.00	\$28,800.00	3743-31820-23-5841-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Ed Puzzle, My Math Lab, Gizmos, Adobe
N3743CR	Supplies		\$5,000.00	\$5,000.00	3743-31820-23-4301-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Calculators
*Additional Supports for this Strategy/Activity									

Strategy 3: Smaller Class Sizes for Math Students (Goal 3, 4, 5)

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

To focus on first time pass rates, we have created smaller class sizes and a strong focus on brick-and-mortar supports for Mathematics.

***Strategy/Activity - Description**

***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
F374385	Regular Teacher	1.00000	\$92,259.00	\$134,216.96	3743-09800-00-1107-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		To focus on first time pass rates, we have created smaller classes sizes and a strong focus on brick-and-mortar supports for Mathematics.
F374386	Regular Teacher	0.50000	\$46,129.50	\$67,108.46	3743-30106-00-1107-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		To focus on first time pass rates, we have created smaller classes sizes and a strong focus on brick-and-mortar supports for Mathematics.
F374387	Regular Teacher	0.82000	\$75,652.38	\$110,057.89	3743-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]		To focus on first time pass rates, we have created smaller classes sizes and a strong focus on brick-and-mortar supports for Mathematics.
N37439C	Prof&Curriclm Dev Vist Tchr		\$10,000.00	\$12,381.00	3743-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Professional learning for math.
N3743CV	Classroom Teacher Hrly		\$10,000.00	\$12,381.00	3743-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Tutoring and academic supports for mathematics.

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

Strategy 4: English Learner Professional Development and Coaching (Goal 4)

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

English Learners

***Strategy/Activity - Description**

English Learner Professional Development & Coaching

*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
N3743BS	Prof&Curriclm Dev Vist Tchr		\$4,038.45	\$5,000.00	3743-31820-23-1192-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		English Learner Professional Development and Coaching
N3743BT	Contracted Svcs Less Than \$25K		\$20,000.00	\$20,000.00	3743-31820-23-5853-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		English Learner Professional Development and Coaching

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

Strategy 5: Clerical Support for Multilingual Parent Engagement Activities (Goal 4, 6)

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

Clerk Typist to Support Compliance and Assessments needed to support EL students.

***Strategy/Activity - Description**

Clerk Typist to Support Compliance and Assessments needed to support EL students. Parent meetings and follow up's.

***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
F374388	Clerk Typist I	0.06000	\$1,560.65	\$4,489.34	3743-09800-00-2401-2700-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support for EL Students and assessments.
	Pupil Advocate				3743-30100-00-2906-3130-0000-01000-0000	Title I Basic Program	[no data]	LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools Ref Id : F374384	EL Student Advocate will work with families to increase communication and program effectiveness.

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

Strategy 6: Professional Development to Support Integrated ELD Supports (Goal 2, 4)

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

Multilingual Students

***Strategy/Activity - Description**

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1. Professional Learning (Co-teaching ELD, Lesson Studies, Professional Development, Classroom observations)
2. Supports for students in core academic content to increase Reclassification and EL students first time pass rates.

***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
F374389	Regular Teacher	1.00000	\$92,259.00	\$134,216.96	3743-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]		EL Supports.
F37438A	Team Leader Teacher	1.00000	\$99,076.00	\$142,689.59	3743-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]		EL Supports.
F37438B	Regular Teacher	1.00000	\$92,259.00	\$134,216.96	3743-30106-00-1107-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		EL Supports.
N3743CT	Prof&Curriclm Dev Vist Tchr		\$6,153.00	\$7,618.03	3743-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Professional learning supports.
N3743CU	Classroom Teacher Hrly		\$10,000.00	\$12,381.00	3743-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Academic Supports, Tutoring and for subgroup data.

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

Strategy 7: Targeted Academic Interventions and Supports for Students (Goal 1, 2, 3, 4, 5)

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

All students

***Strategy/Activity - Description**

Academic development, graduation presentations, 1-on-1 student reviews and progress monitoring, parent/guardian conference, tutoring, homework help, field trips, college and career readiness opportunities: museum of tolerance, social/emotional development, IB Global Conference, High Reliability Schools Equity Leadership Team Conference, Books, supplementary materials, social emotional resources, mailers and letter for graduation, academic progress monitoring, Care Solice: Mental Health Supports, and HRS certificates, surveys, and celebrations.

***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
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N374398	Classroom Teacher Hrly		\$5,000.00	\$6,190.50	3743-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Professional Learning for academic supports for graduation. Extended Day supports for SWD.
N374399	Classroom Teacher Hrly		\$13,330.00	\$16,503.88	3743-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		academic supports
N37439D	Prof&Curriclm Dev Vist Tchr		\$8,077.00	\$10,000.15	3743-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Academic Development
N37439E	Counselor Hrly		\$500.00	\$619.05	3743-30100-00-1260-3110-0000-01000-0000	Title I Basic Program	[no data]		Academic Development
N37439F	Counselor Hrly		\$4,040.00	\$5,001.92	3743-09800-00-1260-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Progress monitoring and graduation support.
N37439M	Supplies		\$5,904.00	\$5,904.00	3743-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		books and supplementary materials
N37439O	Equipment Non Capitalized		\$5,000.00	\$5,000.00	3743-09800-00-4491-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Equipment and academic supports.
N37439Q	Travel Conference		\$250.00	\$250.00	3743-30100-00-5207-1000-1110-01000-0000	Title I Basic Program	[no data]		IB Conference
N3743BU	Counselor Hrly		\$7,307.57	\$9,047.51	3743-31820-23-1260-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Academic Development
N3743BV	Other NonClstrm OTBS Hrly		\$5,000.00	\$6,850.50	3743-31820-23-2956-2700-0000-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Academic development, graduation presentations, 1-on-1 student reviews and progress monitoring, parent/guardian conference, tutoring, homework help, field trips, college and career readiness

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									opportunities: museum of tolerance, social/emotional development, IB Global Conference, High Reliability Schools Equity Leadership Team Conference, Books, supplementary materials, social emotional resources, mailers and letter for graduation, academic progress monitoring, Care Solice: Mental Health Supports,
N3743BW	Classroom Teacher Hrly		\$36,346.01	\$45,000.00	3743-31820-23-1157-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Academic supports
N3743BX	Interprogram Svcs/Field Trip		\$15,000.00	\$15,000.00	3743-31820-23-5735-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Museum of Tolerance
N3743BY	Admission/Entry Tickets		\$3,000.00	\$3,000.00	3743-31820-23-5859-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Museum of Tolerance
N3743BZ	Classroom Teacher Hrly		\$4,038.45	\$5,000.00	3743-31820-23-1157-2130-0000-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Academic Supports
N3743C0	Classroom PARAS Hrly		\$2,974.05	\$4,074.74	3743-31820-23-2151-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Academic Support
N3743C1	Clerical OTBS Hrly		\$16,467.41	\$22,562.00	3743-31820-23-2451-2700-0000-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Academic development, graduation presentations, 1-on-1 student reviews and progress monitoring, parent/guardian conference, tutoring, homework help, field trips, college and career readiness opportunities: museum of tolerance, social/emotional development, IB Global Conference, High Reliability Schools Equity Leadership Team Conference, Books, supplementary materials, social emotional resources, mailers and letter for graduation, academic progress monitoring, Care Solice: Mental Health Supports,
N3743C2	Libry Media Tech OTBS Hly		\$5,838.99	\$8,000.01	3743-31820-23-2280-	ESSA Schl Imp (CSI) Funding	[no data]		Social Emotional Development

San Diego High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

					2420-0000-01000-0000				
N3743C3	Supplies		\$35,000.00	\$35,000.00	3743-31820-23-4301-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Books and supplementary materials
N3743C4	Travel Conference		\$45,000.00	\$45,000.00	3743-31820-23-5207-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		IB Conference HRS Conference
N3743C6	Postage Expense		\$5,000.00	\$5,000.00	3743-31820-23-5920-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Student postcards
N3743C8	Prof&Curriclm DevHrlyClstrmTchr		\$3,000.00	\$3,714.30	3743-31820-23-1170-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Academic Development
N3743CS	Conference Local		\$40,000.00	\$40,000.00	3743-31820-23-5209-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		IB Conference
N3743CW	Interprogram Svcs/Paper		\$3,000.00	\$3,000.00	3743-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Paper for tutoring, workshops and training for graduation.
N3743CX	Supplies		\$21,100.00	\$21,100.00	3743-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies to support graduation needs. i.e. Journals, agendas, goal setting, calendars.
N3743CY	Conference Local		\$2,143.00	\$2,143.00	3743-09800-00-5209-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Staff and Student conference to support graduation. AA Summit, UC A-G workshops.

***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).

The initial goal of parents/guardians receiving personal communication from counselors at least 8 times a year to gain improvement in Parent Involvement and Community Engagement was met through Hybrid Zoom and as allowable, in person events and training. The SDHS counseling team created open office hours for any family members to participate and we advertised being able to set one-on-one parent conference.

