

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Columbus High School	19 64451 1931625	10/22/22	December 14, 2022

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)

Schoolwide Program
Columbus High School exited CSI status in 2019.

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.

EC Section 64001 specifies that schools and districts that receive state and federal or other applicable funding through the district's Consolidated Application (ConApp) process prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students. SPSA specifics are also included in the Federal Program Monitoring process. Our school will ensure the following guidelines are followed in order to meet ESSA requirements:

1. The SSC has developed and approved the SPSA for participating in programs funded through the ConApp process.
2. All required programs funded through the ConApp and subject to Every Student Succeeds Act (ESSA) are consolidated into the SPSA.

3. The SSC must annually review and update the plan, including proposed expenditures of funds allocated to the school through the ConApp.
4. School goals are based upon an analysis of data, including the CAASPP, ELPAC, and local assessments.
5. The content of the plan is aligned with goals for improving student achievement.
6. The plan is developed with the review, certification, and advice of our school advisory committees (SSC, ELAC).
7. The SPSA addresses how ConApp funds will be used to improve the academic performance of all students.
8. The SPSA aligns with DUSD's Local Control Accountability Plan (LCAP) and is submitted for approval to the district's governing board.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations.....	7
Analysis of Current Instructional Program.....	9
Educational Partner Involvement	22
Resource Inequities	23
School and Student Performance Data	24
Student Enrollment.....	24
CAASPP Results.....	26
ELPAC Results	30
Student Population.....	33
Overall Performance	35
Academic Performance.....	37
Academic Engagement.....	43
Conditions & Climate.....	46
Goals, Strategies, & Proposed Expenditures.....	48
Goal 1.....	48
Goal 2.....	60
Goal 3.....	71
Goal 4.....	80
Goal 5.....	88
Budget Summary	96
Budget Summary	96
Other Federal, State, and Local Funds	96
Budgeted Funds and Expenditures in this Plan.....	97
Funds Budgeted to the School by Funding Source.....	97
Expenditures by Funding Source	97
Expenditures by Budget Reference	97
Expenditures by Budget Reference and Funding Source	97
Expenditures by Goal.....	98
School Site Council Membership	99
Recommendations and Assurances	100

Parent and Family Engagement Policy101
School Parent Compact102
Professional Development Plan103

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Teacher/staff results:

Columbus High School seeks input from our teachers/staff through our Annual Educational Partners Engagement Survey. The key findings from the survey provide the district feedback around our 5 LCAP Goal Areas (Student Achievement, Whole Child, Best Staff, Parent Engagement, Infrastructure) that incorporate the 8 state priorities. A total of 31 teachers/staff representing grades 9-12 participated in the Annual Educational Partners Engagement Survey for the 2021-2022 school year. Teachers/staff were asked a series of questions around 3 focal areas: 1) School Climate; 2) Learning Environment; 3) Parent Communication.

The following results reflect the percentage of teachers/staff that Agree/Strongly Agree to the subsequent statements around School Climate:

"The students at my school treat each other with respect." (100%);

"The adults at my school treat students with respect." (87%);

"My school enforces rules consistently." (84%).

The following results reflect the percentage of teachers/staff that Agree/Strongly Agree to the subsequent statements around Learning Environment:

"Downey Unified has high expectations for all students. (90%);

"The curriculum in Downey Unified challenges students appropriately." (94%);

"My school has the technology students need to learn." (87%);

"My school has other resources students need to learn." (81%);

"When students need it, my school offers extra academic help before, during, or after school." (94%).

"Downey Unified offers an appropriate number and variety of elective courses." (84%);

"The career and technical education (CTE) offered by Downey Unified is appropriate." (84%).

The following results reflect the percentage of teachers/staff that Agree/Strongly Agree to the subsequent statements around Parent Communication:

"The District Office understands the unique culture of our school." (74%);

"We communicate effectively in our school." (84%);

"School administrators are visible at our site and in our virtual classrooms and meetings." (97%);

"School administrators know my professional goals." (87%);

"School administrators are accessible to me." (97%);

"I communicate effectively with parents." (100%)

Parent Results:

Columbus High School seeks input from our parents/guardians through our Annual Educational Partners Engagement Survey. The key findings from the survey provide the district feedback around our 5 LCAP Goal Areas (Student Achievement, Whole Child, Best Staff, Parent Engagement, Infrastructure) that incorporate the 8 state priorities. A total of 99 parents/guardians representing grades 9-12 participated in the Annual Educational Partners Engagement Survey for the 2020-21 school year. Parents were asked a series of questions around 3 focal areas: 1) School Climate; 2) Learning Environment; 3) Parent Communication.

The following results reflect the percentage of parents/guardians that Agree/Strongly Agree to the subsequent statements around School Climate:

- "My child's school enforces rules consistently." (88%);
- "The students in my child's school treat each other with respect." (88%);
- "The adults at my child's school treat students with respect." (92%);
- "My child's school meets his/her social and emotional needs." (89%);
- "My child is positively impacted by CHARACTER COUNTS!." (94%)

The following results reflect the percentage of parents/guardians that Agree/Strongly Agree to the subsequent statements around Learning Environment:

- "I understand the academic standards my child must meet." (96%);
- "My child is appropriately challenged in his/her curriculum. My child's school has high expectations for all students." (93%);
- "My child's teachers motivate him/her to learn." (94%);
- "My child's school has the technology he/she needs to learn." (98%);
- "My child's school has other resources he/she needs to learn." (98%);
- "When he/she needs it, my child can get extra academic help before, during, or after school." (94%);
- "Downey Unified offers an appropriate number and variety of elective courses." (93%);
- "The career and technical education (CTE) offered by Downey Unified is appropriate." (91%).

The following results reflect the percentage of parents/guardians that Agree/Strongly Agree to the subsequent statements around Parent Communication:

- "My child's school provides the resources and training I need to help my child learn." (92%);
- "My child's school encourages parents to participate in their child(ren)'s education." (95%);
- "My child's school involves parents when making decisions about school programs." (90%);
- "My child's school communicates effectively with parents." (95%);
- "My child's school sends information home in a language I understand." (93%);
- "My child's school presents information at meetings in a language I understand." (97%);
- "My child's school send information in a format that is accessible and effective." (92%);
- "My child's school makes it easy for parents to attend meetings and/or workshops." (89%);
- "My child's school provides workshops that are relevant to me and my child." (88%).

Parents were asked to provide us feedback on the parent educational opportunities they would like to see at the district and site level. Based on Columbus' parent/guardian responses, the following results illustrate the top 5 key topics around parent educational opportunities: 1) Building Self-Esteem; 2) Teaching Responsibility and Decision-Making; 3) Preventing Bullying; 4) Preventing Substance Abuse; 5) Helping with Math and Homework.

Student Results:

Columbus High School seeks input from our students (grades 9-12) through our Annual Educational Partners Engagement Survey. The key findings from the survey provide the district feedback around our 5 LCAP Goal Areas that incorporate the 8 state priorities. A total of 236 students (grades 9-12) participated in the survey.

Students were asked a series of questions around 2 focal areas: 1) School Climate; 2) Learning Environment.

The following results reflect the percentage of students that Agree/Strongly Agree to the subsequent statements around School Climate:

- "I like attending school online." (43%);
- "My school enforces rules consistently." (88%);
- "The students at my school treat each other with respect." (82%);

"The adults at my school treat students with respect" (91%);
"My teachers care about me as a person." (97%);
"When I have a problem, there is a teacher or another adult I can talk to." (94%);
"I fit in at my school." (81%).

