# West Contra Costa Unified School District
School Plan for Student Achievement

## 2023-24

## John F. Kennedy High School



**Approval Date:**

| | |
|---|---|
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# Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

X    **Schoolwide Program**

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Our school's top priorities are improving the instructional program and strengthening school culture in order to meet students' learning goals. In an effort to align our WASC Action Plan, our SPSA, and WCCUSD Roadmap 2.0 priorities, Kennedy High School's plan to effectively meet the ESSA requirements revolve around the following priority areas:

Area #1: Provide rigorous, relevant and personalized learning experiences for all students
- Culturally responsive, trauma informed and inclusive practices
- Standards based and data driven instruction (multiple opportunities to master standards with timely focused feedback)
- Intentional Instructional Planning and lesson delivery
- MTSS and academic interventions (How do we respond when students are not learning)

Area #2: Language and Literacy across the curriculum:
- Intentional and planned integration of content learning with reading, writing, and academic discussion (reading complex text, academic discussion, evidence based writing)
- Literacy rich environments and culturally relevant texts and resources
- Small group instructional with focused intervention

Area #3: Create a positive, safe and inclusive school culture and climate
- Race and Equity work: Culturally responsive, trauma informed safe and predictable learning environments
- Intentional focus on trauma informed Social Emotional Learning
- MTSS and positive, proactive and restorative systems and interventions

Area #4: Expand student, family and community engagement
- All students are seen, heard, known, engaged and connected
- Cultivate student voice and student agency
- Involve, engage and empower families as partners

Area #5: Post Secondary Readiness
- Pathway development, clearly articulated program of study, sequence of industry themed classes culminating in a capstone project
- Real world learning: Work based learning opportunities, ie. internships, mentorships, job shadows, career speakers series
- Intentionally increase college readiness levels for African American students, increase enrollment in A-G classes, AP and Dual enrollment classes

Area #6: Teacher professional Development and Learning

WASC Goals:
1. Expand development of rigorous and engaging curriculum and instructional practices, purposeful assessments, and academic intervention systems to support high levels of achievement for all students.
2. Implement Multi-Tiered Systems of Support (MTSS) to respond to student needs and ensure all students graduate with a plan.
3. Improve parent and community engagement by exhausting all modes of communication available.
4. Expand services and support for our English Language Learners (ELs).
5. Build upon our current efforts to create a positive shift in climate and culture.

X **CSI**

**Not Applicable**

Focus Areas:

| X | ELA | X | Chronic Absenteeism | X | College and Career |
| X | Math | X | Suspensions | X | Graduation Rate |

Briefly describe the plans for Comprehensive Support and Improvement

Teacher collaboration to analyze best practices to improve academic outcomes for students.

Solution Tree will provide professional development to support teachers in academic and SEL practices. Instructional Support Coach will work to improve student outcomes by supporting teacher practice and helping to implement the Solution Tree actions. Purchase materials and supplies to support the professional learning.

English Language Development support based on a comprehensive data analysis identified a need a more robust support system for English Learners.
Increase student achievement through embedding multiple opportunities for small group interventions to meet student needs during the school day to master standards.

This year, were are implementing coaching support to model supporting small group instruction, book clubs, and reading at "just right" levels.
- Focus on 9th grade, SPED, and ELD students.
- Establish a Literacy Resource Room where books will be stored & rotated in and out of classrooms

- We will purchase furniture, including bookshelves, as well as materials & supplies and high-interest books (various grade levels, in English and Spanish, in sets of 5) to implement this model.

Increase on track to graduate and college and career readiness rates through summer math and ELA enrichment and 9th-grade AVID for college and career readiness. The counselor will provide additional counseling support and guidance 3 - Days a week for students enrolled in Edgenuity Credit Recovery Courses to increase course completion rates

Established attendance team to track and monitor student attendance and establishing a systemic process including using SART and SARB process.

X **ATSI**

**Not Applicable**

Focus Areas:

| | | | | | |
|---|---|---|---|---|---|
| X AA | AS | HI | WH | X EL | HOM |
| AL | FI | PI | TOM | FOS | SED |

Briefly describe the plans for Additional Targeted Support and Improvement

Provide targeted support groups for African and ELL youth through contracted program services. Groups will focus on MTSS and Attendance tracking of targeted groups of students.

## Theory of Action

If Kennedy's leadership team consistently analyzes student progress and achievement data to inform high quality, relevant and differentiated professional development and targeted instructional coaching tailored to the teachers needs and aligned to schoolwide instructional strategies and WASC, and develops teacher capacity in department facilitation, leadership and collaboration, then we will realize improved teacher practice, improve teacher retention and satisfaction and increase student achievement and growth.

# School-Wide Components

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Kennedy High School provides standards based instruction, differentiated instruction, and reading and writing across the curriculum. Kennedy offers reteaching opportunities, small group instruction, language supports, after school tutoring in all academic subjects as well as technology-enriched learning experiences, and counseling services for all students.

Evidence-based educational practices to raise student achievement

Evidence-based education practices used at Kennedy to raise student achievement include, but are not limited to:
- use of standards-based curricular in ELA math, science and social studies
- interdisciplinary projects
- professional learning communities in ELA, mathematics, science and social science that are focused on establishing common assessments for core courses
- review and analysis of local assessment data by the Instructional Leadership Team as part of our plan to promote literacy across the content areas
- college-going activities in all grade levels, including career workshops, guest speakers and career exploration
- social emotional learning support through curriculum and through partnerships with community-based organizations

# Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

**Involvement Process for the SPSA and Annual Review and Update**

Involved and received feedback from Administrative Team, Leadership Team, Department Teams, School Site Council, English Learners Advisory Council, African American Site Advisory Team, Instructional Leadership Team. Each stakeholder group gave valuable input that resulted, in most cases, in revisions to proposed improvement strategies and expenses.

# Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There are several significant resource inequities at Kennedy, including: a 50 year old campus that needs a lot of repair; a faculty that includes mostly early-career educators (<5 years); and significant use of our campus designated for other functions (city and county services, etc.) School has made chromebooks and hotspots available for all students. However, not all students are able to access the internet from home.  The wifi on campus is not always working properly due to the campus being so old.

# Goals, Strategies, & Proposed Expenditures 1 For All Students

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal 1

Achieving Students: Deepen the implementation of quality learning, teaching, and leadership practices in our classrooms and schools for all students.

# Site Goal 1

Deepening the implementation of learning for all students through Standard Based Instruction, Reading, writing, speaking and listening across all content areas (using differentiation and small groups) MTSS, Academic Conversation, Grading for Equity

## Identified Needs to Support Early Literacy, Critical Thinking & Content Competency and College/Career Readiness

| Early Literacy: Pre-school - grade 2 | N/A |
|---|---|
| ELA: Grades - 3-12 | implement PLC and Data Team structures to foster collaboration and monitor student mastery of standards through weekly formative and summative assessments, data analysis to lead to observable instructional adjustments (Data driven instruction) |
| Math: grades 3-12 | implement PLC and Data Team structures to foster collaboration and monitor student mastery of standards through weekly formative and summative assessments, data analysis to lead to observable instructional adjustments (Data driven instruction) |
| College and Career: Grades 6-12 | Implementation of AVID and expand college and career access programming |

## Practices to Improve Student Performance

| Site Goal Area | Teaching Actions | Leadership Actions |
|---|---|---|
| Early Lit (TK-3) | N/A | |
| Critical Thinking & Content Mastery | Data driven and standards based instruction.<br>1. Teachers begin with the standard when planning instruction, academic tasks and assessments<br>• Multiple opportunities to master standards with timely focused feedback<br>2. Teachers actively gathering formative data and using the data to inform instructional decision making<br>3. Teachers use culturally responsive and trauma informed practices when interacting with students<br>4. Teachers provide opportunities for content aligned language development in reading, writing, speaking and listening into each unit<br>• Academic Vocabulary and language structures are taught explicitly | Set the expectation for standards based instruction, provide resources and professional development |
| College and Career | Implement AVID strategies of Reading, Writing, organization and notetaking across content areas | Set clear expectations and provide opportunities for staff to collaborate |

## Annual Measurable Outcomes/Local Measures

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Early Lit - All:<br>(iReady or STAR) | N/A | |
| ELA - All:<br>(STAR) | 22.9% high growth (August - May administration)<br>50.7% low growth | 28% high growth<br>30% low growth |
| Math - All:<br>(STAR) | 21.5% high growth<br>53% low growth | 26% high growth<br>40% low growth |
| ELA - All:<br>(SBAC) | Available in the Fall | |
| Math - All:<br>(SBAC) | Available in the Fall | |
| College/Career:<br>(A-G Completion) | 20% A-G completion | 35% A-G  completion |
| College/Career:<br>(Graduation Rate) | 76% Graduation rate | 80% graduation rate |

| Other Site Based Measure: | | |
|---|---|---|
| | | |

| Actions to Support Goal (one action per line) | Timeline | Student Subgroup | Persons Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|---|
| | | | | Descriptio | Type | Funding | Amount |
| PLC Teams to include collaboration and data analysis | August - May | All | Leadership Team | | | | |
| Extra teacher hours for PD and Collaboration for Math, ELA, and ELD course-alike team collaboration | August - May | All | Admin | | | | |
| Identify and purchase supplemental on-line licenses for content area instruction, including NoRedInk | August - May | All | Admin | | | | |
| Snacks for PD | August - May | All | Admin | PD/Collaboration | 4000-4999: Books And Supplies | LCFF | 2500 |
| Parent Outreach and engagement to support student success in ELA and Math | August  May | All | Admin/SCOW | | | | |
| Extra hours for librarian | August - May | All | Admin | | | | |
| Materials and supplies PE Equipment | August - May | All | Admin | See below for funds | 4000-4999: Books And Supplies | LCFF | 0 |
| Conferences for teachers, psychologist, and administrators, including Standards Institute, CABE, National Association of School Psychologists, ACSA, NEA, and Solution Tree | August - June | All | Admin | | | | |