We hosted monthly administrator and counselor workshops and want to continue to host hybrid sessions that support our families. We would like to increase the parent workshops now that we can host more events that really focus on parent selected training and deeper dives for student academic and personal/social emotional developmental supports.

It is important to solicit and include parent voice in the decision-making process for school programs, procedures, and curriculum/instruction. During the 2021-22 school year, we worked hard to involve parents and the community. We shared our Caver Updates bulletins with families, we shared the different ways parents could participate including: PTSA, School Site Council, Site Governance Team, and our SDHS Foundation.

***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).

There were a lot of families we could not connect with as technological or accessibility barriers existed online, we did provide opportunities for training and student information system accessibility, but these meetings would have really benefited from being in person to support our families with the technological supports needed.

***Changes**

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

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Counselors and administration team held monthly workshops for families at least 8 times a year to gain improvement in Parent and Community Engagement and will document all communication in Power School. Counselors will continue to set individual meetings with students and families to support students' Academic, Social-Emotional and College/Career development goals. Counselors will continue to assess parent's needs and make necessary referrals to support programs and include resources on their counseling website.

***Identified Need**

Within the CAL-SCHLS (CSPS), it was identified that some parents did not feel that input from parents was requested when making important decisions and they did not feel connected with our school. San Diego High will continue to encourage engagement from families in PTSA, SSC, as well as ELAC and encourage them to attend the workshops held in hybrid mode to make them more accessible.

***Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	SDHS will work on increasing parent participation in the CSPS by 43%	7%	50%	CAL - SCHLS (CSPS)

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	70% of parents participating in CSPS survey will report that School provides parents with advice and resources to support my child's social and emotional needs.	52%	70%	Other - Describe in Objective
June 2023	Other (Describe in Objective)	30% of parents participating in CSPS survey will report that they feel that the school actively promotes parent involvement	14%	30%	Other - Describe in Objective
June 2023	Other (Describe in Objective)	30% of parents participating in CSPS survey will feel that the	15%	30%	Other - Describe in Objective

San Diego High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		school actively seeks the input of parents			
June 2023	Other (Describe in Objective)	30% of parents participating in CSPS survey will feel that we make parents feel welcome to participate at our school.	9%	30%	Other - Describe in Objective

Strategy 1: Creating a Safe and Welcoming Environment for Parents (Goal 6)

*Families to be served by this Strategy/Activity

All families.

*Strategy/Activity - Description

To create a connection to families, the administration will host "Coffee with the Principal and counselor" meetings. To accommodate families a meeting will be held both in the morning and evening in order to be accessible to families. Attendance will be taken to determine parent participation. The IMTSS Equity Leadership team composed of staff and students will work to develop action plans to support the expansion of IMTSS and creation of High Reliability Schools (HRS) to focus on developing our plan for Comprehensive Support Improvement (CSI).

*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
F374384	Pupil Advocate	0.20000	\$15,495.60	\$25,190.15	3743-30100-00-2906-3130-0000-01000-0000	Title I Basic Program	[no data]		Support families with all aspects of student academic development, social/emotional learning and strong focus on attendance and participation. ELPAC and student assessment supports in academic progress monitoring.
N37439G	Counselor Hrly		\$2,000.00	\$2,476.20	3743-30103-00-1260-3110-0000-01000-0000	Title I Parent Involvement	[no data]		Support for families to connect with counselors on academic, personal/social and college/careers readiness.
N37439H	Libry Media Tech OTBS Hly		\$500.00	\$685.05	3743-30103-00-2280-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Family engagement and workshop supports.
N37439J	Clerical OTBS Hrly		\$500.00	\$685.05	3743-30103-00-2451-2495-	Title I Parent Involvement	[no data]		Translation and parent engagement support.

San Diego High SCHOOL PLAN FOR STUDENT ACHIEVEMENT

					0000-01000-0000				
N37439N	Inservice supplies		\$2,047.00	\$2,047.00	3743-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Materials for workshops, meetings and trainings such as notetaking materials and presentation tools.
N37439U	Interprogram Svcs/Duplicating		\$1,000.00	\$1,000.00	3743-30103-00-5721-2495-1110-01000-0000	Title I Parent Involvement	[no data]		Materials for family engagement including postcards for student celebrations.
N3743A1	Postage Expense		\$1,500.00	\$1,500.00	3743-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Postage for student engagement celebrations and participation for students.
N3743CI	Counselor Hrly		\$2,000.00	\$2,476.20	3743-30103-00-1260-3110-0000-01000-0000	Title I Parent Involvement	[no data]		Support for families to connect with counselors on academic, personal/social and college/careers readiness.
N3743CJ	Other NonClstrm OTBS Hrly		\$14,450.77	\$19,798.99	3743-31820-23-2956-2700-0000-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Translation and parent support for childcare services, home visits, one-on-one connections, educational partners connections.

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ACHIEVEMENT**APPENDICES**

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

ACHIEVEMENT

APPENDIX A

BUDGET SUMMARY

San Diego High Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 498,373
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 411,362
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 1,417,801

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)	\$ 244,838
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 244,838

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)	\$ 263,228
[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): \$ 263,228