The following results reflect the percentage of students that Agree/Strongly Agree to the subsequent statements around Learning Environment:

"I believe I can do well in school." (93%);
"My teachers believe I can do well in school." (97%);
"My school has high expectations for all students." (93%);
"My teachers help me learn." (94%);
"I feel comfortable asking questions in class." (88%);
"When I need it, I can get extra help before, during, or after school." (93%);
"I learn interesting things at school." (88%);
"What I am learning in school will benefit me in the future." (83%);
"My teachers recognize me when I do well." (93%);
"My school has the technology to learn." (97%);
"My school gives me other resources (e.g., books, supplies, etc.) I need to learn." (94%).

These key findings are relevant to school safety and connectedness for Columbus High School and it supports our efforts in the review and modification of our LCAP. The Educational Partners Engagement Survey is directly tied to the District Vision that states all students graduate with 21st Century education that ensures they are college and career ready, globally competitive, and citizens of strong character.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are used by the site Instructional Leadership Team (ILT) as a way of continual improvement on Teaching and Learning and positive impact on the Learning Environment. Our ILT focus is Literacy through comprehensive reading, critical thinking and clear writing. The best practices are: summarizing, paraphrasing and justification and the student friendly slogan is: "Be legit, be literate!" The following indicates the frequency of classroom observations and after are listed related results regarding the learning environment per the LCAP from teachers, parents and students.

Frequency and location:

Staff participate in on-site ILT classroom walk-throughs at least twice per semester. The site ILT participates in off site classroom walk-throughs within DUSD (K-12 classroom) at least 1

to 2 times per school year. Site staff also resume (as allowed) in out of district classroom observations (local continuation high schools) at least 1 to 3 times per school year as part of professional development.

Columbus HS and Woodruff Academy do not offer online learning for the 2022-2023 school year.

LCAP Results around Learning Environment - CHS:

The following results reflect the percentage of TEACHERS/STAFF that Agree/Strongly Agree to the subsequent statements around Learning Environment:

"The curriculum in Downey Unified challenges students appropriately." (90%);

"My school has the technology students need to learn." (87%);

"My school has other resources students need to learn." (81%);

"Downey Unified offers an appropriate number and variety of elective courses." (84%);

"When students need it, my school offers extra academic help before, during, or after school." (94%).

Teachers and staff who are satisfied or very satisfied with DUSD professional development offerings. (36%)

The following results reflect the percentage of PARENT/GUARDIANS that Agree/Strongly Agree to the subsequent statements around Learning Environment:

"I understand the academic standards my child must meet." (100%);

"My child is appropriately challenged in his/her curriculum." (100%);

"My child's teachers motivate him/her to learn." (100%);

"My child's school has the technology he/she needs to learn." (100%);

"My child's school has other resources he/she needs to learn." (100%);

"My child can get extra academic help before, during, or after school." (100%).

The following results reflect the percentage of STUDENTS (61- grades 9-12) that Agree/Strongly Agree to the subsequent statements around Learning Environment:

"I believe I can do well in school" (96%)

"My teachers believe I can do well in school" (98%)

"My school has high expectations for all students" (89%)

"My teachers help me learn" (100%)

"I feel comfortable asking questions in class" (87%)

"I learn interesting things at school" (85%)

"What I am learning in school will benefit me in the future" (67%)

"My teachers recognize me when I do well" (96%)

"My school has the technology to learn" (96%)

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Staff is taking strides toward becoming a "data-driven" and "results-oriented" school. The district and leadership within the school has promoted this endeavor by supporting the acquisition of technology to advance the collection of data, has increased the scope of data accessible to the shareholders, has defined expectations of the assessment process within departments and courses and has developed processes to guide all shareholders in creating goals, assessments and in collecting and analyzing data. (i.e. Specific Measurable Attainable Results oriented Time-based (SMART) goals, common assessments). These processes allow all shareholders in the school, district and the community to access and disseminate student performance data to modify instruction to better meet the needs of the students. Staff values the ongoing need to create common assessments within our school to measure and monitor student learning.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Time is taken at the beginning of the school year through department, staff and school site council meetings to review the data that has been identified as the major factors in affecting the school's progress. Sources of data include:

- Smarter Balanced Assessment (SBA) of the California Assessment of Student Performance and Progress (CAASPP),
- English Language Performance Assessment (ELPAC)
- Attendance
- Graduation Rate
- Transfer Rate
- Credit Recovery Rates via individualized student Credit Check Form (real time student, credit recovery data)
- Suspension / Expulsion rates
- Formative assessments (teacher made, Star 360 data in Reading and Math during in-person learning)

As the year progresses, data is updated and the information is shared with the staff and community members through educational partners meetings, the Principal's message via the school's website, School Site Council, and ELAC meetings.

Communication of student performance data is a top priority at Columbus High School. Results of data drive planning, next steps and are shared with the following educational partners: parents, students and staff.

Communication is supported through school and teacher websites, online grade books, parent conferences and staff meetings, school site council and ELAC meetings with relevant educational partners. Communication and data-driven instruction and planning will ultimately lead to improved student outcomes at Columbus High School. Columbus High School will utilize First Best Instruction, Star 360, to establish academic baseline levels in the areas of reading and math as well as monitor progress in these critical areas over the course of the school year. Furthermore, formative assessment data will drive intervention programming specific to students identified in the academically at-risk range.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Columbus High School has 100% of staff meeting ESEA highly qualified requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers have access to SBE-adopted instructional materials, District level professional development, site level professional development, and support from curriculum-specific Teachers-on-Special-Assignment (TOSAs).

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The Downey Unified School district, including CHS and WAS, place a great value on Professional Development. Professional Development takes on many forms at Columbus High School, including:

Staff Meetings: Held twice a month for at least one hour each. Typically, one meeting is used to deepen the staff's understand of First Best Instruction, Professional Development, Technology and planning. At least one of the staff meetings per month focuses on collaborative analysis of data and data driven planning, instruction and intervention based on data from the Credit Recovery Steps to Success Extract. Regardless of the content of the meeting, teachers collaborate with and within departments and cross departmentally to share their collective learning and knowledge.

Instructional Leadership Team (ILT) meetings: ILT members include representation by school principal, assistant principal, Title I Coordinator/ ELD Coordinator/ELA Teacher, Math Teacher, Social Science Teacher, SPED Teacher(s) and School Counselor. At the site level, all staff are encouraged and invited to attend CHS ILT meetings, which are held twice a month, to collaborate on instructional resources, needs, analyze data and plan.

Humans Relation Council: focused on community building, equity and access

Social-Emotional Learning: workshops, Circles, PBIS, Wellness Center,

Steps To Success, Monthly Parent-Teacher Meetings: Step meeting with school staff, parents and students are held monthly to identify student's current progress, especially those at greatest risk of not meeting graduation criteria, and plan appropriate interventions and supports.

Whether working on academic skill development based on student's individual needs and grounded in the Common Core standards, technology, data analysis, or Professional Development all efforts align to Columbus High School's three WASC goals. In the 2019-2020 school year, CHS renewed it's WASC Accreditation and Woodruff earned initial WASC accreditation. Further, the Model Continuation designation which was earned in the Fall of 2018.

Columbus High School and Woodruff Academy School is committed to investing in our students' success by investing in the growth of their teachers, parent involvement and student engagement.