| Actions to Support Goal (one action per line) | Timeline | Student Subgroup | Persons Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|---|
| | | | | Descriptio | Type | Funding | Amount |
| Purchase<br>• Furniture, including bookshelves<br>• Materials & Supplies<br>• High interest books at various grade levels, in English & Spanish<br>to implement push in model supporting small group instruction, book clubs, and reading at "just right" levels. | Sep - June | All | Admin | See below for funds | 4000-4999: Books And Supplies | LCFF | 0 |
| | | | | Instructional materials | 4000-4999: Books And Supplies | CSI | 34824 |
| Materials and Supplies to support student learning, including materials for science classes, math classes, wood shop, graduation materials and camera's and supplies for the yearbook class. Purchase books and materials and supplies for the library. Purchase consumable materials for band and music. Incentives for staff including Kennedy shirts and jackets. | August - May | All | Admin | Instruction | 4000-4999: Books And Supplies | LCFF | 12165 |
| | | | | Instruction C/O funds | 4000-4999: Books And Supplies | Title I | 21512 |
| Extra hours for clerical to connect with parents regarding student support | August - May | All | Admin | Admin/Parent Support | 2000-2999: Classified Personnel Salaries | LCFF | 5328 |
| Pay for Saturday school for intervention, tutoring, and instruction for students | Sept - May | All | Admin | Instruction/Intervention | 1000-1999: Certificated Personnel Salaries | LCFF | 6240 |

| Actions to Support Goal (one action per line) | Timeline | Student Subgroup | Persons Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|---|
| | | | | Descriptio | Type | Funding | Amount |
| Instructional Support Coach will work to improve student outcomes by supporting teacher practice and helping to implement the Solution Tree actions. | August - May | All | Admin | Instructional Support Coach | 1000-1999: Certificated Personnel Salaries | CSI | 104474 |
| | | | | Extra coach hours | 1000-1999: Certificated Personnel Salaries | LCFF | 445 |
| Extra teacher hours and extra counselor hours for student support | August - May | All | Admin | Teacher hours instruction | 1000-1999: Certificated Personnel Salaries | LCFF | 1400 |
| | | | | Counselor hours | 1000-1999: Certificated Personnel Salaries | LCFF | 625 |
| Study trips for students | January - May | All | Admin | Instruction/ Climate | 5000-5999: Services And Other Operating Expenditures | LCFF | 20000 |
| Snacks for students | August - May | All | Admin | Snacks for students | 4000-4999: Books And Supplies | LCFF | 3000 |

# Goals, Strategies, & Proposed Expenditures 1 For African American/ Black Students

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal 1

Achieving Students: Deepen the implementation of quality learning, teaching, and leadership practices in our classrooms and schools for all students.

# Site Goal 1

Increase the number of African American Students graduating college and career ready by 10% points as measured by A-G completion and pathway completion by June of 2023.

## Identified Needs to Support Early Literacy, Critical Thinking & Content Competency and College/Career Readiness

| Early Literacy: Pre-school - grade 2 | |
|---|---|
| ELA: Grades - 3-12 | Implement PLC and Data Team structures to foster collaboration and monitor student mastery of standards through weekly formative and summative assessments, data analysis to lead to observable instructional adjustments (Data driven instruction) |
| Math: grades 3-12 | Implement PLC and Data Team structures to foster collaboration and monitor student mastery of standards through weekly formative and summative assessments, data analysis to lead to observable instructional adjustments (Data driven instruction) |
| College and Career: Grades 6-12 | Implement AVID a College and Career curriculum and expand College and Career Access partners 9-11 |

## Practices to Improve Student Performance

| Site Goal Area | Teaching Actions | Leadership Actions |
|---|---|---|
| Early Lit (TK-3) | N/A | |
| Critical Thinking & Content Mastery | Data driven and standards based instruction.<br>1. Teachers begin with the standard when planning instruction, academic tasks and assessments<br>&bull; Multiple opportunities to master standards with timely focused feedback<br>2. Teachers actively gathering formative data and using the data to inform instructional decision making<br>3. Teachers use culturally responsive and trauma informed practices when interacting with students<br>4. Teachers provide opportunities for content aligned language development in reading, writing, speaking and listening into each unit<br>&bull; Academic Vocabulary and language structures are taught explicitly | Professional development |
| College and Career | AVID implementation, reading and writing across the curriculum and interdisciplinary projects. | Professional development |

## Annual Measurable Outcomes/Local Measures

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Early Lit - AA:<br>(iReady or STAR) | N/A | |
| ELA - AA:<br>(STAR) | 23.4% high growth<br>48.9% low growth | 30% high growth<br>40% low growth |
| Math - AA:<br>(STAR) | 23.7% high growth<br>47.4% low growth | 28% high growth<br>42% low growth |
| ELA - AA:<br>(SBAC) | Available in the Fall | |
| Math - AA:<br>(SBAC) | Available in the Fall | |
| College/Career:<br>(A-G Completion) | 15% | 30% |
| College/Career:<br>(Graduation Rate) | 84% | 90% |
| Other Site Based Measure: | | |

| Actions to Support Goal (one action per line) | Timeline | Student Subgroup | Persons Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|---|
| | | | | Descriptio | Type | Funding | Amount |
| Case manage and student mentorship | August - May | African American | Scott | | | | |
| Increase College and Career Readiness among African American Students through work based learning opportunities and college visits | August - May | African American | Scott | Funds in All Goal 1 | 5000-5999: Services And Other Operating Expenditures | LCFF | |
| Provide Professional Learning that strengthens content and data teams, individual teacher practice focused on reading, academic writing, trauma informed practice and culturally relevant teaching | August - May | African American | Scott | | | | |
| Implement AVID and college readiness curriculum | August - May | African American | Scott | | | | |

# Goals, Strategies, & Proposed Expenditures 1 For English Learners

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal 1

Achieving Students: Deepen the implementation of quality learning, teaching, and leadership practices in our classrooms and schools for all students.

# Site Goal 1

Increase the four year graduation rate for English Learners by 10% to 83% by June of 2023.

## Identified Needs to Support Early Literacy, Critical Thinking & Content Competency and College/Career Readiness

| Early Literacy: Pre-school - grade 2 | N/A |
|---|---|
| ELA: Grades - 3-12 | Implement PLC and Data Team structures to foster collaboration and monitor student mastery of standards through weekly formative and summative assessments, data analysis to lead to observable instructional adjustments (Data driven instruction) |
| Math: grades 3-12 | Implement PLC and Data Team structures to foster collaboration and monitor student mastery of standards through weekly formative and summative assessments, data analysis to lead to observable instructional adjustments (Data driven instruction) |
| College and Career: Grades 6-12 | Expand College and Career Access programs to 9th - 11th grades. Increase the number of ELs in pathway classes. |

## Practices to Improve Student Performance

| Site Goal Area | Teaching Actions | Leadership Actions |
|---|---|---|
| Early Lit (TK-3) | N/A | |
| Critical Thinking & Content Mastery | Data driven and standards based instruction.<br>1. Teachers begin with the standard when planning instruction, academic tasks and assessments<br>• Multiple opportunities to master standards with timely focused feedback<br>2. Teachers actively gathering formative data and using the data to inform instructional decision making<br>3. Teachers use culturally responsive and trauma informed practices when interacting with students<br>4. Teachers provide opportunities for content aligned language development in reading, writing, speaking and listening into each unit<br>• Academic Vocabulary and language structures are taught explicitly | Professional development |
| College and Career | Schoolwide implementation of sheltered practices, reading and writing across the curriculum and interdisciplinary projects. | Professional development |

## Annual Measurable Outcomes/Local Measures

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Early Lit - EL:<br>(iReady or STAR) | N/A | |
| ELA - EL:<br>(STAR) | 21.7% high growth<br>50.9% low growth | 26% high growth<br>45% low growth |
| Math - EL:<br>(STAR) | 25.3% high growth<br>56.4% low growth | 30% high growth<br>50% low growth |
| ELA - EL:<br>(SBAC) | Available in the Fall | |
| Math - EL:<br>(SBAC) | Available in the Fall | |
| College/Career:<br>(A-G Completion) | | |
| College/Career:<br>(Graduation Rate) | 73% | 78% |

| ELPAC Level Reading Domain: Other Site Based Measure: | | |
|---|---|---|

| Actions to Support Goal (one action per line) | Timeline | Student Subgroup | Persons Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|---|
| | | | | Descriptio | Type | Funding | Amount |
| Increase language and tier II supports for EL students | | | | | | | |
| Sheltered teacher collaboration | | | | | | | |
| Increase support for Spanish speaking students and families | August - May | EL | Scott | SCOW Bilingual | 2000-2999: Classified Personnel Salaries | LCFF | 54815 |
| | | | | Bilingual Clerk .5 | 2000-2999: Classified Personnel Salaries | LCFF | 37893 |
| | | | | Distributive counseling (Bilingual Advisors) | | | |
| | | | | 2 (.8) Bilingual Grad Tutor | 5000-5999: Services And Other Operating Expenditures | CSI | 152068 |
| Contract: case manger for newcomers | August - May | EL | Scott | Teacher hours | 1000-1999: Certificated Personnel Salaries | LCFF | 5125 |
| Conferences for teachers, psychologist, and administrators, including Standards Institute, CABE, and National Association of School Psychologists | August - May | EL | Scott | | | | |

| Actions to Support Goal (one action per line) | Timeline | Student Subgroup | Persons Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|---|
| | | | | Descriptio | Type | Funding | Amount |
| Purchase<br>• Furniture, including bookshelves<br>• Materials & Supplies<br>• High interest books at various grade levels, in English & Spanish<br>to implement push in model supporting small group instruction, book clubs, and reading at "just right" levels. | Aug - June | EL | Scott | See Goal 1 All for funds | 4000-4999: Books And Supplies | CSI | |

# Goals, Strategies, & Proposed Expenditures 1 For Student with Disabilities

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal 1

Achieving Students: Deepen the implementation of quality learning, teaching, and leadership practices in our classrooms and schools for all students.

# Site Goal 1

Increase the four year graduation rate for Students With Disabilities by 10% to 86% by June of 2023.