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 1,417,801

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
San Diego	09800 LCFF Intervention Support	Clerk Typist I	2401 Clerical OTBS	Clerical OTBS	1,560.65	0.06	\$1,560.65
San Diego High Ed Complex			3000 Benefits			0	\$2,928.69
San Diego High Ed Complex		Clerk Typist I Total				0.06	\$4,489.34
San Diego High Ed Complex		Regular Teacher	1107 Classroom Teacher	Classroom Teacher	92,259.00	1	\$92,259.00
San Diego High Ed Complex			3000 Benefits			0	\$41,957.96
San Diego High Ed Complex		Regular Teacher Total				1	\$134,216.96
San Diego High Ed Complex		(blank)				0	\$25,000.00
San Diego High Ed Complex			1157 Classroom Teacher Hrly	Classroom Teacher Hrly	25,000.00	0	\$25,000.00
San Diego High Ed Complex			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	16,153.00	0	\$16,153.00
San Diego High Ed Complex			1260 Counselor Hrly	Counselor Hrly	4,040.00	0	\$4,040.00
San Diego High Ed Complex			2451 Clerical OTBS Hrly	Clerical OTBS Hrly	438	0	\$438.00
San Diego High Ed Complex			3000 Benefits			0	\$10,922.56
San Diego High Ed Complex			4301 Supplies	Supplies	49,100.00	0	\$49,100.00
San Diego High Ed Complex			4491 Equipment Non Capitalized	Equipment Non Capitalized	5,000.00	0	\$5,000.00
San Diego High Ed Complex			5207 Travel Conference	Travel Conference	1,000.00	0	\$1,000.00
San Diego High Ed Complex			5209 Conference Local	Conference Local	3,143.00	0	\$3,143.00
San Diego High Ed Complex			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	6,000.00	0	\$6,000.00
San Diego High Ed Complex			5735 Interprogram Svcs/Field Trip	Interprogram Svcs/Field Trip	1,725.00	0	\$1,725.00
San Diego High Ed Complex			5859 Admission/Entry Tickets	Admission/Entry Tickets	2,000.00	0	\$2,000.00
San Diego High Ed Complex		(blank) Total				0	\$124,521.56
San Diego	09800 LCFF Intervention Support Total					1.06	\$263,227.86
San Diego	30100 Title I Basic Program	Pupil Advocate	2906 Other Nonclsrn OTBS	Other Nonclsrn OTBS	30,991.20	0.4	\$30,991.20
San Diego High Ed Complex			3000 Benefits			0	\$19,389.10
San Diego High Ed Complex		Pupil Advocate Total				0.4	\$50,380.30
San Diego High Ed Complex		Regular Teacher	1107 Classroom Teacher	Classroom Teacher	167,911.38	1.82	\$167,911.38
San Diego High Ed Complex			3000 Benefits			0	\$76,363.47
San Diego High Ed Complex		Regular Teacher Total				1.82	\$244,274.85
San Diego High Ed Complex		School Counselor	1210 Counselor	Counselor	1,790.86	0.02	\$1,790.86
San Diego High Ed Complex			3000 Benefits			0	\$825.97
San Diego High Ed Complex		School Counselor Total				0.02	\$2,616.83
San Diego High Ed Complex		Team Leader Teacher	1107 Classroom Teacher	Classroom Teacher	99,076.00	1	\$99,076.00
San Diego High Ed Complex			3000 Benefits			0	\$43,613.59
San Diego High Ed Complex		Team Leader Teacher Total				1	\$142,689.59
San Diego High Ed Complex		(blank)				0	\$13,330.00
San Diego High Ed Complex			1157 Classroom Teacher Hrly	Classroom Teacher Hrly	13,330.00	0	\$13,330.00
San Diego High Ed Complex			1162 Short Term Leave Visiting Tchr	Short Term Leave Visiting Tchr	8,077.00	0	\$8,077.00
San Diego High Ed Complex			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	8,077.00	0	\$8,077.00
San Diego High Ed Complex			1260 Counselor Hrly	Counselor Hrly	1,210.00	0	\$1,210.00
San Diego High Ed Complex			3000 Benefits			0	\$7,308.29
San Diego High Ed Complex			4301 Supplies	Supplies	5,904.00	0	\$5,904.00
San Diego High Ed Complex			5207 Travel Conference	Travel Conference	250	0	\$250.00
San Diego High Ed Complex			5209 Conference Local	Conference Local	250	0	\$250.00
San Diego High Ed Complex			5721 Interprogram Svcs/Duplicating	Interprogram Svcs/Duplicating	800	0	\$800.00
San Diego High Ed Complex			5735 Interprogram Svcs/Field Trip	Interprogram Svcs/Field Trip	1,150.00	0	\$1,150.00
San Diego High Ed Complex		(blank) Total				0	\$46,356.29
San Diego	30100 Title I Basic Program Total					3.24	\$486,317.86
San Diego	30103 Title I Parent Involvement	(blank)	1260 Counselor Hrly	Counselor Hrly	4,000.00	0	\$4,000.00
San Diego High Ed Complex			2280 Libry Media Tech OTBS Hly	Libry Media Tech OTBS Hly	500	0	\$500.00
San Diego High Ed Complex			2451 Clerical OTBS Hrly	Clerical OTBS Hrly	1,000.00	0	\$1,000.00
San Diego High Ed Complex			3000 Benefits			0	\$1,507.55
San Diego High Ed Complex			4304 Inservice supplies	Inservice supplies	2,047.00	0	\$2,047.00
San Diego High Ed Complex			5721 Interprogram Svcs/Duplicating	Interprogram Svcs/Duplicating	1,000.00	0	\$1,000.00
San Diego High Ed Complex			5920 Postage Expense	Postage Expense	2,000.00	0	\$2,000.00
San Diego High Ed Complex		(blank) Total				0	\$12,054.55
San Diego	30103 Title I Parent Involvement Total					0	\$12,054.55
San Diego	30106 Title I Supplmnt Prog Imprvmt	Regular Teacher	1107 Classroom Teacher	Classroom Teacher	138,388.50	1.5	\$138,388.50
San Diego High Ed Complex			3000 Benefits			0	\$62,936.92
San Diego High Ed Complex		Regular Teacher Total				1.5	\$201,325.42
San Diego High Ed Complex		(blank)				0	\$2,424.00
San Diego High Ed Complex			1162 Short Term Leave Visiting Tchr	Short Term Leave Visiting Tchr	2,424.00	0	\$2,424.00
San Diego High Ed Complex			2956 Other NonClstrn OTBS Hrly	Other NonClstrn OTBS Hrly	373	0	\$373.00
San Diego High Ed Complex			3000 Benefits			0	\$715.19
San Diego High Ed Complex			5841 Software License	Software License	40,000.00	0	\$40,000.00
San Diego High Ed Complex		(blank) Total				0	\$43,512.19
San Diego	30106 Title I Supplmnt Prog Imprvmt Total					1.5	\$244,837.61
San Diego	31820 ESSA Schl Imp (CS) Funding	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	40,384.46	0	\$40,384.46
San Diego High Ed Complex			1170 Prof&Curriclm DevHrlyClstrnTchr	Prof&Curriclm DevHrlyClstrnTchr	4,038.45	0	\$4,038.45
San Diego High Ed Complex			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	4,038.45	0	\$4,038.45
San Diego High Ed Complex			1260 Counselor Hrly	Counselor Hrly	32,307.57	0	\$32,307.57
San Diego High Ed Complex			2151 Classroom PARAS Hrly	Classroom PARAS Hrly	5,474.05	0	\$5,474.05
San Diego High Ed Complex			2280 Libry Media Tech OTBS Hly	Libry Media Tech OTBS Hly	5,838.99	0	\$5,838.99
San Diego High Ed Complex			2451 Clerical OTBS Hrly	Clerical OTBS Hrly	16,467.41	0	\$16,467.41
San Diego High Ed Complex			2956 Other NonClstrn OTBS Hrly	Other NonClstrn OTBS Hrly	24,450.77	0	\$24,450.77
San Diego High Ed Complex			3000 Benefits			0	\$38,561.85
San Diego High Ed Complex			4301 Supplies	Supplies	60,000.00	0	\$60,000.00
San Diego High Ed Complex			5207 Travel Conference	Travel Conference	45,000.00	0	\$45,000.00
San Diego High Ed Complex			5209 Conference Local	Conference Local	40,000.00	0	\$40,000.00
San Diego High Ed Complex			5735 Interprogram Svcs/Field Trip	Interprogram Svcs/Field Trip	15,000.00	0	\$15,000.00
San Diego High Ed Complex			5801 Consultants <=\$25K	Consultants <=\$25K	10,000.00	0	\$10,000.00
San Diego High Ed Complex			5841 Software License	Software License	39,800.00	0	\$39,800.00
San Diego High Ed Complex			5853 Contracted Svcs Less Than \$25K	Contracted Svcs Less Than \$25K	20,000.00	0	\$20,000.00
San Diego High Ed Complex			5859 Admission/Entry Tickets	Admission/Entry Tickets	5,000.00	0	\$5,000.00
San Diego High Ed Complex			5920 Postage Expense	Postage Expense	5,000.00	0	\$5,000.00
San Diego High Ed Complex		(blank) Total				0	\$411,362.00
San Diego	31820 ESSA Schl Imp (CS) Funding Total					0	\$411,362.00

ACHIEVEMENT

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**

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

San Diego High School
TITLE I PARENT AND FAMILY ENGAGEMENT POLICY 2022-2023

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

San Diego High School has developed a written Title I parent and family engagement policy with input from Title I parents. This policy was shared with stakeholders through a series of meetings to solicit feedback and suggestions. It was shared with our English Learner Advisory Council, School Site Council, School Governance Team, and at Back to School Night. Initial plans were also shared with parents at our Fall Title I Parent meeting and parents were able to offer input.

It has distributed the policy to parents of Title I students.

This policy describes the means for carrying out designated Title I, Part A 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 practicable, provided in a language the parents can understand? How is the policy 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])?

- Parents received English and Spanish copies in the fall via School Messenger and Email
- Parents were alerted it would be distributed via callout messages.
- Copy is posted in the main office and more copies are available for parents.
- Posted on website

To involve parents in the Title I, Part A programs, the following practices have been established:

- Parents were invited to join school leadership committees, including, SSC, SGT, and ELAC.
- Annual Title I presentation
- Monthly Coffee with the Principal and counselors
- Parent Surveys to solicit feedback

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]).

- Two Title I annual meetings were conducted for our families. One was presented at our English Learner Advisory Committee in the afternoon and another was presented as part of our Back to School Night.
- Both meetings presented the information in English and Spanish.
- These meetings were conducted via Zoom and were advertised through School Messenger and social media.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]).

- Meetings are held throughout the year on a variety of subjects, such as curricular area, technology, health, academics, and the college application process.
- These meetings are offered at various times and places to allow parent involvement.
- Parents are notified of these meetings by email, call out, notices sent home, announcements in newsletter, social media, and School Messenger.
- Meeting notifications are done in English and Spanish.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

- Parents are invited and encouraged to participate in school leadership by joining SSC, SGT, and ELAC.
- SSC meets on a monthly basis to develop the SPSA, review budget, monitor plans, and evaluate the effectiveness of the plan.
- SSC also reviews the school Safety Plan, Family Engagement Policy and Parent Compact.
- Parent Surveys and meetings are used to solicit feedback
- Parents share feedback and ask questions during Coffee with the Principal and counselors events held throughout the school year.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information? • Parents are invited and encouraged to participate in school leadership by joining SSC, SGT, and ELAC.

- SSC meets on a monthly basis to develop the SPSA, review budget, monitor plans, and evaluate the effectiveness of the plan.
- SSC also reviews the school Safety Plan, Family Engagement Policy and Parent Compact. • Parent Surveys and meetings are used to solicit feedback
- Parents share feedback and ask questions during Coffee with the Principal and counselors events held throughout the school year.

The school provides parents of Title I, Part A students 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 (ESSA Section 1116[c][4][B]). How does the school provide the information?

- Annual meetings held in the fall at varied times for parents to hear about the program and requirements (English and Spanish)
- Parent and Family Engagement Policy sent out to parents each fall.
- Principal's Message via School Messenger and describes current programs and plans
- Principal's Coffee meetings are held during the year (some in morning, some in evening) to share current programs, plans and practices.
- Information can be found in the SPSA which is posted on the website.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that

allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- Parent/Teacher Conferences held each semester
- Teacher Contact information is posted on school website and class syllabi • Parents can contact teachers, counselors, and/or administrator at any anytime to set up a meeting to discuss student performance and progress.
- Parents are invited to attend and provide feedback at ELAC and SSC.