During the 2020-2021 school year (due to the pandemic) - Professional Development focused on:
*development of efficacy in distance learning (engagement, assessment, full transition to Canvas by January 2021)

*social-emotional learning for students/staff (community and relationship building)

*equity/access (learning about diversity and culture to foster positive human relations, equitable access to tools required for learning - devices, hotspots, etc.)

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

For the 2022-2023 school year, the following supports are in place:

Title I Interventionists

JFCS/TLC Counseling, individual, increased from 10 to 32 student slots

Pacific Clinics for one on one referrals for counseling that may include service on/off campus

Clinical School Therapists (CST's)

Wellness Center: Columbus HS

Cerritos Complete - college and career readiness

Family Circle: Woodruff Academy

Contracted Therapists - 10-20 Club

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

In addition to collaboration that takes place during a staff meeting and during department ILT meetings, on Fridays, after school, staff also have time within their work day after the Parent - Teacher Steps To Success Program conferences to collaborate. Teachers have the freedom to find their own opportunities for growth during this time, as they may choose to collaborate with peers in their department or even with teachers from other departments.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The mission of our schools is for student to achieve the academic resilience necessary to graduate from high school and transition successfully into a post-secondary endeavor based on the their interest and need (college, vocational or military). All students continue to be engaged in a rigorous, relevant and coherent curriculum that supports the achievement of the expected school-wide learning results and essential standards. Course curriculum focuses on essential skill development grounded in content standards. Courses are planned so that knowledge and concepts are built upon each other. Students can move from credit recovery courses as well as courses that meet A-G level criteria.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The school site annually measures its progress in meeting the Williams settlement, the availability of standards-based instructional materials appropriate to all student groups, and promptly addresses any deficiencies identified throughout the school year. The school site will work with the District and other school sites to abolish any shortages.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers are trained in SBE-adopted and standards-aligned instructional materials throughout the year. Professional Development in California Standards (CCSS) for teachers to develop and refine curriculum maps, essential standards, formative assessments, and instructional practices to address the complexity and rigor of state standards in core disciplines. All students have access to core courses aligned with state standards. Teachers-on-Special-Assignment are available for consultation and/or demonstration of the use of materials and strategies. School administrators visit classrooms daily noting the fidelity of instructional practices, the use of standards-based materials, and student engagement.

Opportunity and Equal Educational Access

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

Columbus High School and Woodruff Academy provides multiple intervention opportunities available to all of our students, including:

- Free and reduced lunch for socially economically disadvantaged students
- Referral to social-emotional services and/or True Lasting Connections (TLC) of DUSD for medical and/or other basic living needs including mental health resources
- Monthly recognition of students on:

Honor Roll (Step 1), Perfect Attendance, Character Counts! (e.g. Respect, Citizenship, Trustworthiness, Fairness, Caring)

- Free before school/afterschool tutoring, Monday - Friday
- Monthly parent - teacher conferences (Steps to Success)
- CHS Digital Media Lab (Chromebook, iPad, Desktop, Document Projector, Laptops)
- One to one access to technology (device, hotspot)
- Q Student Connect
- Canvas
- Wellness Center
- Girls' Group and Boys' Group led by DUSD mental health staff to foster positive peer relations, esteem, independent living skills and decision making
- Academic counseling
- College and Career Counseling
- Small group instruction
- Differentiated instruction
- Individualized accommodations based on student needs
- Apex, on-line, learning / coursework for credit recovery
- Renaissance Place assessment (reading and math) and data driven instruction - in person
- Independent Study program for students with special circumstances, such as hardship/work demands
- College / Career Planning
- Career Technical Education in the area of Media Arts and Welding
- Columbus Teacher Assistance Program (CTAP): Gauldin / Gallatin / Lewis Elementary Teacher Assistance Program (CTAP - elective credit) - in person only
- eSports Overwatch Club
- Intramural sports and other positive student activities (e.g. Student Council, etc.) appear to correlate with positive attendance and behavior with some of our most at-risk students - in person
- Two Campus Aides that monitor for safety and security of campus, daily throughout the school day
- Downey Police Department (DPD) Officer that assists the two campus aides Monday - Friday from 8:15 am - 3:15 pm - in person only
- DPD Canine to monitor and facilitate safe, drug free campus - in person only
- McKinney Vento support services on site
- College and Career fairs and workshops

Evidence-based educational practices to raise student achievement

Staff from all school sites, along with district level administrators created a program coherence document, that visually shows the continuum of evidence-based instructional practices ranging from TK- grade 12 to ensure our students are college and career ready, globally competitive, and citizens of strong character. These strategies begin with First Best Instruction (FBI). We rely on our Instructional Leadership Teams (ILT) and our Professional Learning Communities (PLC) to make certain teachers have the expertise to deliver FBI. Grade level teams also collaborate and discuss student learning to determine who needs additional support. Schools provide students with tiered Interventions to meet their instructional needs.

To provide a College and Career Readiness for our students, we offer AVID, Advanced Placement, CTE Pathways classes all with a strong focus on A-G graduation requirements.

Student Achievement and Social Emotional initiatives address the Whole Child. Our District has assembled a strong continuum of educational practices beginning at the elementary level. These initiatives include: Balanced Literacy, CGI math, PLTW Launch, Mystery Science, and Innovation Labs. In the secondary level, students can participate in Expository Reading and Writing Courses, WEB, and Link Crew. Throughout all grade levels, the Next Generation Science Standards, Social Studies standards, Standards of Mathematical Practice, CHARACTER COUNTS!, Positive Behavioral Interventions and Support (PBIS) and Support services are a unifying focus.

First Best Instruction (FBI) is perhaps the strongest educational practice to raise student achievement. We have defined the components by including a description, essential attributes and observable evidence for each component. The first of these components is Culture and Environment. We describe the essential attributes as positive and safe learning environments creating a culture of high expectations in which all students develop self-advocacy as a result of a growth mindset, deliberate character development, and frequent celebrations around the success of the whole child. Observable evidence includes CHARACTER COUNTS!, student voice and choice, PBIS, regularly scheduled specific celebrations, purposeful recognition of desired behaviors and accomplishments, language of growth mindset, failure and mistakes are embraced as opportunities for growth and re-learning, and opportunities for re-learning.

Engagement, another component of FBI, is student centered with active learning that fosters purposeful, intentional, and positive relationships as observed with explicit framework for connecting with students, authentic interactions characterized by trust, transparency and vulnerability, igniting curiosity to drive discussion, meaningful real-world learning experiences, connect learning to each student's story and experiences, and student discourse. Next, Teaching and Learning is supported by the deliberate creation and design of standards-based lessons using a variety of rigorous and relevant instructional strategies and activities that ensure all students are developing proficiency in their grade level standards. The focus is learning. The observable evidence of this component is guaranteed and viable curriculum, differentiation to meet the individual learning needs of each student, critical thinking, communication, collaboration, creativity, and character, data driven, collaborative process, and allocating time and resources to re-teaching.

The last of the FBI component is assessment. Assessment monitors progress through multiple and varying measurements providing students with timely and meaningful feedback. Purposeful assessments are aligned to state standards and student learning objectives. Teachers use assessment data to collaborate and to determine next best steps for instruction, intervention, or enrichment. The observable evidence of assessment includes reflective and collaborative process, formal and informal measurement utilizing a variety of data collection methods, formative and summative application, actionable feedback within the lesson, and instruction is responsive to student need.



Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Columbus High School and Woodruff Academy plans and provides purposeful assistance to under-achieving students, including:

Family Resources:

- Bilingual communication
- Canvas and Parent Q Connect
- Parent Training workshops: social-emotional learning, Back to School, college and career, Crecer
- English Language Advisory Committee
- School Site Council Committee
- Title I Committee
- School website and social media
- Monthly Steps to Success Parent Teacher Conferences
- English / Spanish communication newsletters, dialers, etc.
- Orientations meetings for new students (including IEPs and 504 Plans)

School Resources:

- Individual / small group counseling
- Individual academic counseling
- College / career counseling and fairs
- Free before school / after school tutoring, Monday - Friday
- Modified School day
- Independent Studies for teen parents or working students
- Alcohol and Other Drug (AOD) Intervention Contract
- School Attendance Review Board (SARB)
- Clinical Therapists / Interns
- School Psychologist / Intern
- Student Study Team
- Student Scholarship Program
- 10/20 Club, Inc. (AOD Intervention / mentorship)

Community Resources:

- Referral to True Lasting Connections (TLC) for personal supports
- Gangs Out of Downey
- Fieldtrips to local post-secondary educational centers
- Presenters from the community, including positive Alumni Role Models, to inspire and motivate students
- Community Service Hours
- Vocational skill development (Resume, interviewing, dressing for success)

District Resources:

- Parent Advisory Committee (PAC) chairperson
- College / Career Fair
- Collaboration with Career Technical Education resources (Skills USA)
- Q Parent Connect

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The district has a number of services and activities in place to meet this goal. The district has a very active and engaged Parent Advisory Committee (PAC) and District English Language Advisory Committee (DELAC). Our school nominates parent representatives for each district committee. These representatives return to the school site to share the information from the district committees. PAC Meetings are held five times per year and engage members in the LCAP process and new educational reforms such as state standards, CCSS testing and accountability, and other district initiatives. DELAC Meetings are held four times a year and discuss English Learner testing and accountability, LCAP, and other related topics. Parent input is attained through these meetings and the annual LCAP parent survey. Throughout the district, we have increased our parent input from 600 respondents to over 8,000 responses on our LCAP survey over the last seven years. Because of the efforts to increase parent engagement, the district is better able to meet student needs and build the connections necessary to foster student success. Our school also utilizes our School Site Council (SSC) to plan, implement, and evaluate programs that are federally funded. All teachers complete surveys at every professional development (PD) opportunity to provide input for next steps for further PD.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

In addition, our school site is readily available by email, meetings, before or after school, yearly conferences, family nights, and other school events. The principal regularly has “Coffee with the Principal” to give parents an opportunity to learn and understand what is happening at the school site and to ask questions.

Downey Unified first considers meeting the needs of Foster Youth, English learners, and low-income students in every educational decision that is made that impacts unduplicated students. As per the 2021 CA School Dashboard, the district’s total student population stands at 22,216 with 64.8% low-income, 13.2% English Learners, and 0.6% Foster Youth. Downey Unified is proud to demonstrate that each of the unduplicated student populations has certificated staff that oversees their progress and has first-hand knowledge of resources and supports that can be provided to each student. There is a strong sense of collaboration and teamwork to ensure these students have the necessary tools, scaffolds, and support to reach high levels of student achievement. Below is a description of how services for Foster Youth, English learners, and low-income students in Downey Unified are being increased or improved:

ELA/Math Teachers on Special Assignment (TOSA) – Low-Income

Based on current local assessment data, English learners, Foster Youth, and low-income students scored below the average range of students at each grade level. Research shows that high-quality instruction, materials, and supplies support FRPL student success. Within the last few years, the curriculum was updated as a result of educational partner input to include more diversity and minority representation. Based on research from the district’s partnership with Focused Schools, the district created a collective vision around First Best Instruction for ALL students and as a result, units of study were created and modified to support high levels of student success.

Technology (Low-Income)

Downey Unified has a low-income percentage of 64.8%. This is significant in that it demonstrates that most of our student population falls into the low-income status. All of our elementary and middle schools have implemented the 1:1 iPad strategy. All students have access to wifi enabled iPads to ensure they have the resources to continue their learning at home. At the high school level, any student needing a device and hotspot has access. Research demonstrates that when students have the necessary and quality tools for instruction, there is an increase in student engagement and success. By providing technology to all students, DUSD ensures students have access to educational resources at all times. Every DUSD student utilizes their device at school and during the instructional day to support their engagement and learning.

Technology Tools (Low-Income, Foster Youth, English Learners)

Research shows that when students have the necessary and quality tools for instruction, there is an increase in student engagement and success. Downey Unified ensures that students have a successful school experience. At the elementary level, students have access to the Google Suite and other technological tools such as Flipgrid, Padlet, etc. Padlet, a digital pinboard, allows for many creative ways to communicate, celebrate, and post about learning and educational experiences for both students and staff. This ensures students stay engaged during lessons and allows them to collaborate with peers, critically analyze, and show and explain their thinking. At the secondary level, a learning management system, Canvas was purchased during our school closure. It was purchased during the 2021-22 school year to continue to provide students with the opportunity to organize and access their learning. To maintain high levels of communication, Blackboard supports communication between students and families. The district continues to update and refresh existing technology to ensure students have access to digital learning. The district purchased additional memory and solid-state hard drives to upgrade computers for student use (Micron Computer Upgrade). Microsoft Premier Extras were purchased to provide students and staff additional support services from Microsoft and Azure Cloud Services was purchased as an online

resource to provide continuity of services in the event of a district power outage. Providing the infrastructure to support digital resources and providing access enhances our students' learning experiences in the classroom.

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

Downey Unified School District (DUSD) continues to sustain an extensive and collaborative effort to gather and incorporate educational partners feedback. This process is viewed as an opportunity for an expansive and inclusive conversation about the District's vision and plan for student achievement and a place to tie together the district's instructional initiatives with the allocation of resources. DUSD's vision that "All students graduate with a 21st Century education that ensures they are college and career ready, globally competitive, and citizens of strong character" continues to be at the forefront of our work. The LCAP clearly delineates the strategies and investments necessary to advance and realize this vision. DUSD implements an extensive educational partners engagement effort that establishes a strong foundation for continued educational partners support and involvement. Educational partners engagement continues to be a deeply embedded component of district practice.

Our educational partners engagement process involves all of the district's schools and community partners at key intervals throughout the school year. The process involves structured opportunities for direct feedback from Instructional Cabinet, Principals, Co-administrators, Bargaining Units, teachers, staff, parents, students, School Site Councils, the Parent Advisory Committee (PAC), the District English Language Learner Advisory Committee (DELAC), and the DUSD Board of Education. At Columbus High School, educational partners participate in various ways. School Site Council Meetings are held through the school year. Staff and parents vote for their SSC representatives. Meetings are open to all. At the SSC Meetings, parents have an opportunity to review the SPSA provide feedback and help monitor the implementation of the plan. SSC Meetings are posted on the school website; invitations are sent home via a bilingual emails and dialers; agendas and minutes and all information is provided in Spanish and English; information regarding SSC and ELAC is indicated on the website.

School Site Council Meeting Dates:

1. October 11, 2022 2:45 PM In person & Zoom
2. December 13, 2022 2:45 PM In person & Zoom
3. February 15, 2023 2:45 PM In person & Zoom
4. March 14, 2023 2:45 PM In person & Zoom

ELAC Meeting Dates:

1. October 7, 2022 2:45 PM In person & Zoom
2. December 2, 2022 2:45 PM In person & Zoom
3. February 3, 2023 2:45 PM In person & Zoom
4. March 3, 2023 2:45 PM In person & Zoom
5. May 5, 2023 2:45 PM In person & Zoom

Online Surveys:

In addition to all these meetings, an online survey is administered to each educational partner group. The teacher/staff survey focuses on measures of satisfaction. The parent and student surveys focus on measures of engagement. The surveys are posted on the district home webpage during the survey window which typically is in the Spring. To encourage parent participation, flyers are distributed, phone dialers are sent from the Superintendent, and school site administrators send reminders. For staff, the Superintendent sends an email to teachers and staff with a link to the survey. Reminders are sent to staff to encourage survey completion. Students complete the online survey during the school day.