## Identified Needs to Support Early Literacy, Critical Thinking & Content Competency and College/Career Readiness

| Early Literacy: Pre-school - grade 2 | N/A |
|---|---|
| ELA: Grades - 3-12 | Implement PLC and Data Team structures to foster collaboration and monitor student mastery of standards through weekly formative and summative assessments, data analysis to lead to observable instructional adjustments (Data driven instruction) |
| Math: grades 3-12 | Implement PLC and Data Team structures to foster collaboration and monitor student mastery of standards through weekly formative and summative assessments, data analysis to lead to observable instructional adjustments (Data driven instruction) |
| College and Career: Grades 6-12 | Implement AVID a College and Career curriculum and expand College and Career Access programs to 9th - 11th grades. |

## Practices to Improve Student Performance

| Site Goal Area | Teaching Actions | Leadership Actions |
|---|---|---|
| Early Lit (TK-3) | N/A | |
| Critical Thinking & Content Mastery | Data driven and standards based instruction.<br>1. Teachers begin with the standard when planning instruction, academic tasks and assessments<br>&bull; Multiple opportunities to master standards with timely focused feedback<br>2. Teachers actively gathering formative data and using the data to inform instructional decision making<br>3. Teachers use culturally responsive and trauma informed practices when interacting with students<br>4. Teachers provide opportunities for content aligned language development in reading, writing, speaking and listening into each unit<br>&bull; Academic Vocabulary and language structures are taught explicitly | Professional Development |
| College and Career | Literacy across the curriculum | Professional Development |

## Annual Measurable Outcomes/Local Measures

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Early Lit - SWD:<br>(iReady or STAR) | N/A | |
| ELA - SWD:<br>(STAR) | 27.3% High growth<br>54.5% Low growth | 33% High growth<br>49% Low growth |
| Math - SWD:<br>(STAR) | 33.3% high growth<br>55.6% Low growth | 37% High growth<br>50% Low growth |
| ELA - SWD:<br>(SBAC) | Available in the Fall | |
| Math - SWD:<br>(SBAC) | Available in the Fall | |
| College/Career:<br>(A-G Completion) | 10.5% | 15% |
| College/Career:<br>(Graduation Rate) | 76% | 80% |
| Other Site Based Measure: | | |

| Actions to Support Goal (one action per line) | Timeline | Student Subgroup | Persons Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|---|
| | | | | Descriptio | Type | Funding | Amount |
| Professional development | Aug - June | SPED | Scott | | | | |
| Purchase<br>• Furniture, including bookshelves<br>• Materials & Supplies<br>• High interest books at various grade levels, in English & Spanish<br>to implement push in model supporting small group instruction, book clubs, and reading at "just right" levels. | Aug - June | SPED | Scott | See Goal 1 All for funds | 4000-4999: Books And Supplies | CSI | |

# Goals, Strategies, & Proposed Expenditures 2 - Thriving Employees

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal 2

Thriving employees: Maintain talented staff through compensation, supportive conditions and quality and personalized professional learning.

# Site Goal 2

Decrease teacher attrition by 5% and increase teacher retention through targeted coaching, collaboration and ongoing job embedded professional learning.

## Identified Needs:

| | |
|---|---|
| Safe & Welcoming Classrooms and Schools: | Provide teachers with training on emergency protocols, conduct monthly drills, and on how to build an effective MTSS system in classrooms to establish safe and welcoming school and classrooms. |
| Differentiated Professional Development and Support: | Provide teachers weekly observation and feedback and targeted coaching. Provide differentiated and targeted professional learning that strengthens content knowledge, collaborative teams and individual teacher practice focused on reading complex text, academic discussion and evidence based writing. |
| Effective Teams: | Implement effective PLCs and teams structured to foster collaborative inquiry, data analysis, testing the impact of practice, reflection and sharing of learnings. |

## Practices to Improve Conditions

| Teaching Actions | Leadership Actions |
|---|---|
| Teachers will participate in ongoing PD in department, staff, and collaborative meetings that will focus on data driven instruction, standards, academic language, culturally relevant teaching strategies, and equitable grading practices. | Continue to partner with Lead By Learning to provide a robust PD calendar that delivers ongoing PD that is centered and centered on rigorous instruction, literacy and learning outcomes as well as timely identified needs. |
| Teachers build communities of practice practice by publicly sharing learning and engaging with peers in open and honest dialog | Builds a culture of trust that enables adults to engage in evidence based collaboration to improve learning for all students. |

## Annual Measurable Outcomes/Local Measures

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Teacher Safety: | Data available in fall per CHKS | TBD |
| Teacher Engagement: | Data available in fall per CHKS | TBD |

| Actions to Support Goal (one action per line) | Timeline | Student Subgroup | Persons Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|---|
| | | | | Descriptio | Type | Funding | Amount |
| Provide Staff (certificated and classified) with meaningful and job embedded professional development that aims to improve professional practice, including purchasing books for PD and contract for PowerSchool PD. | August - May | All | Admin | PD/Collaboration | 1000-1999: Certificated Personnel Salaries | Title I | 18000 |
| | | | | Books for PD | 4000-4999: Books And Supplies | CSI | 6575 |
| | | | | Classified PD hours | 2000-2999: Classified Personnel Salaries | Title I | 2331 |
| | | | | Contract | 5000-5999: Services And Other Operating Expenditures | LCFF | 6000 |
| Leadership Opportunities for coaches and department leads. (Conferences for teachers and admin) | August - May | All | Admin | PD/Conferences | 5000-5999: Services And Other Operating Expenditures | Title I | 12471 |
| Office support to insure a cohesively run school | August - May | All | Admin | | | | |
| Snacks for PD and Collaboration | August - May | All | Admin | PD/Collaboration | 4000-4999: Books And Supplies | LCFF | 2500 |
| Conferences for teachers, psychologist, and administrators, including Standards Institute, CABE, National Association of School Psychologists , ACSA, NEA, NABSE, CAASA | August - May | All | Admin | PD/Collaboration | 5000-5999: Services And Other Operating Expenditures | Title I | 2000 |
| | | | | PD/Collab conferences | 5000-5999: Services And Other Operating Expenditures | LCFF | 2000 |

| Actions to Support Goal (one action per line) | Timeline | Student Subgroup | Persons Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|---|
| | | | | Descriptio | Type | Funding | Amount |
| Contract with Solution Tree to provide professional development to support teachers in academic and SEL practices. | August - May | All | Admin | Contract | 5000-5999: Services And Other Operating Expenditures | CSI | 40000 |

# Goals, Strategies, & Proposed Expenditures 3 Caring Schools

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal 3

Caring Schools: Create powerful school and district cultures predicated on positivity, trust, inclusion, safety and communication.

## Site Goal 3

Increase parent participation. Reduce chronic absenteeism by 15% points and increase the number of students with 95% attendance

## Identified Needs to Support the Whole Child: Empowered, Supported, Safe, Connected, and Engaged:

| Attendance: | 42% of students are Chronically absenteeism |
|---|---|
| Discipline: | 93 students suspended and African American students suspended at a 2.7% disproportionate rate. |
| Student Voice/Engagement/Belonging: | Low student engagement and belonging after COVID pandemic |
| Social Emotional Learning: | High need for SEL resources and supports as well as use of data to drive and target student supports. |
| Parent Engagement: | High need for increased parent involvement, engagement and empowerment in school safety and in all parent groups with particular focus to our AAPAC and ELPAC parent groups. |

## Practices to Improve Conditions

| Teaching Actions | Leadership Actions |
|---|---|
| 1. Develop affirming relationships with students, engaging their voices and integrating their linguistic and cultural assets.<br>2. Building safe and predictable learning environments and promoting and actively teaching schoolwide expectations for behavior and academics. | 1. Affirm student cultures, engage voices of diverse students and families in continuous school improvement.<br>2. Nurtures a culture of safety and high expectations, coordinating tiered supports to meet student needs. |
| Explicitly teach students Provide PD and Training on the Safety plan which includes the COVID safety plan, Active shooter drills, fire, tornado and earthquake drills. | Provide PD and Training on the Safety plan which includes the COVID safety plan, Active shooter drills, fire, tornado and earthquake drills. |

## Annual Measurable Outcomes/Local Measures

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

| | | |
|---|---|---|
| Chronic Absenteeism:<br>All | 58% of students chronically absent | Reduce chronic absenteeism by 10% points. 30% of students chronically absent |
| Absenteeism:<br>AA | 63% of AA students chronically absent | Reduce chronic absenteeism by 10% points. 22% of AA students chronically absent |
| Absenteeism:<br>EL | 61% of EL students chronically absent | Reduce chronic absenteeism by 10% points. 30% of EL students chronically absent |
| Absenteeism:<br>SWD | 68% of SWD students chronically absent | Reduce chronic absenteeism by 10% points. 20% of SWD students chronically absent |
| Percent of students with 95% attendance:<br>All | 42% of all students demonstrate positive attendance. | Increase the percentage of students with positive attendance by 20% to 62% |
| Percent of students with 95% attendance:<br>AA | 37 % of all African American students demonstrate positive attendance. | Increase the percentage of students with positive attendance by 20% to 57% |
| Percent of students with 95% attendance:<br>EL | 39% of EL students demonstrate positive attendance | Increase the percentage of students with positive attendance by 20% to 59% |
| Percent of students with 95% attendance:<br>SWD | 32% of SWD demonstrate positive attendance | Increase the percentage of students with positive attendance by 20% to 52% |
| Disproportionality:<br>All | N/A | Reduce overall disproportionality index and reduce percent of suspended students by 5% to 85 students |
| Disproportionality:<br>AA | AA are suspended at a rate 2.7 higher than their peers | Eliminate the disproportionate index |
| Disproportionality:<br>EL | EL are suspended at a rate .6 higher than their peers | Eliminate the disproportionate index |
| Disproportionality:<br>SWD | SWD are suspended at a rate1.8 higher than their peers | Eliminate the disproportionate index |
| Suspensions:<br>All | Number of students suspended 93 | Reduce the number of students suspended by 5% to 88 |
| Suspensions:<br>AA | Number of AA students suspended 52 | Reduce the number of students suspended by 5% |
| Suspensions:<br>EL | Number of EL students suspended 27 | Reduce the number of students suspended by 5% |
| Suspensions:<br>SWD | Number of SWD students suspended 23 | Reduce the number of students suspended by 5% |
| CHKS (student):<br>All | data in fall | TBD |
| CHKS (student):<br>AA | data in fall | TBD |