The school engages Title I, Part A 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 Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- Back To School Night
- Parent Teacher Conferences in November and February
- SPSA Feedback Meeting
- Quarterly Progress Report issued two times per year
- Semester Report Card issued two times per year
- Parent Notification of child's CELDT/ELPAC score (Fall, 2018)
- Learning Contract conferences (on-going)
- Semester Honor Roll Awards Assemblies
- Semester Character Awards Assemblies
- IEP/SST/504 meetings
- Parent Assemblies to assist in understanding/using Parent Portal to monitor grades, attendance and health.
- Coffee with the Principal and counselors

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Learning Contract conferences (on-going)
- ELAC meetings
- School Site Council Meetings
- IEP/SST/504 meetings
- Parent Assemblies to assist in understanding/using Parent Portal to monitor grades, attendance and health.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- Professional Development on Community Outreach and Social Emotional Health
- School Site Council Meetings
- Communication Logs

The school coordinates and integrates the Title I, Part A 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 (ESSA Section 1116[e][4]).

- School Site Council
- PTSA
- ELAC
- Alumni Association
- School Governance Team
- SDHS Advisory Committee
- SDHS Wellness Center
- ELL Reclassification Ceremony
- IEP/SST/504 meetings

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- Ongoing flyers, phone calls and emails sent home in both English and Spanish
- Marquee displaying upcoming events
- School Messenger
- Caver Weekly Bulletin
- IEP/SST/504 meetings

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- School Site Council and Survey
- Title One meeting
- ELAC
- PTSA

The school provides opportunities for the participation of all Title I, Part A 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 (ESSA Section 1116[f]).

- Ongoing flyers, phone calls and emails sent home in both English and Spanish
- Bilingual staff
- Quarterly Standards Based Report Card Report in both English and Spanish
- ELAC

If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

Comments/concerns submitted to the school from parents regarding the site plan are submitted in written form to the district office

This policy was adopted by **San Diego High School on October 6, 2022** and will be in effect for the period of **2022-2023**.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: **October 6, 2022**

Francisca Del Carmen

Signature of authorized official here: 

October 6, 2022

ACHIEVEMENT

APPENDIX C**SCHOOL PARENT COMPACT**

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

[SAN DIEGO HIGH SCHOOL]

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2022-2023

San Diego High School distributes to parents and family members of Title I, Part A students, 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 Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school's responsibility is to provide high-quality curriculum and instruction. The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

The school employs highly qualified teachers that provide high-quality curriculum and instruction. School Messenger, Caver Weekly, newsletters, parent events, Open House, Canvas, Google Classroom, Zoom and other communications are used to provide ongoing communication between parents, family members and teachers.

The school engages Title I, Part A parents and family members to improve the achievement of

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

The school provides Title I, Part A 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 (ESSA Section 1116[e][1]) in which ways?

The school provides parent nights and Zoom meetings to provide parents with information related to Power School, articulation, schedules, graduation requirements, FAFSA, and college applications. There are staff members available during the school day to assist parents in understanding and developing ways to monitor and improve the achievement of their children.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

Parents are provided materials and training from school counselors, the intervention counselor, and the pupil advocate. These staff members are available to assist parents in improving the achievement of their children.

With the assistance of Title I, Part A 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 (ESSA Section 1116[e][3]) in which ways?

The school provides opportunities through on campus events and Zoom meetings for teachers, parents and family members to interact. Teachers are encouraged to keep a log of phone calls to parents in order to track effectiveness of communicating with families.

The school coordinates and integrates the Title I, Part A 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 (ESSA Section 1116[e][4]) in which ways?

Organizations such as the PTSA, Foundation, Alumni Association, School Site Council, Site Governance Team, and SDHS Advisory Committee encourage and incorporate the participation of families, parents, and community members in the education of children. The Wellness Center serves as a resource for parents and families.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

The school utilizes School Messenger, Zoom and the Caver Weekly newsletter to convey information in a language that parents and family members can understand.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

The school allocates funding for a variety of parent and family events. The school also provides child care for a number of parent events.

The school provides opportunities for the participation of all Title I, Part A 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 (ESSA Section 1116[f]) in which ways?

The school provides translation services for on campus events and written messages that are sent to parents.

This Compact was adopted by the San Diego High School School on October 6, 2022, and will be in effect for the period of the 2022-2023 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: **October 6, 2022.**

Francisca Del Carmen- Aguilar

Signature of authorized official here:



October 6, 2022

ACHIEVEMENT

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

- 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.

California Department of Education

Home / Testing & Accountability / Accountability / California School Dashboard and System of Support
/ School Dashboard Additional Reports and Data

San Diego Business/Leadership (San Diego, CA)

[Return to Search](#)

San Diego Unified

Reporting Year:

[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	None	Orange	Yellow	Orange	Orange	Orange
English Learners	None	Red	Red	Yellow	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	Orange	None	None	None	None
Socioeconomically Disadvantaged	None	Orange	Yellow	Yellow	Orange	Red
Students with Disabilities	None	Yellow	None	None	None	None
African American	None	Orange	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	None	Orange	Orange	Orange	Orange	Red
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

ACHIEVEMENT

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

SCHOOL NAME: SAN DIEGO SCIENCE & TECHNOLOGY

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

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

To accomplish this goal, our Pupil Advocate, Restorative Practice Coordinator and our counselors will communicate with families and support agencies to create action plans that help students engage at school and improve attendance. They will review attendance, run SARB, and hold parent meetings. As a CSI school, the IMTSS Equity committee will also work with all stakeholders to reduce suspension rate for multiple sub-groups including: Hispanic, socioeconomically disadvantaged, Students with Disabilities, African American students and White. The additional strategies will focus on Restorative Justice Practices, Peer Counseling and tiered behavior interventions through IMTSS.

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

Directions:

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

Guiding Questions:

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

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

San Diego Science & Technology SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Pupil Advocate	0.20000	\$19,923.37	30100-2906	Pupil Advocate	We have a Pupil Advocate supporting the work of increasing student attendance.	We are working to increase the effectiveness of these interventions.	We will continue to develop the Pupil Advocate position.
Interprogram Svcs/Duplicating		\$500.00	30100-5721	Duplicating of instructional/professional development materials.	Flyers with school information including bell schedule, calendar, campus map, and other resources were duplicated and posted around campus.	We will continue to provide students with information necessary to be successful on our campus.	We will continue to provide students with information necessary to be successful on our campus.
Clerical OTBS Hrly		\$1,064.72	30103-2451	OTBS: Translation Services	Setup and organization of meetings or materials.	Funds were used to prepare materials and provide services for parent meetings.	We would like to increase overall attendance to these events.
Postage Expense		\$200.00	30103-5920	Postage	Due to the shift to an online platform most materials were sent via email or other digital mediums.	Due to the COVID-19 pandemic an increased number of students had addresses that were out-of-date and limited the effectiveness of mailed items.	We will be working on ensuring addresses are updated and students are routinely checking their student email account.

Strategy/Activity 2

***Strategy/Activity - Description**

Staff members will participate in Restorative Practice professional development. Restorative Practice training will equip teachers to work with at-risk students. The Restorative Practice Coordinator, Administration and counselors will work with programs on campus to provide students with supports, mentors and interventions to decrease suspension and increase graduation rates.

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

San Diego Science & Technology SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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.
Interprogram Svcs/Duplicating		\$500.00	30100-5721	Duplication. Instructional, Training and Professional Development materials.	Flyers with school information including bell schedule, calendar, campus map, and other resources were duplicated and posted around campus.	We will continue to provide students with information necessary to be successful on our campus.	We will continue to provide students with information necessary to be successful on our campus.

Strategy/Activity 3

***Strategy/Activity - Description**

San Diego Science & Technology SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Our Administrators, Counselors, partners and PTSA will provide support and training for parents and students. This training will cover social emotional, academic, and behavior needs of 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.
Interprogram Svcs/Field Trip		\$500.00	30100-5735	Coverage for teachers to provide or attend training.	Funds were used to prepare materials and provide services for parent meetings.	We would like to increase overall attendance to these events.	We will continue to promote events and attempt to increase participation.

San Diego Science & Technology SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Short Term Leave Visiting Tchr		\$503.20	30106-1162	Training or information about programs.	Coverage was not necessary due to the modified bell schedule.	Coverage was not necessary due to the modified bell schedule.	We will need to provide coverage now that we have returned to a traditional bells schedule.
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Strategy/Activity 1

***Strategy/Activity - Description**

The IMTSS Equity Leadership team composed of staff and students will work to develop action plans to support the expansion of IMTSS and creation of High Reliability Schools to proceed through our plan for Comprehensive Support and Improvement. The team will work collaboratively with staff to provide trainings to improve the school environment.