Resource Inequities

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

No identified resource inequities identified as a result of the needs assessment.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.68%	0.3%	%	2	1	
African American	4.41%	4.8%	4.76%	13	15	16
Asian	1.02%	1.0%	0.30%	3	3	1
Filipino	0.34%	%	%	1		
Hispanic/Latino	87.8%	89.4%	89.58%	259	279	301
Pacific Islander	0%	0.3%	0.30%	0	1	1
White	5.76%	4.2%	4.76%	17	13	16
Multiple/No Response	0%	%	0.30%	0		1
Total Enrollment				295	312	336

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 10	1		
Grade 11	82	49	73
Grade 12	212	263	263
Total Enrollment	295	312	336

Conclusions based on this data:

1. Enrollment has increased over the years from 228 to 312 from 2016-2017 to the 2021-22 school year, respectively.
2. 89.4 % of students are Hispanic/Latino

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	49	71	68	16.6%	22.80%	20.2%
Fluent English Proficient (FEP)	65	64	81	22.0%	20.50%	24.1%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.0%	

Conclusions based on this data:

1. The English Language Learner percentage increased by 6.2%.
2. The Fluent English Proficient groups decreased by 1.5%.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	133	108	170	128	0	160	128	0	160	96.2	0.0	94.1
All Grades	133	108	170	128	0	160	128	0	160	96.2	0.0	94.1

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2508.		2491.	0.00		2.50	17.97		16.25	41.41		28.13	40.63		53.13
All Grades	N/A	N/A	N/A	0.00		2.50	17.97		16.25	41.41		28.13	40.63		53.13

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	4.69		6.88	47.66		54.38	47.66		38.75
All Grades	4.69		6.88	47.66		54.38	47.66		38.75

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.78		3.13	43.75		41.25	55.47		55.63
All Grades	0.78		3.13	43.75		41.25	55.47		55.63

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2.34		5.63	71.09		67.50	26.56		26.88
All Grades	2.34		5.63	71.09		67.50	26.56		26.88

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	10.94		6.88	53.13		63.75	35.94		29.38
All Grades	10.94		6.88	53.13		63.75	35.94		29.38

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Based on 2019-2020 SBA data results, an increase from 6% to 18% (12% growth) of students Met or Exceeded ELA Standards
2. Based on 2019-2020 SBA data results, an increase from 23% to 41% (17% growth) of students Nearly Met ELA Standards
3. Based on 2019-2020 SBA data results, an decrease from 68%% to 41% (27% decline) of students performed below ELA Standards

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	133	108	170	128	0	160	128	0	160	96.2	0.0	94.1
All Grades	133	108	170	128	0	160	128	0	160	96.2	0.0	94.1

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2436.		2447.	0.00		0.63	0.78		1.88	7.81		9.38	91.41		88.13
All Grades	N/A	N/A	N/A	0.00		0.63	0.78		1.88	7.81		9.38	91.41		88.13

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
Grade 11	0.00		0.00	6.25		18.13	93.75		81.88	
All Grades	0.00		0.00	6.25		18.13	93.75		81.88	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.78		1.25	23.44		51.88	75.78		46.88
All Grades	0.78		1.25	23.44		51.88	75.78		46.88

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00		0.63	31.25		60.63	68.75		38.75
All Grades	0.00		0.63	31.25		60.63	68.75		38.75

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Based on 2019-2020 SBA data results, an increase from 0% to 1% of students Met Math Standards
2. Based on 2019-2020 SBA data results, an increase from 2% to 8% (6% growth) of students Nearly Met Math Standards
3. Based on 2019-2020 SBA data results, a decline from 98% to 91% (7% decline) of students did not Meet Math Standards

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
11	1524.9	*	1536.8	1505.3	*	1549.4	1543.9	*	1523.6	16	9	24
12	1559.5		1558.3	1542.9		1561.8	1575.6		1554.2	36	0	17
All Grades										54	9	41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
11	0.00	*	8.33	25.00	*	16.67	56.25	*	50.00	18.75	*	25.00	16	*	24
12	13.89		17.65	38.89		29.41	36.11		41.18	11.11		11.76	36		17
All Grades	11.11	*	12.20	35.19	*	21.95	40.74	*	46.34	12.96	*	19.51	54	*	41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
11	6.25	*	20.83	18.75	*	41.67	56.25	*	25.00	18.75	*	12.50	16	*	24
12	22.22		23.53	38.89		64.71	25.00		5.88	13.89		5.88	36		17
All Grades	18.52	*	21.95	33.33	*	51.22	33.33	*	17.07	14.81	*	9.76	54	*	41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
11	0.00	*	0.00	0.00	*	4.17	62.50	*	45.83	37.50	*	50.00	16	*	24
12	5.56		11.76	30.56		5.88	58.33		47.06	5.56		35.29	36		17
All Grades	3.70	*	4.88	24.07	*	4.88	57.41	*	46.34	14.81	*	43.90	54	*	41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
11	0.00	*	8.33	56.25	*	50.00	43.75	*	41.67	16	*	24
12	5.56		0.00	63.89		82.35	30.56		17.65	36		17
All Grades	5.56	*	4.88	61.11	*	63.41	33.33	*	31.71	54	*	41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
11	37.50	*	54.17	56.25	*	45.83	6.25	*	0.00	16	*	24
12	55.56		76.47	33.33		23.53	11.11		0.00	36		17
All Grades	51.85	*	63.41	38.89	*	36.59	9.26	*	0.00	54	*	41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
11	0.00	*	4.17	50.00	*	33.33	50.00	*	62.50	16	*	24
12	11.11		11.76	61.11		29.41	27.78		58.82	36		17
All Grades	7.41	*	7.32	59.26	*	31.71	33.33	*	60.98	54	*	41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
11	0.00	*	0.00	100.00	*	52.17	0.00	*	47.83	16	*	23
12	8.33		17.65	91.67		70.59	0.00		11.76	36		17
All Grades	7.41	*	7.50	92.59	*	60.00	0.00	*	32.50	54	*	40

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. ELPAC: There was a decrease from 26.92 to 7.41 in the percent of students from 2017-2018 to 2018-2019 in the Writing Domain. The ELPAC was not administered in 2019-2020 due to the pandemic/school closures. - Hecker ????
2. ELPAC: The ELPAC was not administered in 2019-2020 due to the pandemic/school closures, therefore the scores for 21-22 school year are relatively low but moving in a positive direction given the aftermath of the pandemic.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
336	77.4	20.2	0.9
Total Number of Students enrolled in Columbus 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	68	20.2
Foster Youth	3	0.9
Homeless	5	1.5
Socioeconomically Disadvantaged	260	77.4
Students with Disabilities	100	29.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	4.8
American Indian		
Asian	1	0.3
Filipino		
Hispanic	301	89.6
Two or More Races	1	0.3
Pacific Islander	1	0.3
White	16	4.8

Conclusions based on this data:

1. Majority of students enrolled at CHS are of Hispanic/Latin descent, 88%
2. 67% of students are socioeconomically disadvantaged
3. 23% of students are English Learners

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very Low	Graduation Rate Medium	Suspension Rate Medium
Mathematics Very Low		
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

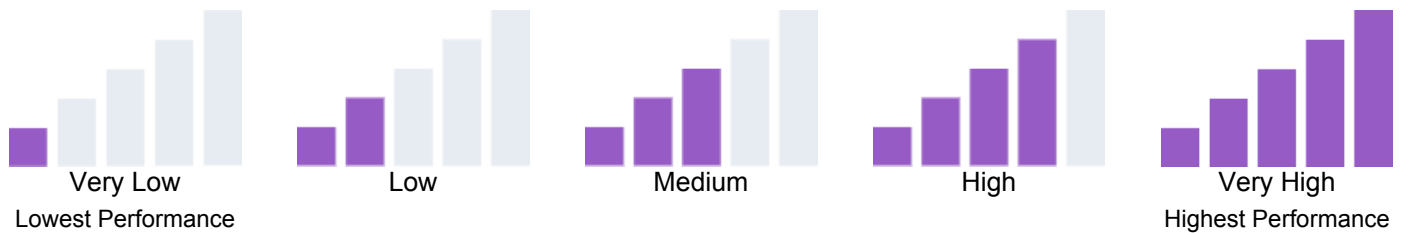
1. In 2019, 85.1% of students graduated showing a significant 3.8% increase
2. In 2019, the suspension rate declined by 2.3% to 5.8%
3. In 2019, ELL Progress showed 33.3% making progress towards English Language proficiency which is in the "Very Low" range

School and Student Performance Data

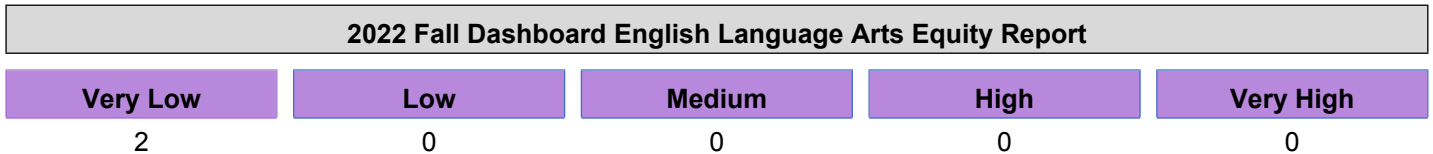
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

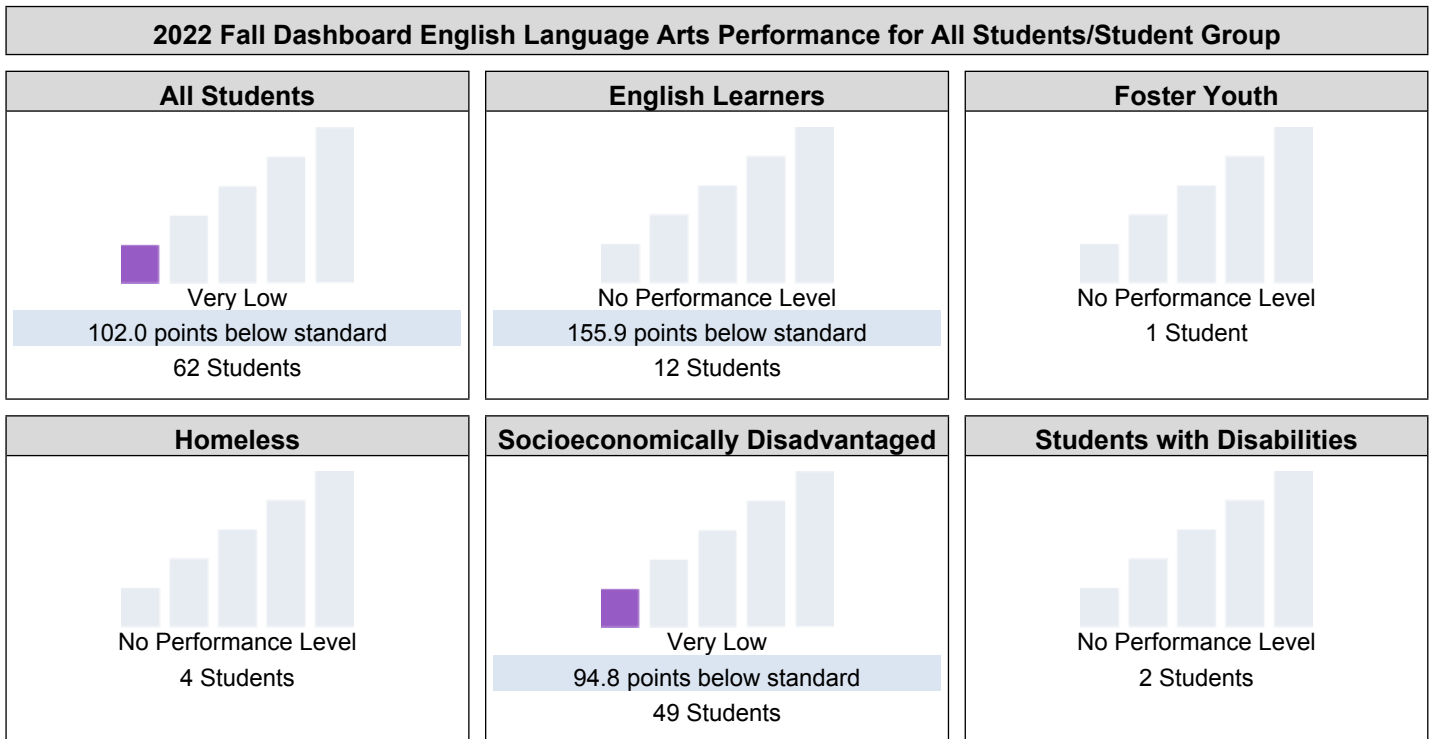
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