| CHKS (student): EL | data in fall | TBD |
|---|---|---|
| CHKS (student): SWD | data in fall | TBD |
| CHKS (parent): All | data in fall | TBD |
| CHKS (parent): AA | data in fall | TBD |
| CHKS (parent): EL | data in fall | TBD |
| CHKS (parent): SWD | data in fall | TBD |

| Actions to Support Goal (one action per line) | Timeline | Student Subgroup | Persons Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|---|
| | | | | Descriptio | Type | Funding | Amount |
| Contract with organization of the East Bay to provide social and emotional and restorative justice support for students | August - May | All | Admin | Climate/cult ure | 5000-5999: Services And Other Operating Expenditur es | LCFF | 10000 |
| Purchase materials and supplies to implement positive behavioral intervention and supports (PBIS) including certificates and awards. | August - May | All | Admin | See goal 1 for funds | | | |
| Extra hours for CSS for extracurricular events | August  May | All | Admin | Climate/Saf ety | 2000-2999: Classified Personnel Salaries | LCFF | 10675 |
| Contract with New Life Movement to provide targeted support with attendance and tier II mentoring support for students | September - June | All | Admin | Climate/Cult ure | 5000-5999: Services And Other Operating Expenditur es | LCFF | 24000 |
| | | | | Climate/Cult ure | 5000-5999: Services And Other Operating Expenditur es | Title I | 65000 |

| Actions to Support Goal (one action per line) | Timeline | Student Subgroup | Persons Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|---|
| | | | | Descriptio | Type | Funding | Amount |
| Light refreshments for parent events and meetings | September - June | All | Admin | Parent Engagement | 4000-4999: Books And Supplies | Title I | 1700 |
| Incentives for Parent Night/Workshops, Sporting Events, Parent Awards | September- June | All | Admin | | | | |
| Conference attendance for families including but not limited to CABE, Solution Tree | September - June | All | Admin | Conference/ Parent Engagement | 5000-5999: Services And Other Operating Expenditures | LCFF | 2000 |
| Incentives for Leadership, attendance and academic awards and materials for student positive behavior rewards; snacks for students | September - June | All | Admin | Incentives/ Climate | 4000-4999: Books And Supplies | LCFF | 3500 |
| | | | | Snacks | 4000-4999: Books And Supplies | LCFF | 1500 |
| Hire 1.0 FTE non Bilingual typist clerk II to assist with admin duties and parent engagement | August - June | All | Admin | Admin/Parent Engagement | 2000-2999: Classified Personnel Salaries | LCFF | 92501 |
| Pay extra clerical hours to support admin and parent outreach | August - June | All | Admin | Admin/Parent Outreach | 2000-2999: Classified Personnel Salaries | LCFF | 6172 |
| Pay extra custodial to keep a clean and safe campus to improve the learning environment | August - June | All | Admin | Climate/Safety | 2000-2999: Classified Personnel Salaries | LCFF | 4662 |
| Pay for 1.0 SCOW to do parent outreach and parent events | August - June | All | Admin | Parent Outreach and Engagement | 2000-2999: Classified Personnel Salaries | Title I | 85563 |
| Pay for contract for Communities School Manager | August - June | All | Admin | Climate/Culture | 5000-5999: Services And Other Operating Expenditures | Title I | 30000 |

| Actions to Support Goal (one action per line) | Timeline | Student Subgroup | Persons Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|---|---|
| | | | | Descriptio | Type | Funding | Amount |
| Extra SCOW hours for parent outreach and engagement | August - June | All | Admin | Parent outreach and engagement | 2000-2999: Classified Personnel Salaries | Title I | 3619 |
| Pay teachers for parent events/outreach | August - June | All | Admin | Parent outreach and engagement | 1000-1999: Certificated Personnel Salaries | Title I | 520 |

# Annual Review

## Goals, Strategies, & Proposed Expenditures 1 For All Students - Annual Review
**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

Standards based instruction and date driven was overal not effective.  School wide we only increased in ELA by 1% to 19% proficiency and in Math we are ONLY AT 1% proficiency. AA students showed the greatest growth in both ELA and Math.

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

implement PLC and Data Team structures to foster collaboration and monitor student mastery did not seem to increase test scores.  It was a large expense ($114K)

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are going to implement more meanigful PDs, online licenses and implement Saturday school.

## Goals, Strategies, & Proposed Expenditures 1 For African American/ Black Students - Annual Review
**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

The implementation of the strategies fell short due to inconsistent use of data driven instruction, Inconsistent use of formative assessments to track student progress over time, inconsistent implementation of rigorous tasks in lesson planning and lack of cognitive engagement required by Common Core Standards and lack of professional development for all teachers on school wide literacy strategies.

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

The budget was unable to be allocated as intended due to district budget shortfalls.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A review of STAR data and student grades show that we need to develop comprehensive approach to Reading and Writing across content areas as well as a data-driven approach to instructional decision making

## Goals, Strategies, & Proposed Expenditures 1 For English Learners - Annual Review
**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

The implementation of the strategies fell short due to inconsistent use of data driven instruction, Inconsistent use of formative assessments to track student progress over time, inconsistent implementation of rigorous tasks in lesson planning and lack of cognitive engagement required by Common Core Standards and lack of professional development for all teachers on school wide sheltered strategies.

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

The budget was unable to be allocated as intended due to district budget shortfalls.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A review of student grades show that we need to develop comprehensive approach to Reading and Writing across content areas as well as a data-driven approach to instructional decision making. Allocated funds to include Instructional coaching for ELD and sheltered teachers and sheltered instruction strategies and expanded support for Newcomer students and student nearing reclassification (LTELs). These changes can be found in Goal 1.

## Goals, Strategies, & Proposed Expenditures 1 For Student with Disabilities - Annual Review
**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

The implementation of the strategies fell short due to inconsistent use of data driven instruction, Inconsistent use of formative assessments to track student progress over time, inconsistent implementation of rigorous tasks in lesson planning and lack of cognitive engagement required by Common Core Standards and lack of professional development for all teachers on school wide coteaching practices.

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

The budget was unable to be allocated as intended due to district budget shortfalls.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A review of STAR data and student grades show that we need to develop comprehensive approach to Reading and Writing across content areas as well as a data-driven approach to instructional decision making. Allocated funds to include professional development and Instructional coaching on the effective implementation of accommodations and modification and support for special education students. These changes can be found in Goal 1.

## Goals, Strategies, & Proposed Expenditures 2 - Thriving Employees - Annual Review
**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

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

Collaborations and PDs were not sufficient to increase the academic rigor needed to improve test scores.

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

PLC and data team structures were expensive and did not show the results we had hoped for.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Intentional PDs and specific goal based collaborations for teachers by departments to plan curriculum,and assessments needs to  be put into place.

# Goals, Strategies, & Proposed Expenditures 3 Caring Schools - Annual Review
**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

We had to large contracts to help with SEL for students on campus totaling $91K.  Our chronic absenteeism went up to 62% and AA suspension up to 17%

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

Seems that additional supports for parent outreach are needed to compliement the services being offered thby our SEL contractors.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will hire an additional clerk, SCOW and COmmunity Services Manager to help with parent outreach for chronic absenteeism and Saturday school attendance.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

| Description | Amount |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $242,716 |
| Total Federal Funds Provided to the School from the LEA for CSI | $185873 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $645,802.00 |

## Allocations by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|
| LCFF | 217,213 | 0.00 |
| Title I | 242,716 | 0.00 |
| CSI | 185,873 | 0.00 |

## Other Federal, State, and Local Funds

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

| Federal Programs | Allocation ($) |
|---|---|
| CSI | $185,873.00 |
| Title I | $242,716.00 |

Subtotal of additional federal funds included for this school: $428,589.00

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

| State or Local Programs | Allocation ($) |
|---|---|
|  | $0.00 |
| LCFF | $217,213.00 |

Subtotal of state or local funds included for this school: $217,213.00

Total of federal, state, and/or local funds for this school: $645,802.00

# School Site Council Membership (Public)

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.  The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

1 Secondary Students

| Name of Members | Role |
|---|---|
| Mr. Jarod Scott | Principal |
| Valarie Dixon | Other School Staff |
| Maria Ponce | Parent or Community Member |
| Miesha Gash | Classroom Teacher |
| Odell Mason | Parent or Community Member |
| Cathy Carty | Parent or Community Member |
| Maritza Mansilla | Parent or Community Member |
| H Cristina Huerta | Classroom Teacher |
| Mariam Godfrey | Classroom Teacher |
| Julisa Blandon | Secondary Student |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# School Site Council Membership (Confidential)

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.  The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

1 Secondary Students

| Name of Members | Role |
|---|---|
| Mr. Jarod Scott<br><br>tipawan.McGee@wccusd.net | Principal |
| Valarie Dixon | Other School Staff |
| Maria Ponce | Parent or Community Member |
| Miesha Gash | Classroom Teacher |
| Odell Mason | Parent or Community Member |
| Cathy Carty | Parent or Community Member |
| Maritza Mansilla | Parent or Community Member |
| H Cristina Huerta | Classroom Teacher |
| Mariam Godfrey | Classroom Teacher |
| Julisa Blandon | Secondary Student |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

**Title I Schools Only**

# Title I Central Initiatives and Support
# 2023-2024

For 2023-2024 WCCUSD has designed a plan to provide centralized and coordinated support to Title I schools in areas of identified need based on two factors:

1. Data from WCCUSD local assessments from 2022-23 (STAR Reading Math or I-Ready) other site-based academic assessments
2. Awareness of the impact of state-wide stay-at-home orders for the 2022-23 and the need to provide social-emotional learning (SEL) support to students as they re-enter the in-class learning programs

The AMOs for the use of these funds will be included in the schools' SPSAs and will be aligned with the other Actions and Services included in the school plans.