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

Directions:

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

Guiding Questions:

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

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

San Diego Science & Technology SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Classroom Teacher Hrly		\$5,586.74	31820-1157	Teacher hourly to support program development.	Teachers had the opportunity to develop supports for students.	Teachers need continued opportunities to develop supports for students.	We will continue to offer time for teachers.
Prof&Curriclm DevHrlyClstrmTch r		\$7,196.46	31820-1170	Professional learning for data mining, student supports, AVID strategies.	Teachers benefited from professional learning opportunities.	Teachers need additional time.	We will continue to offer these opportunities for teachers.
Contracted Svcs Less Than \$25K		\$500.00	31820-5853	Professional learning for data mining, student supports, AVID strategies.	Teachers benefited from professional learning opportunities.	Teachers need additional time.	We will continue to offer these opportunities for teachers.

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

ELA staff will continue to build common assessments and lesson plans. If necessary they will revise current common assessments and tasks to meet the needs of the current student population. Assessments and lessons should reflect grade level California content standards. Staff will implement these task/assessments and then meet monthly to discuss these results. Data should be collected using common tools that will drive the creation of remediation plans and supports. Administration and support staff will assist staff in the collection and analysis of data.

SDHS Science & Technology is a CSI school and the list of strategies will support English Learners, Hispanic Students and socioeconomically disadvantaged students that all experienced declines, according to the CA Dashboard. These strategies will support these subgroup of students by collecting, monitoring and analyzing data to improve student academic achievement.

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

Directions:

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

Guiding Questions:

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

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

San Diego Science & Technology SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Regular Teacher	0.20000	\$25,529.24	30100-1107	Support in ELA and ELD courses.	This position was effective in supporting students.	N/A	We will continue to support this position.
Regular Teacher	0.75000	\$95,734.65	30106-1107	Support students in targeted instruction and AVID programs.	This position was effective in supporting students.	N/A	We will continue to support this position.
Prof&Curriclm Dev Vist Tchr		\$5,990.50	30100-1192	Professional Development.	The professional development was effective in supporting students.	N/A	We will continue to support this opportunity.
Supplies		\$5,000.00	30106-4301	Supplies/Materials needed for student supports.	The supplies were effective in supporting students.	N/A	We will continue to support these supplies.

Strategy/Activity 3

***Strategy/Activity - Description**

Teachers will provide office hours for all students to get additional support outside of their regular classroom time. This time allows students to get additional help and support when struggling to master the material. Teachers can also use this time to contact students who are struggling and provide additional support.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and	What is not working (ineffective indicators) and why? Include qualitative (Survey,	Modifications based on qualitative and quantitative data.
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San Diego Science & Technology SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Classroom Teacher Hrly		\$359.43	30100-1157	Data Planning and Review.	This time was effective in supporting students.	N/A	We will continue to support this time.
Strategy/Activity 5							
*Strategy/Activity - Description							
After school tutoring sessions will be provided by the afterschool program and our CORE learning academy to assist in the mastery of English and address learning gaps. Students will also have the opportunity to recover credits through Extended Day and which is currently provided by the after school program, as well as our our Innovation Center that has three resource teachers that are currently funded by central office.							
*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 Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.

San Diego Science & Technology SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Other NonClstrm OTBS Hrly		\$1,330.90	30106-2956	Tutoring and academic support.	This time was effective in supporting students.	N/A	We will continue to support this time.

Strategy/Activity 6

***Strategy/Activity - Description**

The IMTSS Equity Leadership team composed of staff and students will work to develop action plans to support the expansion of IMTSS and creation of High Reliability Schools to proceed through our plan for Comprehensive Support and Improvement. The team will work collaboratively with staff to provide trainings to that will help literacy and supports in English Language Arts.

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

Directions:

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

Guiding Questions:

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

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

San Diego Science & Technology SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Other NonClrm OTBS Hrly		\$665.45	30106-2956	Develop IMTSS data and monitoring system.	This time was effective in supporting students.	N/A	We will continue to support this time.
Prof&Curriclm DevHrlyClrmTch r		\$7,188.60	31820-1170	Professional learning for student strategies.	This time was effective in supporting students.	N/A	We will continue to support this time.
Supplies		\$20,000.00	31820-4301	Supplies needed to develop literacy across all content areas.	These supplies were effective in supporting students.	N/A	We will continue to support this.
Software License		\$6,000.00	31820-5841	Software to support student learning and literacy.	This software supports teachers in providing effective feedback to students and ensuring fidelity of assessments.	Full utilization of the software is necessary for all teachers.	Teachers will continue to learn about the resources available and utilize them as appropriate to support students.
Contracted Svcs Less Than \$25K		\$1,000.00	31820-5853	Professional learning in literacy and data mining.	This time was effective in supporting students.	N/A	We will continue to support this time.

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

The math department will continue to develop course-alike assessments and lesson plans. These assessments and lesson plans will cover California content standards that are covered in the SBAC. Teachers will monitor student progress 6-8 times a year using these common assessments. Analysis will inform instructional strategies and support.

SDHS Science & Technology is a CSI school and the list of strategies will support English Learners, Hispanic Students and socioeconomically disadvantaged students that all experienced declines in mathematics, according to the CA Dashboard. These strategies will support these subgroup of students by collecting, monitoring and analyzing data to improve student academic achievement.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly		\$640.99	30100-1157	Cost for building and designing common	Yes, the team was able to collaborate and complete most	Student will now need an opportunity to take	Teachers will be provided some time for additional

San Diego Science & Technology SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				assessments and reviewing data.	of their assessments.	the common assessments.	training to address their findings on the common assessments they wrote.
Supplies		\$5,663.00	30100-4301	Supplies to implement instruction and content.	Yes, students were provided new materials and curriculum based on their new lessons and assessments.	Everything worked as needed.	None needed. We will continue to provide materials needed to address the new curriculum an student needs.
Supplies		\$3,922.00	30106-4301	Materials for curriculum.	Yes, students were provided new materials and curriculum based on their new lessons and assessments.	Everything worked as needed.	None needed. We will continue to provide materials needed to address the new curriculum an student needs.
Prof&Curriclm DevHrlyClstrmTch r		\$7,188.60	31820-1170	Professional learning and strategies.	This time was effective in supporting students.	N/A	We will continue to support this time.
Supplies		\$20,000.00	31820-4301	Supplies for Mathematics, CSI, IMTSS and HRS development.	Yes, students were provided new materials and curriculum based on their new lessons and assessments.	Everything worked as needed.	None needed. We will continue to provide materials needed to address the new curriculum an student needs.
Software License		\$6,000.00	31820-5841	Software supports for mathematics.	This software supports teachers in providing effective feedback to students and ensuring fidelity of	Full utilization of the software is necessary for all teachers.	Teachers will continue to learn about the resources available and utilize them as appropriate to

San Diego Science & Technology SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Contracted Svcs Less Than \$25K		\$1,000.00	31820-5853	Professional learning for strategies and data mining.	assessments. This time was effective in supporting students.	N/A	support students. We will continue to support this time.
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Strategy/Activity 2

***Strategy/Activity - Description**

Staff will attend Standards Based Learning training regarding Standards Based Grading and the new math curriculum and plan provided by the district. The staff will use the curriculum to provide high quality, tier 1 instruction that requires student engagement. Mathematics software to support student growth and assessments will be used to support student learning.

This strategy will be effective because students will be required to engage with the curriculum which then allows teachers to effectively check for understanding through the instructional period and unit.

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

Directions:

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

Guiding Questions:

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

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

San Diego Science & Technology SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Travel Conference		\$1,000.00	30100-5207	Teachers to attend conferences focused on student supports.	Due to the COVID-19 pandemic there was a limited availability of conferences.	N/A	Teachers will be provided opportunities for conferences as they become available.
Software License		\$3,000.00	30106-5841	Software to support Mathematics.	This software supports teachers in providing effective feedback to students and ensuring fidelity of assessments.	Full utilization of the software is necessary for all teachers.	Teachers will continue to learn about the resources available and utilize them as appropriate to support students.

Strategy/Activity 5

***Strategy/Activity - Description**

Smaller class sizes in strategic courses allowing teachers to provide more individualized instruction.

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

Directions:

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

Guiding Questions:

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

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

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					monitoring results, etc.).	progress monitoring results, etc.).	
Regular Teacher	1.00000	\$127,646.22	30100-1107	Math FTE to support smaller class sizes in targeted courses.	Smaller classes sizes for more specialized instruction.	N/A	We will continue to hire a teacher to support smaller class sizes in the area of math.

Strategy/Activity 6

***Strategy/Activity - Description**

The IMTSS Equity Leadership team composed of staff and students will work to develop action plans to support the expansion of IMTSS and creation of High Reliability Schools to proceed through our plan for Comprehensive Support and Improvement. The team will work collaboratively with staff to provide trainings to improve the outcomes for Mathematics.