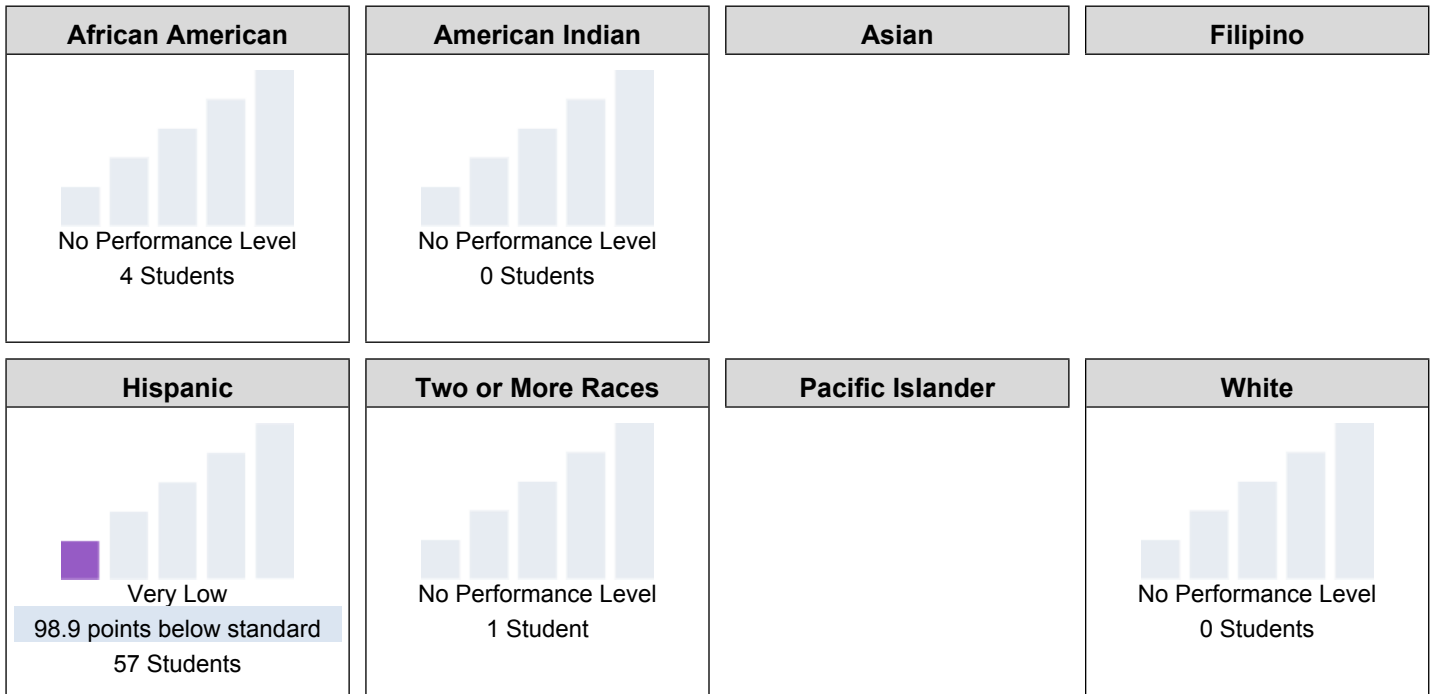
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
9 Students	3 Students	101.1 points below standard 35 Students

Conclusions based on this data:

- Overall, ELA showed moderate (yellow range) improvement and 73.8 points below standard

School and Student Performance Data

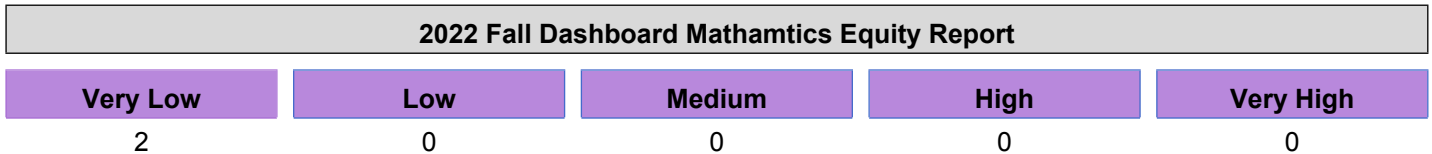
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

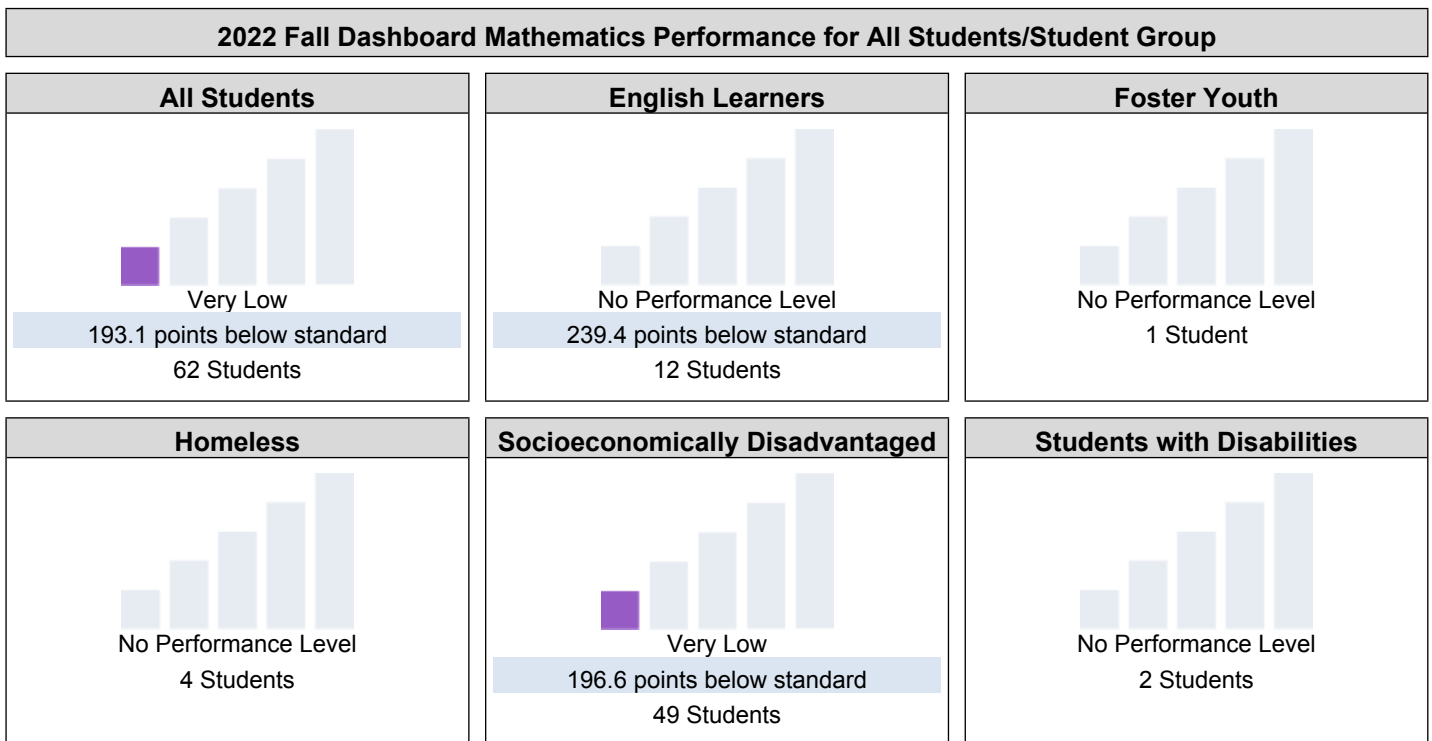
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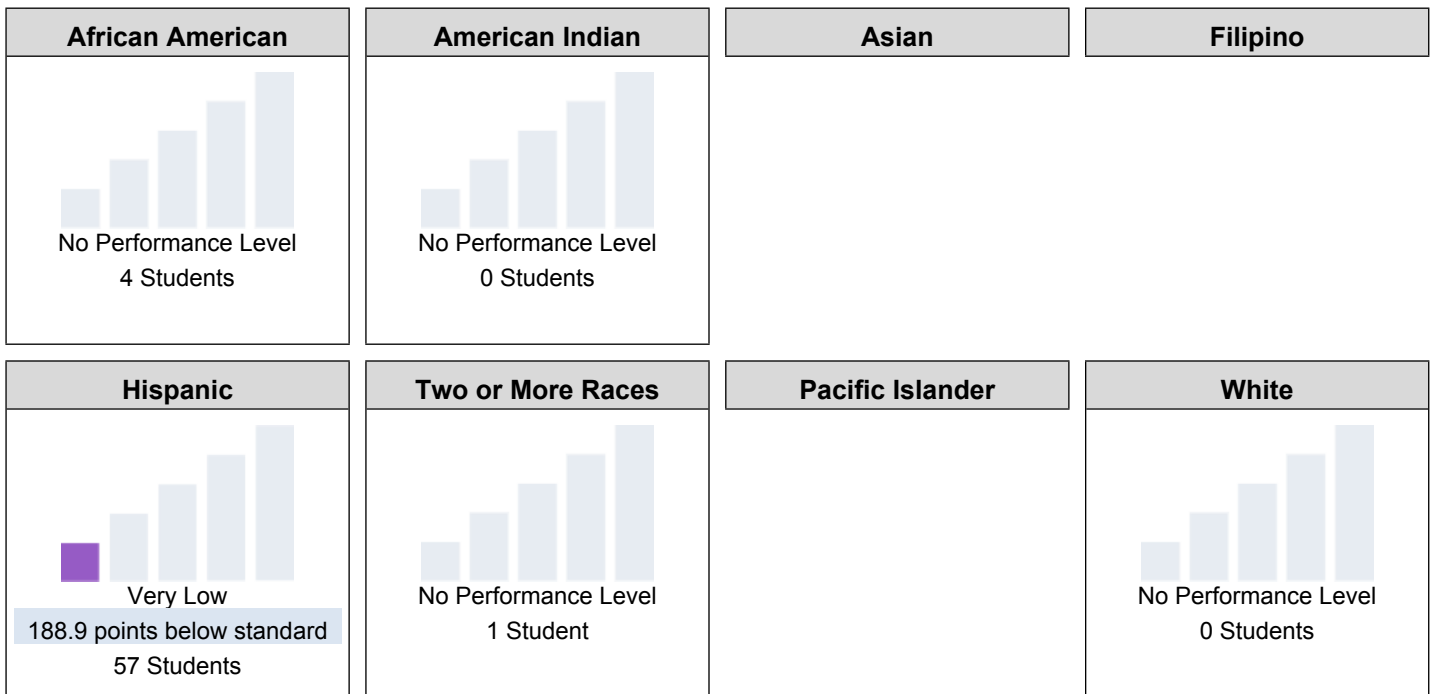
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
9 Students	3 Students	182.3 points below standard 35 Students