Based on an awareness of the wide variety of needs at for Title I schools as well as the differences in school programs and approaches to instruction, the centralized support program offers school sites to opportunity to select from a coherent list of evidence-based programs to address both of the identified areas: improving academics and support students with SEL.

The options provided to schools include:

1. Mental Health
2. Targeted Tutoring
3. Reading Acceleration
4. Math Acceleration
5. Family and Community Engagement
6. Parent & Teacher Home Visits
7. Professional Development in the areas of Math, Reading, Restorative Justice and SEL

Content Area experts from WCCUSD's Educational Services and State and Federal Program Office will provide support and collaboration with school instructional leaders on data analysis and interpretation as well as with alignment of programs to meet identified needs.

Allocation of these carryover funds are determined on a per school basis and follow the same formula and percentages used to calculate the original site based Title I allocation for 2023-24.

In addition to the plans that sites create to use the Carryover funds, WCCUSD also retains and utilizes Title I funds to support other critical initiatives for students and families at Title I sites:

1. Staff to support coaching to improve teacher efficacy
2. Staff to support parent outreach initiatives

3.      Grad tutors to provide additional instructional support for students
4.      Initiatives specifically to support African American students at Title I sites
5.      Summer Extended Learning programs for students at Title I sites

**CSI Schools Only**

# CSI Math/ELA Central Initiatives and Support
# 2023-2024

In 2022-2023, WCCUSD continued an initiative to support CSI schools to identify areas of support needed centrally. During the last administration of the Smarter Balanced Assessments, all CSI schools in WCCUSD were in the Red and/or Orange categories on the California Dashboard in Math and ELA. As the CSI central support work evolved, the CSI team noticed similarities across the schools and focused efforts on consultation with principals at the monthly meetings to review, reflect and refine instructional practices to genuinely meet students' needs. Based on those meetings, the CSI team identified supplemental curriculum at use in CSI sites in a variety of ways.

The CSI team will support coherent and strategic use of supplemental curriculum in the 2023-2024 school year.

In the areas of Math and ELA the team will support the programs listed below. These identified supplemental programs provide additional opportunities for students to have learning opportunities in their identified areas of need as well as skill remediation support.

The CSI team will provide the following:
1.      Professional development support to the principals, IS/VP and CSI funded staff with the focus on effective use of instruction and time, curriculum, assessment and intervention structures
2.      Work with the administration to analyze and use data as part of the instructional mitigations needed at the sites
3.      Work with the administrative team to commit to 1 area of focus, 1 strategy and 1 systems review prior to on an ongoing basis
4.      Use the Six Turnaround Practices as a reflective tool to improve student outcomes

**Math initiatives**: Eureka, Zearn, STAR Math, Desmos IM (Illustrative Mathematics) , LearnZillion (Illustrative Mathematics)

**ELA initiatives**: Accelerated Reader, Freckle, STAREarly Literacy, STAR Reading, Newsela, additional guided reading and book club collections

5.      Provide supplemental curriculum to provide differentiated instruction, skill deficit and multiple opportunities for independent practice

6.      On-going site support, inter-site collaboration with other school using the same platforms

Acknowledging that Chronic Absenteeism and Suspensions play a role in students' academic performance sites will evaluate their systems and apply modifications as needed to show growth on the 5x5 chart.

The goal of the site and central partnership is for schools to exit CSI status by improving outcomes for students.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

| Signature | Committee or Advisory Group Name |
|---|---|
| A. Montes | English Learner Advisory Committee |
| N/A | Special Education Advisory Committee |
| Fred Garcia | Departmental Advisory Committee |

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a 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.

This SPSA was adopted by the SSC at a public meeting on August 22,2023.

Attested:

| Signature | |
|---|---|
| Tipawan McGee | Principal, Tipawan McGee on August 28, 2023 |
| C Huerta | SSC Chairperson, Ms. Huerta on August 28, 2023 |

# Smarter Balanced Assessments
# Dashboard Data

# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| **Student Group** | **Percent of Enrollment** | | | **Number of Students** | | |
| | **20-21** | **21-22** | **22-23** | **20-21** | **21-22** | **22-23** |
| **American Indian** | 0.1% | 0.24% | 0.36% | 1 | 2 | 3 |
| **African American** | 22.2% | 20.51% | 17.86% | 188 | 169 | 147 |
| **Asian** | 4.5% | 3.64% | 4.01% | 38 | 30 | 33 |
| **Filipino** | 0.2% | 0.61% | 0.61% | 2 | 5 | 5 |
| **Hispanic/Latino** | 69.2% | 71.00% | 73.03% | 585 | 585 | 601 |
| **Pacific Islander** | 1.1% | 1.46% | 1.22% | 9 | 12 | 10 |
| **White** | 1.9% | 1.70% | 1.82% | 16 | 14 | 15 |
| **Multiple/No Response** | 0.8% | 0.85% | 1.09% | 7 | 7 | 9 |
| | | | **Total Enrollment** | 846 | 824 | 823 |

## Student Enrollment
## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| **Grade** | **Number of Students** | | |
| | **20-21** | **21-22** | **22-23** |
| **Grade 9** | 233 | 219 | 180 |
| **Grade 10** | 191 | 228 | 237 |
| **Grade 11** | 203 | 187 | 223 |
| **Grade 12** | 219 | 190 | 183 |
| **Total Enrollment** | 846 | 824 | 823 |

**Conclusions based on this data:**

**1.** Data too old- not reviewed

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| **Student Group** | **Number of Students** | | | **Percent of Students** | | |
| | **20-21** | **21-22** | **22-23** | **20-21** | **21-22** | **22-23** |
| **English Learners** | 371 | 378 | 408 | 43.90% | 45.9% | 49.6% |
| **Fluent English Proficient (FEP)** | 213 | 207 | 184 | 25.20% | 25.1% | 22.4% |
| **Reclassified Fluent English Proficient (RFEP)** | 4 | | | 1.1% | | |

**Conclusions based on this data:**

1. Data too old- not reviewed

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 213 | 194 | 196 | 0 | 138 | 41 | 0 | 137 | 38 | 0.0 | 71.1 | 20.9 |
| All Grades | 213 | 194 | 196 | 0 | 138 | 41 | 0 | 137 | 38 | 0.0 | 71.1 | 20.9 |

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | | 2465. | 2471. | | 5.11 | 2.63 | | 10.22 | 18.42 | | 20.44 | 21.05 | | 64.23 | 57.89 |
| All Grades | N/A | N/A | N/A | | 5.11 | 2.63 | | 10.22 | 18.42 | | 20.44 | 21.05 | | 64.23 | 57.89 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | | 6.57 | 10.53 | | 45.99 | 44.74 | | 47.45 | 44.74 |
| All Grades | | 6.57 | 10.53 | | 45.99 | 44.74 | | 47.45 | 44.74 |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | | 4.41 | 8.11 | | 33.09 | 21.62 | | 62.50 | 70.27 |
| All Grades | | 4.41 | 8.11 | | 33.09 | 21.62 | | 62.50 | 70.27 |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | | 2.92 | 2.63 | | 62.77 | 68.42 | | 34.31 | 28.95 |
| All Grades | | 2.92 | 2.63 | | 62.77 | 68.42 | | 34.31 | 28.95 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **20-21** | **21-22** | **22-23** | **20-21** | **21-22** | **22-23** | **20-21** | **21-22** | **22-23** |
| **Grade 11** | | 2.19 | 5.26 | | 64.96 | 65.79 | | 32.85 | 28.95 |
| **All Grades** | | 2.19 | 5.26 | | 64.96 | 65.79 | | 32.85 | 28.95 |

**Conclusions based on this data:**

**1.** Data too old- not reviewed

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | 213 | 194 | 196 | 0 | 150 | 94 | 0 | 149 | 90 | 0.0 | 77.3 | 48.0 |
| All Grades | 213 | 194 | 196 | 0 | 150 | 94 | 0 | 149 | 90 | 0.0 | 77.3 | 48.0 |

*Overall Participation for All Students*

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | | 2410. | 2437. | | 0.00 | 0.00 | | 1.34 | 4.44 | | 9.40 | 11.11 | | 89.26 | 84.44 |
| All Grades | N/A | N/A | N/A | | 0.00 | 0.00 | | 1.34 | 4.44 | | 9.40 | 11.11 | | 89.26 | 84.44 |

*Overall Achievement for All Students*

### Concepts & Procedures
### Applying mathematical concepts and procedures

| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | | 0.67 | 1.11 | | 11.41 | 18.89 | | 87.92 | 80.00 |
| All Grades | | 0.67 | 1.11 | | 11.41 | 18.89 | | 87.92 | 80.00 |

### Problem Solving & Modeling/Data Analysis
### Using appropriate tools and strategies to solve real world and mathematical problems

| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | | 0.00 | 3.33 | | 46.98 | 40.00 | | 53.02 | 56.67 |
| All Grades | | 0.00 | 3.33 | | 46.98 | 40.00 | | 53.02 | 56.67 |

### Communicating Reasoning
### Demonstrating ability to support mathematical conclusions

| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 11 | | 0.00 | 0.00 | | 51.68 | 48.89 | | 48.32 | 51.11 |
| All Grades | | 0.00 | 0.00 | | 51.68 | 48.89 | | 48.32 | 51.11 |