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

Directions:

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

Guiding Questions:

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

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

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						monitoring results, etc.).	
Supplies		\$3,000.00	30106-4301	Supplies needed for mathematics.	Yes, students were provided new materials and curriculum based on their new lessons and assessments.	Everything worked as needed.	None needed. We will continue to provide materials needed to address the new curriculum an student needs.
Classroom Teacher Hrly		\$4,792.40	31820-1157	Preparation of materials, training, workshops and data monitoring.	Yes, the team was able to collaborate and complete most of their assessments.	Student will now need an opportunity to take the common assessments.	Teachers will be provided some time for additional training to address their findings on the common assessments they wrote.
Prof&Curriclm DevHrlyClstrmTchr		\$7,966.69	31820-1170	Professional Learning for staff including data mining and strategies.	This time was effective in supporting students.	N/A	We will continue to support this time.
Supplies		\$26,640.00	31820-4301	Supplies needed to develop plan for mathematics.	Yes, students were provided new materials and curriculum based on their new lessons and assessments.	Everything worked as needed.	None needed. We will continue to provide materials needed to address the new curriculum an student needs.

Goal 4- Supporting English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

All EL students who have not reclassified will be given an EL support course. Students will be placed in their EL support course based on their levels on the ELPAC. EL support, curriculum and training will be provided to teachers teaching the EL courses.

SDHS Science & Technology is a CSI school and the list of strategies will support English Learners and socioeconomically disadvantaged students that all experienced declines, according to the CA Dashboard. These strategies will support these subgroup of students by providing teachers with additional strategies to support our English Learners.

***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		\$9,970.00	30100-4301	Instructional materials for EL students.	Materials needed to support ELD students.	N/A	This was effective and will continue to be because it supports students

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							at their learning level for English Language Development.
Conference Local		\$500.00	30100-5209	Local Conferences for EL.	Due to the COVID-19 pandemic there was a limited availability of conferences.	N/A	Teachers will be provided opportunities for conferences as they become available.
Regular Teacher	--	--	30100-1107	Targeted Instruction.	Smaller classes sizes for more specialized instruction.	N/A	We will continue to hire a teacher to support smaller class sizes in the area of English.

Strategy/Activity 2

***Strategy/Activity - Description**

Success Counselor, Pupil Advocate, Counselor and the Wellness Center will run data/reports every 12 weeks and final grading periods targeting EL progress. Interventions and supports will be provided to students who are not passing their required courses for graduation.

***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,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	Modifications based on qualitative and quantitative data.
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					pre/post test, progress monitoring results, etc.).	(curriculum assessments, pre/post test, progress monitoring results, etc.).	
Supplies		\$2,000.00	30106-4301	Supplies for parent and EL Events.	Materials needed to support ELD students.	N/A	This was effective and will continue to be because it supports students at their learning level for English Language Development.
Strategy/Activity 3							
*Strategy/Activity - Description							
Counselors will be provided training on scheduling of English Language Learners, focusing on proper course progression to complete the requirements to graduate. Counselors will also have training on how to identify English Language Learners that qualify for a fifth year or a modified graduation plan. Counselors will monitor EL English Proficiency, attendance and progress in all courses to ensure students are on track to graduate.							
*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 Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.

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					assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Short Term Leave Visiting Tchrr		\$2,516.01	30100-1162	Short Term Leave Visiting Teacher coverage for trainings.	Coverage was not necessary due to the Resident Visiting Teacher.	N/A	N/A
Counselor Hrly		\$1,018.40	30100-1260	Counselor training.	Counselors were more effective after better understanding student needs	N/A	We will continue to provide training for our counseling team.
Conference Local		\$250.00	30100-5209	Professional development on strategies to increase EL graduation and success rates.	Due to the COVID-19 pandemic there was a limited availability of conferences.	N/A	Teachers will be provided opportunities for conferences as they become available.
Strategy/Activity 5							
*Strategy/Activity - Description							
The IMTSS Equity Leadership team composed of staff and students will work to develop action plans to support the expansion of IMTSS and creation of High Reliability Schools to proceed through our plan for Comprehensive Support and Improvement.							
*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 Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include	What is not working (ineffective)	Modifications based on

San Diego Science & Technology SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative and quantitative data.
Classroom Teacher Hrly		\$2,396.20	31820-1157	Supports for development.	The supports were effective in supporting our English Learners.	N/A	We will continue to provide this support
Prof&Curriclm DevHrlyClstrmTchr		\$7,188.60	31820-1170	Professional Learning for EL strategies.	The supports were effective in supporting our English Learners.	N/A	We will continue to provide this support
Libry Media Tech OTBS Hly		\$1,996.35	31820-2280	Supports for English Learners development.	The supports were effective in supporting our English Learners.	N/A	We will continue to provide this support
Other NonClstrm OTBS Hrly		\$5,323.60	31820-2956	Supports for reclassification and EL supports.	The supports were effective in supporting our English Learners.	N/A	We will continue to provide this support
Supplies		\$20,000.00	31820-4301	Supplies for English Learner support.	Materials needed to support ELD students.	N/A	This was effective and will continue to be because it supports students at their learning level for English

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							Language Development.
Equipment Non Capitalized		\$10,279.00	31820-4491	Equipment needed to support English language development.	Materials needed to support ELD students.	N/A	This was effective and will continue to be because it supports students at their learning level for English Language Development.

Goal 5 - Supporting Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

Students with disabilities will be intentionally scheduled to ensure access to academic core classes with appropriate special education support. General and Special Education staff will ensure instruction is in direct alignment with student’s needs. PLC meetings will continue to support changes/data analysis that is need to support students with disabilities.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Counselor Hrly		\$1,018.40	30103-1260	Counselor Hourly to support academic action plans.	The supports were effective in supporting our students with disabilities.	N/A	We will continue to provide this support

Strategy/Activity 5

***Strategy/Activity - Description**

The IMTSS Equity Leadership team composed of staff and students will work to develop action plans to support the expansion of IMTSS and creation of High Reliability Schools to proceed through our plan for Comprehensive Support and Improvement.

***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.
Other NonClstrm OTBS Hrly		\$665.45	30106-2956	Events, data mining, student supports.	The supports were effective in supporting our students with disabilities.	N/A	We will continue to provide this support
Prof&Curriclm DevHrlyClstrmTchr		\$7,188.60	31820-1170	Professional Learning and strategies.	The supports were effective in supporting our	N/A	We will continue to provide this support

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					students with disabilities.		
Supplies		\$20,000.00	31820-4301	Supplies to support students and staff.	The supports were effective in supporting our students with disabilities.	N/A	We will continue to provide this support
Contracted Svcs Less Than \$25K		\$500.00	31820-5853	Professional learning strategies.	The supports were effective in supporting our students with disabilities.	N/A	We will continue to provide this support

Goal 7 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

To create a connection to families, the administration will host "Coffee with the Principal" meetings. To accommodate families a meeting will be held before school and after school. Attendance will be taken to determine parent participation.

***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.
Inservice supplies		\$1,418.00	30103-4304	Materials for meetings.	Due to the shift to online presentations, supplies were not needed for parent presentations.	Due to the shift to online presentations, supplies were not needed for parent presentations.	Supplies will be purchased for parent presentations when presentations shift back to in person meetings.

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Supplies		\$3,000.00	30106-4301	Parent and student Training and supplies for meetings.	Due to the shift to online presentations, supplies were not needed for parent presentations.	Due to the shift to online presentations, supplies were not needed for parent presentations.	
Strategy/Activity 2							
*Strategy/Activity - Description							
ELAC will be fully functioning and running quarterly to advise the administration on next steps to support EL students. This strategy will be effective because student instruction will be driven by student and family needs and concerns.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><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.</p>							
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.
Other NonClstrm OTBS Hrly		\$1,330.90	30106-2956	Translation, materials for	Staff support for setup and	N/A	N/A

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				parent training and supplies.	translation was an effective use of these funds.		
Strategy/Activity 3							
*Strategy/Activity - Description							
The IMTSS Equity Leadership team composed of staff and students will work to develop action plans to support the expansion of IMTSS and creation of High Reliability Schools to proceed through our plan for Comprehensive Support and Improvement.							
*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 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.
Conference Local		\$250.00	30100-5209	Conference participating in connecting youth and promoting	We were unable to do this conference	N/A	We will attempt to do the conference next year.

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				family engagement.			
Supplies		\$1,000.00	30106-4301	Supplies and materials needed to support family engagement.	The FAFSA, IB and articulation nights were an effective use of funds.	N/A	We will continue to host these events.
Classroom Teacher Hrly		\$3,594.30	31820-1157	Workshops hosted to provide educational opportunities for students and their families.	The FAFSA, IB and articulation nights were an effective use of funds.	N/A	We will continue to host these events.
Libry Media Tech OTBS Hly		\$3,992.70	31820-2280	Family engagement and workshop supports.	The FAFSA, IB and articulation nights were an effective use of funds.	N/A	We will continue to host these events.
Equipment Non Capitalized		\$3,000.00	31820-4491	Equipment needed for family engagement.	The FAFSA, IB and articulation nights were an effective use of funds.	N/A	We will continue to host these events.
Contracted Svcs Less Than \$25K		\$500.00	31820-5853	Professional learning on family engagement.	The FAFSA, IB and articulation nights were an effective use of funds.	N/A	We will continue to host these events.

Goal 8- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

School intervention counselor and pupil advocate will work with students to address attendance, behavior and barriers to graduation. Meetings will be held with family and stakeholders to ensure that the student graduates.

***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.
Postage Expense		\$380.00	30103-5920	Communication with families on graduation status.	Sending mailers was an effective use of funds.	N/A	We will continue this practice.

Strategy/Activity 2

***Strategy/Activity - Description**

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Case manager and support staff will work with counseling to ensure that students are placed in courses according to their IEP and the need of the student. Counseling staff will be trained in OSPS as a means for checking graduation plans for all 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.
Prof&Curriclm Dev Vist Tchr		\$3,594.30	30100-1192	Coverage for teachers and staff when they are getting trained on new material.	The trainings were an effective use of funds.	N/A	We will continue this practice.
Interprogram Svcs/Paper		\$3,000.00	30100-5733	Training materials needed to properly document student progress.	The trainings were an effective use of funds.	N/A	We will continue this practice.

Strategy/Activity 3

***Strategy/Activity - Description**

The IMTSS Equity Leadership team composed of staff and students will work to develop action plans to support the expansion of IMTSS and creation of High Reliability Schools to proceed through our plan for Comprehensive Support and Improvement.

***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		\$1,000.00	30106-4301	Support graduation needs for students.	The supplies were an effective use of funds.	N/A	We will continue this practice.
Classroom Teacher Hrly		\$3,594.30	31820-1157	AVID, ELD and counseling connections in developing post-secondary plans and meeting	This time was a valuable use of funds.	N/A	We will continue this practice.

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				graduation requirements.			
Clerical OTBS Hrly		\$2,427.56	31820-2451	Graduation on track connections with families.	This time was a valuable use of funds.	N/A	We will continue this practice.
Other NonClstrm OTBS Hrly		\$4,851.13	31820-2956	Supports for graduation on track.	This time was a valuable use of funds.	N/A	We will continue this practice.

Goal 6 - Supporting Black Youth

Strategy/Activity 1

***Strategy/Activity - Description**

The School of Science and Technology will work with students to provide opportunities for student mediations and restorative conversations. These conversations will aim to resolve conflicts and misunderstandings before they result in any disciplinary action. Students will be provided an opportunity to receive support through counseling or other support programs in leu of suspension for certain offenses.

As a CSI school, the IMTS Student Equity committee will work with all stakeholder to reduce suspension rate for multiple sub-groups including: African American students. The additional strategies will focus on Restorative Jutice Practices, Peer Counseling and tiered behavior interventions thourgh IMTSS.

***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.
Clerical OTBS Hrly		\$399.27	30103-2451	IMTSS Implementation.	This time was a valuable use of funds.	N/A	We will continue this practice.

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Supplies		\$3,000.00	30106-4301	Supplies for materials for IMTSS program.	These supplies were a valuable use of funds.	N/A	We will continue this practice.
Strategy/Activity 2							
*Strategy/Activity - Description							
The SDHS School of Science and Technology staff worked with students to create an Equity team. Administration will meet with the team monthly to brainstorm and discuss how SDHS can partner with students to create a more inclusive environment.							
*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 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.
Prof&Curriclm Dev Vist Tchr		\$2,396.20	30100-1192	Planning time to create materials, instruction, and workshops that	This time was a valuable use of funds.	N/A	We will continue this practice.

				will be provided to staff.			
Supplies		\$5,000.00	30106-4301	Supplies for meetings and campus events.	These supplies were a valuable use of funds.	N/A	We will continue this practice.
Strategy/Activity 3							
*Strategy/Activity - Description							
All first time 9th grade students will be enrolled in Identity & Relationships as their 9th grade English Language Arts course. This course meets the Ethnic Studies requirement.							
*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 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		\$3,000.00	30106-4301	Supplies for meetings, course,	These supplies were a valuable use of funds.	N/A	We will continue this practice.

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				and content materials.			
Strategy/Activity 4							
*Strategy/Activity - Description							
The IMTSS Equity Leadership team composed of staff and students will work to develop action plans to support the expansion of IMTSS and creation of High Reliability Schools to proceed through our plan for Comprehensive Support and Improvement.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><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.</p>							
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.
Libry Media Tech OTBS Hly		\$4,187.01	31820-2280	Student supports through pupil advocate.	This time was a valuable use of funds.	N/A	We will continue this practice.
Clerical OTBS Hrly		\$2,661.80	31820-2451	Data monitoring and reports.	This time was a valuable use of funds.	N/A	We will continue this practice.

San Diego Science & Technology SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies		\$20,000.00	31820-4301	Supplies to support students.	These supplies were a valuable use of funds.	N/A	We will continue this practice.
Contracted Svcs Less Than \$25K		\$500.00	31820-5853	Professional learning on strategies to support students.	This time was a valuable use of funds.	N/A	We will continue this practice.

What are my leadership strategies in service of the goals?

The leadership team at San Diego High will continue to develop collaborative teams that strive for the success of all students. This includes clearly communicated goals, expectations, and implementation plans. This also includes ample opportunities for staff members to participate in the creation, implementations, and evaluation of strategies to support students.

SCHOOL NAME: SAN DIEGO SCIENCE & TECHNOLOGY
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 2

***Strategy/Activity - Description**

Staff members will participate in Restorative Practice professional development. Restorative Practice training will equip teachers to work with at-risk students. The Restorative Practice Coordinator, Administration and counselors will work with programs on campus to provide students with supports, mentors and interventions to decrease suspension and increase graduation rates.

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

Directions:

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

Guiding Questions:

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

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

San Diego Science & Technology SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Classroom Teacher Hrly		\$1,198.10	09800-1157	Staff Development of IMTSS Equity Plan.	Teachers had the opportunity to develop supports for students.	Teachers need continued opportunities to develop supports for students.	We will continue to offer time for teachers.
Prof&Curriclm Dev Vist Tchr		\$3,594.30	09800-1192	Professional Development	Teachers benefited from professional learning opportunities.	Teachers need additional time.	We will continue to offer these opportunities for teachers.
Equipment Non Capitalized		\$1,000.00	09800-4491	Equipment to support IMTSS and CSI plans.	The equipment was supportive in regards to IMTSS and CSI plans	N/A	We will continue to utilize these supplies.
Interprogram Svcs/Field Trip		\$500.00	09800-5735	Programs/Training for student and staff related to restorative practices, IMTSS and support of interventions.	Flyers with school information including bell schedule, calendar, campus map, and other resources were duplicated and posted around campus.	We will continue to provide students with information necessary to be successful on our campus.	We will continue to provide students with information necessary to be successful on our campus.
Admission/Entry Tickets		\$500.00	09800-5859	Expense related to professional development training.	Teachers benefited from professional learning opportunities.	Teachers need additional time.	We will continue to offer these opportunities for teachers.

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

ELA staff will continue to build common assessments and lesson plans. If necessary they will revise current common assessments and tasks to meet the needs of the current student population. Assessments and lessons should reflect grade level California content standards. Staff will implement these task/assessments and then meet monthly to discuss these results. Data should be collected using common tools that will drive the creation of remediation plans and supports. Administration and support staff will assist staff in the collection and analysis of data.

SDHS Science & Technology is a CSI school and the list of strategies will support English Learners, Hispanic Students and socioeconomically disadvantaged students that all experienced declines, according to the CA Dashboard. These strategies will support these subgroup of students by collecting, monitoring and analyzing data to improve student academic achievement.

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

Directions:

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

Guiding Questions:

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

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

San Diego Science & Technology SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Travel Conference		\$500.00	09800-5207	Training for AVID and ELA strategies.	This was not implemented due to COVID-19 restrictions	N/A	We will attempt this strategy again next year.
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Strategy/Activity 2

***Strategy/Activity - Description**

To support students in rigorous coursework, AVID courses will be provided as additional support for all students. AVID courses will focus on instructional strategies, critical thinking, and organizational skills preparing for college and career, and tutoring. AVID teachers will work with content teachers to provide student supports. AVID courses will specifically target at-risk students and the resources and skills they need to graduate high school and meet or exceed standards on the SBAC.

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

Directions:

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

Guiding Questions:

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

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

San Diego Science & Technology SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm Dev Vist Tchr		\$5,990.50	09800-1192	Training for staff for identified Goals.	Teachers benefited from professional learning opportunities.	Teachers need additional time.	We will continue to offer these opportunities for teachers.
Supplies		\$3,000.00	09800-4301	Supplies and materials for common tasks and common assessments that students will participate in.	The supplies were effective in supporting students.	N/A	We will continue to support these supplies.
Software License		\$3,000.00	09800-5841	Software to support students academic development.	This software supports teachers in providing effective feedback to students and ensuring fidelity of assessments.	Full utilization of the software is necessary for all teachers.	Teachers will continue to learn about the resources available and utilize them as appropriate to support students.