**Conclusions based on this data:**

1. Data too old- not reviewed

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 1499.7 | 1488.8 | 1471.8 | 1484.3 | 1482.2 | 1458.4 | 1514.6 | 1494.9 | 1484.7 | 89 | 104 | 76 |
| 10 | 1494.4 | 1481.7 | 1468.2 | 1466.4 | 1470.1 | 1447.0 | 1522.0 | 1492.9 | 1488.8 | 57 | 102 | 107 |
| 11 | 1513.7 | 1484.5 | 1480.1 | 1499.1 | 1465.4 | 1461.3 | 1527.8 | 1503.2 | 1498.5 | 50 | 91 | 97 |
| 12 | 1539.0 | 1493.0 | 1462.5 | 1530.3 | 1482.7 | 1434.9 | 1547.4 | 1502.8 | 1489.6 | 48 | 76 | 89 |
| All Grades | | | | | | | | | | 244 | 373 | 369 |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 4.48 | 4.35 | 2.78 | 31.34 | 11.96 | 9.72 | 26.87 | 33.70 | 36.11 | 37.31 | 50.00 | 51.39 | 67 | 92 | 72 |
| 10 | 0.00 | 6.06 | 4.30 | 26.19 | 19.19 | 15.05 | 33.33 | 19.19 | 19.35 | 40.48 | 55.56 | 61.29 | 42 | 99 | 93 |
| 11 | 6.67 | 1.20 | 6.49 | 26.67 | 13.25 | 22.08 | 20.00 | 27.71 | 14.29 | 46.67 | 57.83 | 57.14 | 15 | 83 | 77 |
| 12 | 9.09 | 2.90 | 0.00 | 45.45 | 21.74 | 13.33 | 18.18 | 21.74 | 20.00 | 27.27 | 53.62 | 66.67 | 11 | 69 | 75 |
| All Grades | 3.70 | 3.79 | 3.47 | 30.37 | 16.33 | 15.14 | 27.41 | 25.66 | 22.08 | 38.52 | 54.23 | 59.31 | 135 | 343 | 317 |

| Oral Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 20.90 | 8.70 | 8.33 | 26.87 | 32.61 | 18.06 | 20.90 | 25.00 | 31.94 | 31.34 | 33.70 | 41.67 | 67 | 92 | 72 |
| 10 | 9.52 | 13.13 | 10.75 | 26.19 | 25.25 | 20.43 | 23.81 | 17.17 | 21.51 | 40.48 | 44.44 | 47.31 | 42 | 99 | 93 |
| 11 | 26.67 | 6.02 | 14.29 | 20.00 | 27.71 | 18.18 | 26.67 | 16.87 | 10.39 | 26.67 | 49.40 | 57.14 | 15 | 83 | 77 |
| 12 | 18.18 | 15.94 | 4.00 | 45.45 | 24.64 | 22.67 | 9.09 | 13.04 | 14.67 | 27.27 | 46.38 | 58.67 | 11 | 69 | 75 |
| All Grades | 17.78 | 10.79 | 9.46 | 27.41 | 27.70 | 19.87 | 21.48 | 18.37 | 19.56 | 33.33 | 43.15 | 51.10 | 135 | 343 | 317 |

## Written Language
### Percentage of Students at Each Performance Level for All Students

| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 2.99 | 1.09 | 0.00 | 14.93 | 2.17 | 1.39 | 31.34 | 28.26 | 30.56 | 50.75 | 68.48 | 68.06 | 67 | 92 | 72 |
| 10 | 0.00 | 2.02 | 3.23 | 16.67 | 6.06 | 7.53 | 35.71 | 25.25 | 19.35 | 47.62 | 66.67 | 69.89 | 42 | 99 | 93 |
| 11 | 0.00 | 1.20 | 0.00 | 20.00 | 6.02 | 10.39 | 20.00 | 24.10 | 28.57 | 60.00 | 68.67 | 61.04 | 15 | 83 | 77 |
| 12 | 0.00 | 0.00 | 0.00 | 18.18 | 2.90 | 5.33 | 45.45 | 30.43 | 18.67 | 36.36 | 66.67 | 76.00 | 11 | 69 | 75 |
| All Grades | 1.48 | 1.17 | 0.95 | 16.30 | 4.37 | 6.31 | 32.59 | 26.82 | 23.97 | 49.63 | 67.64 | 68.77 | 135 | 343 | 317 |

## Listening Domain
### Percentage of Students by Domain Performance Level for All Students

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 9.52 | 3.33 | 2.90 | 50.79 | 45.56 | 47.83 | 39.68 | 51.11 | 49.28 | 63 | 90 | 69 |
| 10 | 4.88 | 6.12 | 8.33 | 41.46 | 36.73 | 41.67 | 53.66 | 57.14 | 50.00 | 41 | 98 | 84 |
| 11 | 0.00 | 0.00 | 2.78 | 46.15 | 36.14 | 37.50 | 53.85 | 63.86 | 59.72 | 13 | 83 | 72 |
| 12 | 0.00 | 0.00 | 0.00 | 60.00 | 42.65 | 28.99 | 40.00 | 57.35 | 71.01 | 10 | 68 | 69 |
| All Grades | 6.30 | 2.65 | 3.74 | 48.03 | 40.12 | 39.12 | 45.67 | 57.23 | 57.14 | 127 | 339 | 294 |

## Speaking Domain
### Percentage of Students by Domain Performance Level for All Students

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 37.88 | 54.65 | 42.25 | 30.30 | 18.60 | 18.31 | 31.82 | 26.74 | 39.44 | 66 | 86 | 71 |
| 10 | 26.83 | 39.78 | 48.35 | 31.71 | 13.98 | 12.09 | 41.46 | 46.24 | 39.56 | 41 | 93 | 91 |
| 11 | 50.00 | 38.16 | 32.89 | 28.57 | 19.74 | 13.16 | 21.43 | 42.11 | 53.95 | 14 | 76 | 76 |
| 12 | 50.00 | 45.76 | 36.11 | 12.50 | 18.64 | 15.28 | 37.50 | 35.59 | 48.61 | 8 | 59 | 72 |
| All Grades | 36.43 | 44.59 | 40.32 | 29.46 | 17.52 | 14.52 | 34.11 | 37.90 | 45.16 | 129 | 314 | 310 |

## Reading Domain
### Percentage of Students by Domain Performance Level for All Students

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 6.06 | 2.20 | 1.41 | 37.88 | 13.19 | 26.76 | 56.06 | 84.62 | 71.83 | 66 | 91 | 71 |
| 10 | 4.76 | 3.06 | 4.44 | 40.48 | 22.45 | 24.44 | 54.76 | 74.49 | 71.11 | 42 | 98 | 90 |
| 11 | 0.00 | 3.61 | 4.00 | 46.15 | 16.87 | 29.33 | 53.85 | 79.52 | 66.67 | 13 | 83 | 75 |
| 12 | 10.00 | 0.00 | 1.37 | 60.00 | 25.00 | 21.92 | 30.00 | 75.00 | 76.71 | 10 | 68 | 73 |
| All Grades | 5.34 | 2.35 | 2.91 | 41.22 | 19.12 | 25.57 | 53.44 | 78.53 | 71.52 | 131 | 340 | 309 |

| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| 9 | 0.00 | 0.00 | 0.00 | 54.69 | 47.13 | 44.12 | 45.31 | 52.87 | 55.88 | 64 | 87 | 68 |
| 10 | 0.00 | 1.06 | 1.19 | 62.50 | 35.11 | 42.86 | 37.50 | 63.83 | 55.95 | 40 | 94 | 84 |
| 11 | 9.09 | 6.33 | 4.23 | 63.64 | 39.24 | 45.07 | 27.27 | 54.43 | 50.70 | 11 | 79 | 71 |
| 12 | 10.00 | 1.52 | 1.47 | 60.00 | 43.94 | 33.82 | 30.00 | 54.55 | 64.71 | 10 | 66 | 68 |
| All Grades | 1.60 | 2.15 | 1.72 | 58.40 | 41.10 | 41.58 | 40.00 | 56.75 | 56.70 | 125 | 326 | 291 |

**Writing Domain
Percentage of Students by Domain Performance Level for All Students**

**Conclusions based on this data:**

1. Data too old- not reviewed

# School and Student Performance Data
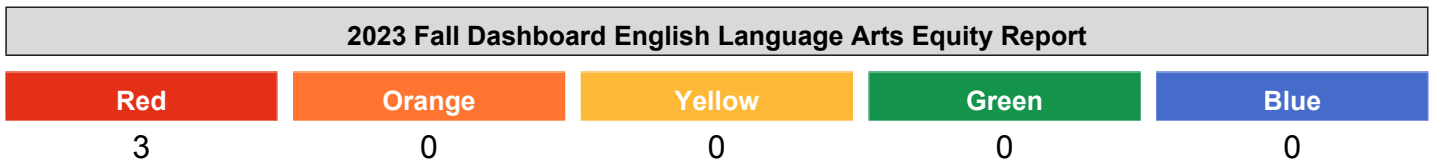
## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

| 2022-23 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **823** | **78.1** | **49.6** | **0.2** |
| Total Number of Students enrolled in John F. Kennedy High School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2022-23 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 408 | 49.6 |
| **Foster Youth** | 2 | 0.2 |
| **Homeless** | 45 | 5.5 |
| **Socioeconomically Disadvantaged** | 643 | 78.1 |
| **Students with Disabilities** | 116 | 14.1 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 147 | 17.9 |
| **American Indian** | 3 | 0.4 |
| **Asian** | 33 | 4 |
| **Filipino** | 5 | 0.6 |
| **Hispanic** | 601 | 73 |
| **Two or More Races** | 9 | 1.1 |
| **Pacific Islander** | 10 | 1.2 |
| **White** | 15 | 1.8 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students.  To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

### 2023 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts** <br> Red | **Graduation Rate** <br> Red | **Suspension Rate** <br> Orange |
| **Mathematics** <br> Red | **Chronic Absenteeism** <br> No Performance Color | |
| **English Learner Progress** <br> Red | | |
| **College/Career** <br> Low | | |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance
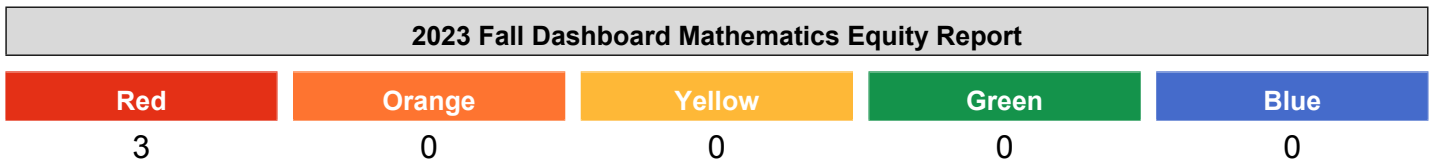## English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

| Red | Orange | Yellow | Green | Blue |
|:---:|:---:|:---:|:---:|:---:|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2023 Fall Dashboard English Language Arts Equity Report | | | | |
|:---:|:---:|:---:|:---:|:---:|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 3 | 0 | 0 | 0 | 0 |

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|:---:|:---:|:---:|
| **All Students** | **English Learners** | **Foster Youth** |
| Red | Red | No Performance Color |
| 276.7 points below standard | 292.1 points below standard | 0 Students |
| Decreased Significantly -126.2 points | Decreased Significantly -107.7 points | |
| 173 Students | 90 Students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| Less than 11 Students | Red | 265 points below standard |
| 7 Students | 273.4 points below standard | Decreased Significantly -35.3 points |
| | Decreased Significantly -121.9 points | 25 Students |
| | 146 Students | |

| 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity |
|---|

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| 248.8 points below standard | Less than 11 Students | Less than 11 Students | Less than 11 Students |
| Decreased Significantly - 97.7 points | 1 Student | 10 Students | 1 Student |
| 26 Students | | | |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Red | Less than 11 Students | Less than 11 Students | Less than 11 Students |
| 290.6 points below standard | 3 Students | 2 Students | 5 Students |
| Decreased Significantly - 140.5 points | | | |
| 127 Students | | | |

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

| 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners |
|---|

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| 296.1 points below standard | Less than 11 Students | 256 points below standard |
| Decreased Significantly -101.9 points | | Decreased Significantly -117.8 points |
| 83 Students | 8 Students | 37 Students |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data
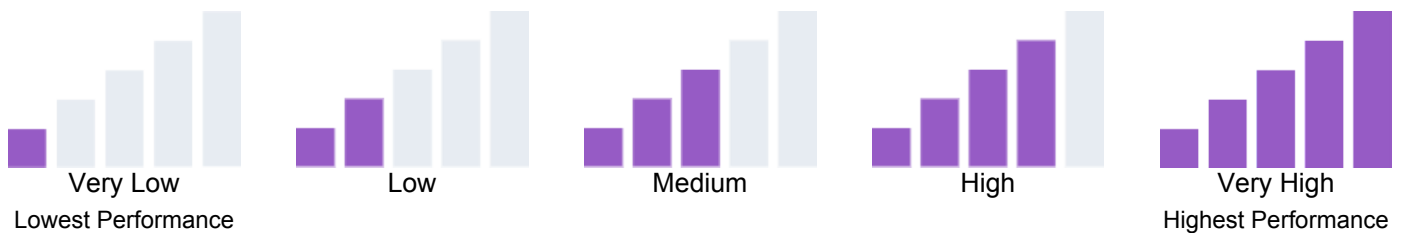
## Academic Performance
## Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students.  To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2023 Fall Dashboard Mathematics Equity Report |||||
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 3 | 0 | 0 | 0 | 0 |

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2023 Fall Dashboard Mathematics Performance for All Students/Student Group |||
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Red | Red | No Performance Color |
| 275 points below standard | 303.7 points below standard | 0 Students |
| Decreased Significantly -44.2 points | Decreased Significantly -51.3 points | |
| 179 Students | 99 Students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| Less than 11 Students | Red | 296.3 points below standard |
| 9 Students | 271 points below standard | Decreased Significantly -23.2 points |
| | Decreased Significantly -40.8 points | 25 Students |
| | 152 Students | |

| 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| 245.8 points below standard<br><br>Decreased Significantly - 32.3 points<br><br>25 Students | Less than 11 Students<br><br>1 Student | Less than 11 Students<br><br>10 Students | Less than 11 Students<br><br>1 Student |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Red<br><br>288.9 points below standard<br><br>Decreased Significantly - 57.5 points<br><br>135 Students | Less than 11 Students<br><br>2 Students | Less than 11 Students<br><br>2 Students | Less than 11 Students<br><br>5 Students |

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

| 2023 Fall Dashboard Mathematics Data Comparisons for English Learners | | |
|---|---|---|
| **Current English Learner** | **Reclassified English Learners** | **English Only** |
| 307.7 points below standard<br><br>Decreased Significantly -53.6 points<br><br>92 Students | Less than 11 Students<br><br>8 Students | 239.5 points below standard<br><br>Decreased Significantly -18.4 points<br><br>36 Students |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance
## English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
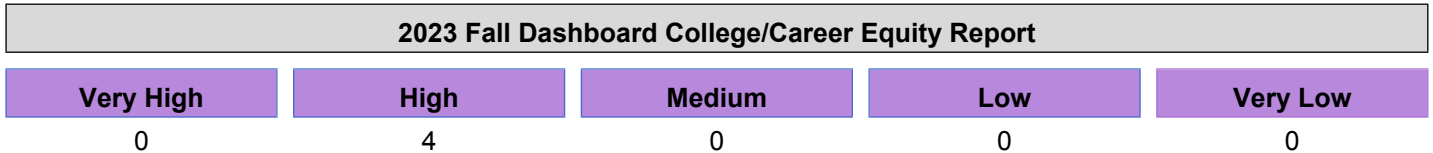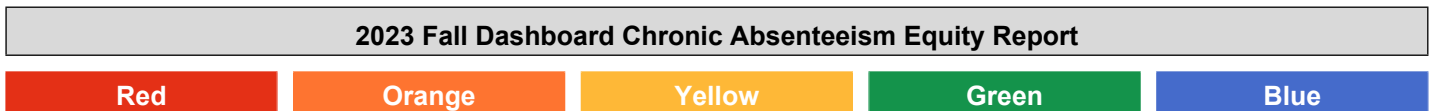
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students.  To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

| 2023 Fall Dashboard English Learner Progress Indicator |
| --- |

| English Learner Progress |
| --- |
| Red |
| 16.3 points above standard making progress towards English language proficiency |
| Number of EL Students: 306 Students |
| Performance Level: 1 |
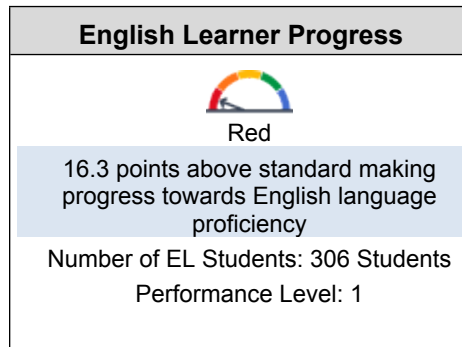
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

| 2023 Fall Dashboard Student English Language Acquisition Results | | | |
| --- | --- | --- | --- |
| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
| 68 | 131 | 2 | 48 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Performance
## College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| Very Low | Low | Medium | High | Very High |
|----------|-----|--------|------|-----------|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2023 Fall Dashboard College/Career Equity Report | | | | |
|---|---|---|---|---|
| **Very High** | **High** | **Medium** | **Low** | **Very Low** |
| 0 | 4 | 0 | 0 | 0 |