Strategy/Activity 5

***Strategy/Activity - Description**

After school tutoring sessions will be provided by the afterschool program and our CORE learning academy to assist in the mastery of English and address learning gaps. Students will also have the opportunity to recover credits through Extended Day and which is currently provided by the after school program, as well as our our Innovation Center that has three resource teachers that are currently funded by central office.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations,	What is not working (ineffective indicators) and why? Include qualitative	Modifications based on qualitative and quantitative data.
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San Diego Science & Technology SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Classroom Teacher Hrly		\$1,405.37	09800-1157	Tutoring and Student support.	This time was effective in supporting students.	N/A	We will continue to support this time.

Strategy/Activity 6

***Strategy/Activity - Description**

The IMTSS Equity Leadership team composed of staff and students will work to develop action plans to support the expansion of IMTSS and creation of High Reliability Schools to proceed through our plan for Comprehensive Support and Improvement. The team will work collaboratively with staff to provide trainings to that will help literacy and supports in English Language Arts.

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

Directions:

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

Guiding Questions:

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

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

San Diego Science & Technology

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					(curriculum assessments, pre/post test, progress monitoring results, etc.).	minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Short Term Leave Visiting Tchr		\$3,594.30	09800-1162	Substitutes for IMTSS, CSI, SBL, and HRS trainings.	Coverage was not necessary due to the Resident Visiting Teacher.	N/A	N/A
Software License		\$1,000.00	09800-5841	Software supports for ELA.	This software supports teachers in providing effective feedback to students and ensuring fidelity of assessments.	Full utilization of the software is necessary for all teachers.	Teachers will continue to learn about the resources available and utilize them as appropriate to support students.

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

The math department will continue to develop course-alike assessments and lesson plans. These assessments and lesson plans will cover California content standards that are covered in the SBAC. Teachers will monitor student progress 6-8 times a year using these common assessments. Analysis will inform instructional strategies and support.

SDHS Science & Technology is a CSI school and the list of strategies will support English Learners, Hispanic Students and socioeconomically disadvantaged students that all experienced declines in mathematics, according to the CA Dashboard. These strategies will support these subgroup of students by collecting, monitoring and analyzing data to improve student academic achievement.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Regular Teacher	0.50000	\$63,823.12	09800-1107	Building and designing common	Smaller classes sizes for more specialized instruction.	N/A	We will continue to hire a teacher to support smaller

San Diego Science & Technology SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				assessments and reviewing course alike assessments.			class sizes in the area of math.
Prof&Curriclm Dev Vist Tchr		\$3,594.30	09800-1192	Classroom coverage for department and curriculum planning. Course-alike design.	This time was effective in supporting students.	N/A	We will continue to support this time.
Strategy/Activity 2							
*Strategy/Activity - Description							
<p>Staff will attend Standards Based Learning training regarding Standards Based Grading and the new math curriculum and plan provided by the district. The staff will use the curriculum to provide high quality, tier 1 instruction that requires student engagement. Mathematics software to support student growth and assessments will be used to support student learning.</p> <p>This strategy will be effective because students will be required to engage with the curriculum which then allows teachers to effectively check for understanding through the instructional period and unit.</p>							
*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 Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	Modifications based on qualitative and quantitative data.

San Diego Science & Technology SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Supplies		\$1,223.00	09800-4301	Standards based learning integration.	Yes, students were provided new materials and curriculum based on their new lessons and assessments.	Everything worked as needed.	None needed. We will continue to provide materials needed to address the new curriculum an student needs.
Supplies		\$1,000.00	09800-4301	Curricula design and implementation.	Yes, students were provided new materials and curriculum based on their new lessons and assessments.	Everything worked as needed.	None needed. We will continue to provide materials needed to address the new curriculum an student needs.
Conference Local		\$500.00	09800-5209	Content training on new curriculum and standards based learning.	Due to the COVID-19 pandemic there was a limited availability of conferences.	N/A	Teachers will be provided opportunities for conferences as they become available.

Strategy/Activity 6

***Strategy/Activity - Description**

The IMTSS Equity Leadership team composed of staff and students will work to develop action plans to support the expansion of IMTSS and creation of High Reliability Schools to proceed through our plan for Comprehensive Support and Improvement. The team will work collaboratively with staff to provide trainings to improve the outcomes for Mathematics.

***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.

San Diego Science & Technology SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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.
Short Term Leave Visiting Tchr		\$3,594.30	09800-1162	Substitutes needed to develop data mining and curricula plans.	Coverage was not necessary due to the Resident Visiting Teacher.	N/A	N/A
Software License		\$1,000.00	09800-5841	Software for mathematics support.	This software supports teachers in providing effective feedback to students and ensuring fidelity of assessments.	Full utilization of the software is necessary for all teachers.	Teachers will continue to learn about the resources available and utilize them as appropriate to support students.

Goal 4- Supporting English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

All EL students who have not reclassified will be given an EL support course. Students will be placed in their EL support course based on their levels on the ELPAC. EL support, curriculum and training will be provided to teachers teaching the EL courses.

SDHS Science & Technology is a CSI school and the list of strategies will support English Learners and socioeconomically disadvantaged students that all experienced declines, according to the CA Dashboard. These strategies will support these subgroup of students by providing teachers with additional strategies to support our English Learners.

***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.
Interprogram Svcs/Paper		\$3,000.00	09800-5733	Printed Materials for students and staff related to instruction.	The printed materials were supportive of students and staff.	N/A	We will continue to provide these materials.

Strategy/Activity 2							
*Strategy/Activity - Description							
Success Counselor, Pupil Advocate, Counselor and the Wellness Center will run data/reports every 12 weeks and final grading periods targeting EL progress. Interventions and supports will be provided to students who are not passing their required courses for graduation.							
*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 Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Counselor Hrly		\$1,198.10	09800-1260	Counseling supports student action plans.	Counselors were more effective after better understanding student needs	N/A	We will continue to provide training for our counseling team.
Strategy/Activity 5							
*Strategy/Activity - Description							

San Diego Science & Technology SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

The IMTSS Equity Leadership team composed of staff and students will work to develop action plans to support the expansion of IMTSS and creation of High Reliability Schools to proceed through our plan for Comprehensive Support and Improvement.

***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.
Short Term Leave Visiting Tchr		\$2,516.01	09800-1162	Professional Learning to train staff in IMTSS, HRS, and CSI.	Coverage was not necessary due to the Resident Visiting Teacher.	N/A	N/A

Goal 5 - Supporting Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

Students with disabilities will be intentionally scheduled to ensure access to academic core classes with appropriate special education support. General and Special Education staff will ensure instruction is in direct alignment with student’s needs. PLC meetings will continue to support changes/data analysis that is need to support students with disabilities.

***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.
Classroom Teacher Hrly		\$2,396.20	09800-1157	Supports for Students with Disabilities and develop academic plans through Professional	The supports were effective in supporting our students with disabilities.	N/A	We will continue to provide this support

				Learning Communities.			
Strategy/Activity 4							
*Strategy/Activity - Description							
Special Education teachers will collaborate and plan together, across all three schools at the San Diego High School Complex, to create meaningful instruction and supports in the Study Skills class. Time in the department meetings will be provided to allow this to happen.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><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.</p>							
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.
Prof&Curriclm Dev Vist Tchr		\$1,821.11	09800-1192	Curriculum and planning time for the department.	The supports were effective in supporting our students with disabilities.	N/A	We will continue to provide this support

Goal 7 - Family Engagement

Strategy/Activity 2

***Strategy/Activity - Description**

ELAC will be fully functioning and running quarterly to advise the administration on next steps to support EL students. This strategy will be effective because student instruction will be driven by student and family needs and concerns.

***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.
Inservice supplies		\$1,000.00	09800-4304	Parent and student trainings and supplies.	The supports were effective in supporting our students with disabilities.	N/A	We will continue to provide this support

Goal 8- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

School intervention counselor and pupil advocate will work with students to address attendance, behavior and barriers to graduation. Meetings will be held with family and stakeholders to ensure that the student graduates.

***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.
Clerical OTBS Hrly		\$998.19	09800-2451	Preparing materials, translation services and presenting at meetings.	This time was a valuable use of funds.	N/A	We will continue this practice.

Goal 6 - Supporting Black Youth

Strategy/Activity 1

***Strategy/Activity - Description**

The School of Science and Technology will work with students to provide opportunities for student mediations and restorative conversations. These conversations will aim to resolve conflicts and misunderstandings before they result in any disciplinary action. Students will be provided an opportunity to receive support through counseling or other support programs in leu of suspension for certain offenses.

As a CSI school, the IMTS Student Equity committee will work with all stakeholder to reduce suspension rate for multiple sub-groups including: African American students. The additional strategies will focus on Restorative Jutice Practices, Peer Counseling and tiered behavior interventions thourgh IMTSS.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Counselor Hrly		\$802.73	09800-1260	Counselor support building student action plans.	This is an effective use of funds.	N/A	We will continue to fund Counselor supports.

What are my leadership strategies in service of the goals?

The leadership team at San Diego High will continue to develop collaborative teams that strive for the success of all students. This includes clearly communicated goals, expectations, and implementation plans. This also includes ample opportunities for staff members to participate in the creation, implementations, and evaluation of strategies to support students.