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

## 2023 Fall Dashboard College/Career Report for All Students/Student Group

### All Students

18.9 Prepared

190 Students

### English Learners

10.4 Prepared

115 Students

### Foster Youth

Less than 11 Students

2 Students

### Homeless

22.2 Prepared

18 Students

### Socioeconomically Disadvantaged

20.2 Prepared

178 Students

### Students with Disabilities

5.9 Prepared
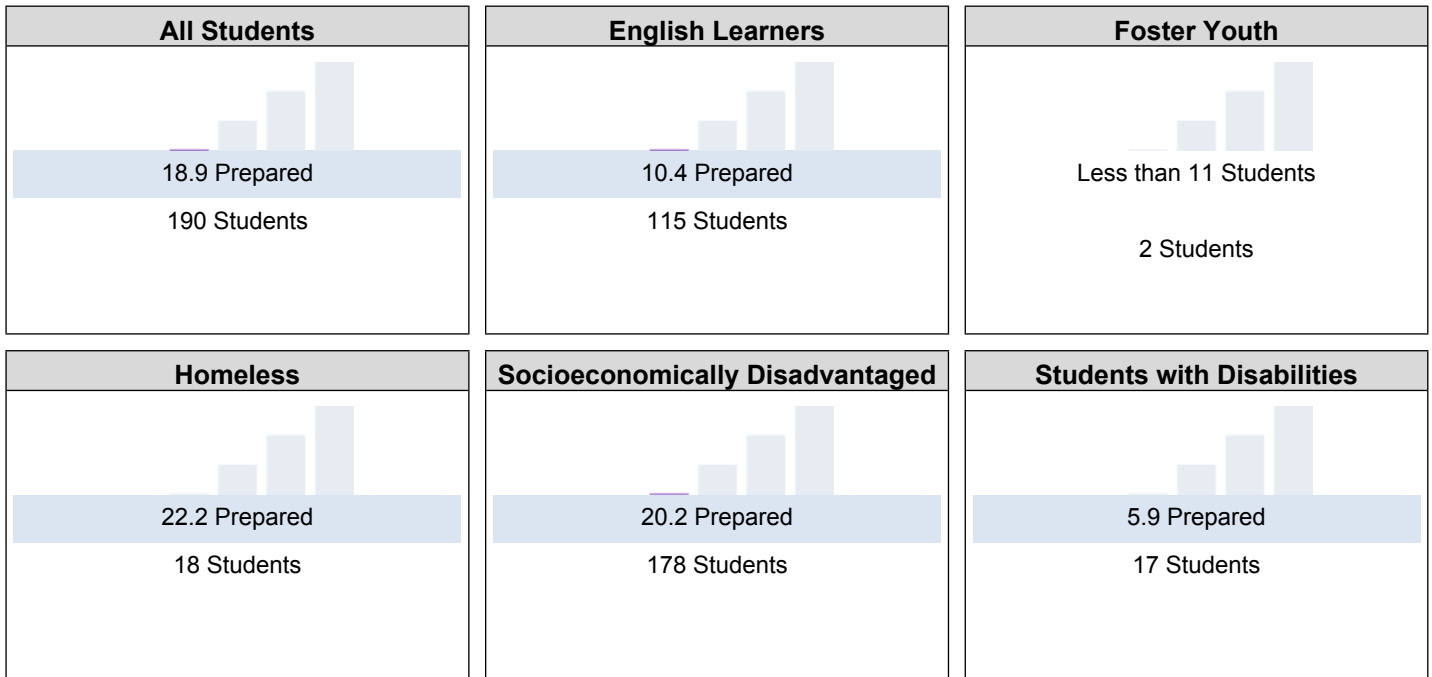
17 Students

## 2023 Fall Dashboard College/Career Reportby Race/Ethnicity
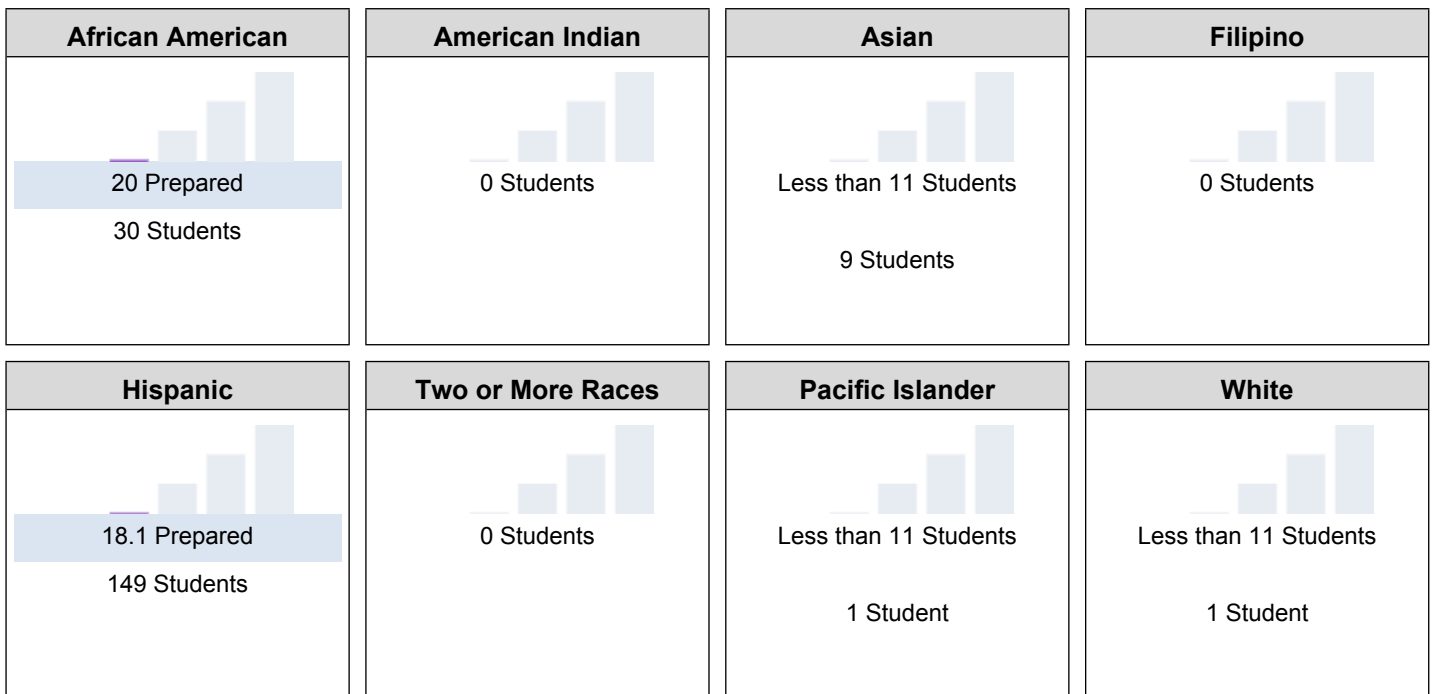
### African American

20 Prepared

30 Students

### American Indian

0 Students

### Asian

Less than 11 Students

9 Students

### Filipino

0 Students

### Hispanic

18.1 Prepared

149 Students

### Two or More Races

0 Students

### Pacific Islander

Less than 11 Students

1 Student

### White

Less than 11 Students

1 Student

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement
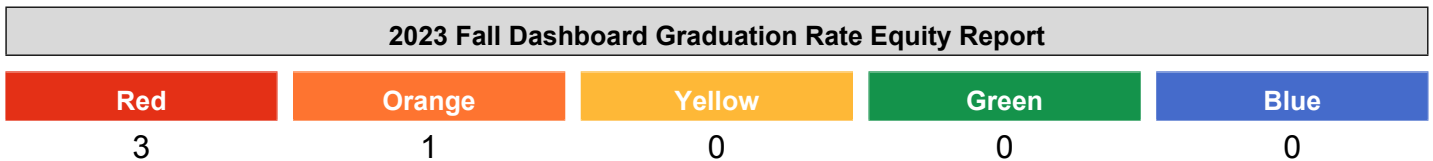## Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

| Red | Orange | Yellow | Green | Blue |
|-----|--------|--------|-------|------|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

### 2023 Fall Dashboard Chronic Absenteeism Equity Report

| Red | Orange | Yellow | Green | Blue |
|-----|--------|--------|-------|------|

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

### 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

| All Students | English Learners | Foster Youth |
|--------------|------------------|--------------|
| No Performance Color | No Performance Color | No Performance Color |
| 0 Students | 0 Students | 0 Students |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|----------|--------------------------------|----------------------------|
| No Performance Color | No Performance Color | No Performance Color |
| 0 Students | 0 Students | 0 Students |

| | | | |
|---|---|---|---|
| **2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity** | | | |

| **African American** | **American Indian** | **Asian** | **Filipino** |
|---|---|---|---|
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| 0 Students | 0 Students | 0 Students | 0 Students |

| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
|---|---|---|---|
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| 0 Students | 0 Students | 0 Students | 0 Students |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

| Red | Orange | Yellow | Green | Blue |
|-----|--------|--------|-------|------|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

### 2023 Fall Dashboard Graduation Rate Equity Report

| Red | Orange | Yellow | Green | Blue |
|-----|--------|--------|-------|------|
| 3 | 1 | 0 | 0 | 0 |

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

### 2023 Fall Dashboard Graduation Rate for All Students/Student Group

| All Students | English Learners | Foster Youth |
|--------------|------------------|--------------|
| Red | Red | Less than 11 Students |
| 66% graduated | 58% graduated | |
| Increased Significantly 5.5 | Increased Significantly 15.5 | 2 Students |
| 194 Students | 119 Students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|----------|--------------------------------|----------------------------|
| 50% graduated | | 41.2% graduated |
| Decreased Significantly -7.1 | Red | Decreased Significantly -8.8 |
| | 67% graduated | |
| 18 Students | Increased Significantly 6.6 | 17 Students |
| | 182 Students | |

| **2023 Fall Dashboard Graduation Rate by Race/Ethnicity** | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Orange | No Performance Color | Less than 11 Students | No Performance Color |
| 76.7% graduated | 0 Students | 9 Students | 0 Students |
| Decreased Significantly -12.8 | | | |
| 30 Students | | | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Red | No Performance Color | Less than 11 Students | Less than 11 Students |
| 63.4% graduated | 0 Students | 1 Student | 1 Student |
| Increased Significantly 11.3 | | | |
| 153 Students | | | |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data
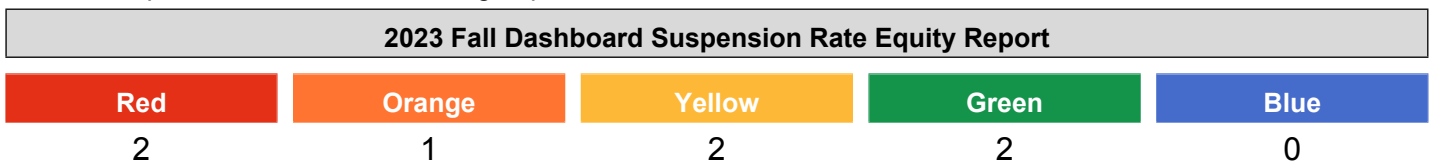
## Conditions & Climate
## Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

| Red | Orange | Yellow | Green | Blue |
|:---:|:---:|:---:|:---:|:---:|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

| 2023 Fall Dashboard Suspension Rate Equity Report | | | | |
|:---:|:---:|:---:|:---:|:---:|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 2 | 1 | 2 | 2 | 0 |

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

### 2023 Fall Dashboard Suspension Rate for All Students/Student Group

| All Students | English Learners | Foster Youth |
|:---:|:---:|:---:|
| Orange | Green | Less than 11 Students |
| 7.5% suspended at least one day | 5.3% suspended at least one day | 4 Students |
| Maintained -0.2 | Declined -0.7 | |
| 969 Students | 473 Students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|:---:|:---:|:---:|
| Orange | Yellow | Red |
| 9.8% suspended at least one day | 7.6% suspended at least one day | 16.7% suspended at least one day |
| Increased 6.7 | Declined -0.4 | Increased 3.7 |
| 61 Students | 843 Students | 132 Students |

| 2023 Fall Dashboard Suspension Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Red | Less than 11 Students<br><br>3 Students | Yellow | Less than 11 Students<br><br>6 Students |
| 17.6% suspended at least one day | | 8.3% suspended at least one day | |
| Increased 1.1 | | Declined -2.5 | |
| 170 Students | | 36 Students | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Green | 13.3% suspended at least one day | 9.1% suspended at least one day | 21.1% suspended at least one day |
| 4.7% suspended at least one day | Increased 5.6 | Declined -7.6 | Increased 12.7 |
| Declined -0.4 | 15 Students | 11 Students | 19 Students |
| 709 Students | | | |

**Conclusions based on this data:**

**1.**

# Local Measures
# Local Assessment Data