Conclusions based on this data:

- Overall, Math reflects limited improvement showing 199.8 points below standard

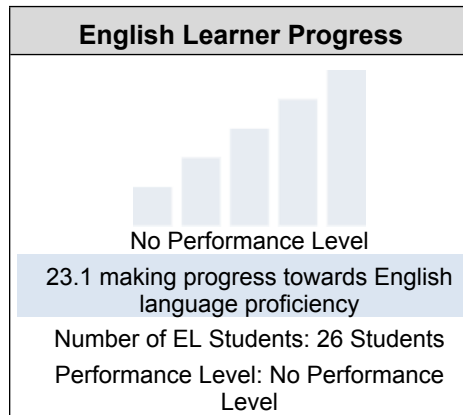
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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
53.8%	23.1%	11.5%	11.5%

Conclusions based on this data:

- Overall, the English Learner Progress was very low with only 33.3% making progress

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. Overall, the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator fell in the lowest performance range (red)

School and Student Performance Data

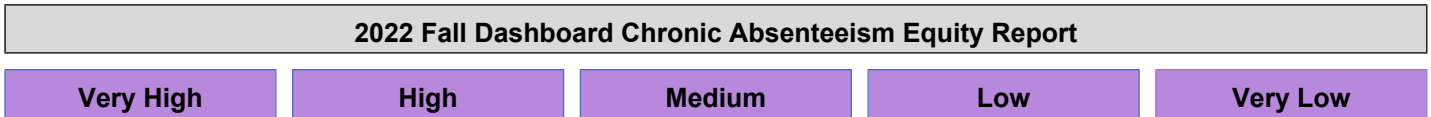
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

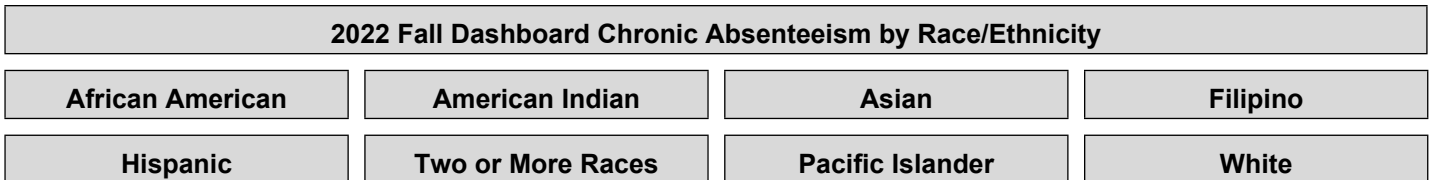
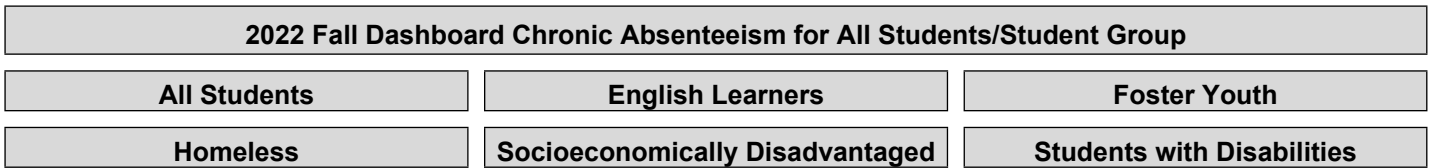
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High
Lowest Performance
High
Medium
Low
Very Low
Highest Performance

This section provides number of student groups in each level.



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.



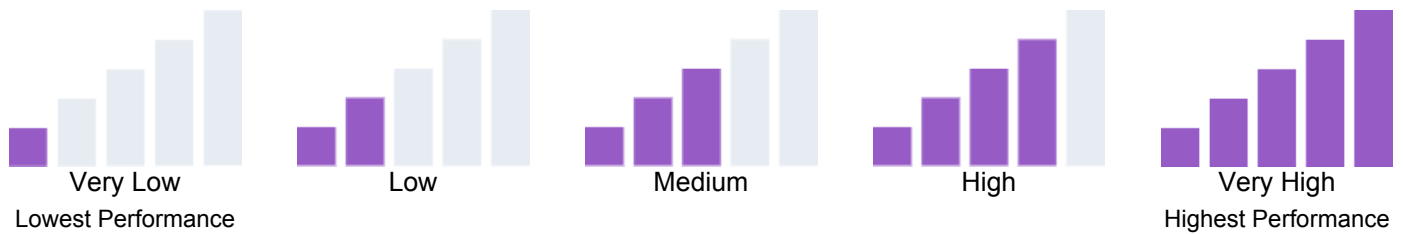
Conclusions based on this data:

1. no data

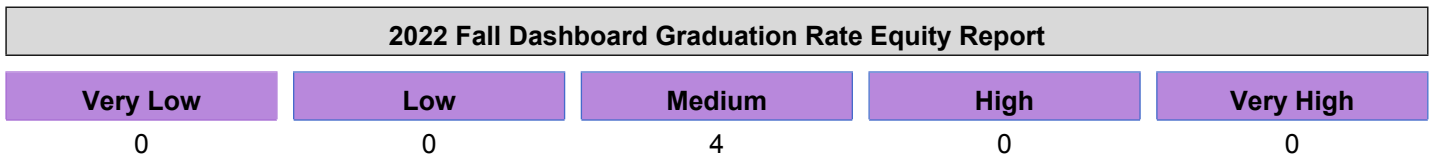
School and Student Performance Data

Academic Engagement Graduation Rate

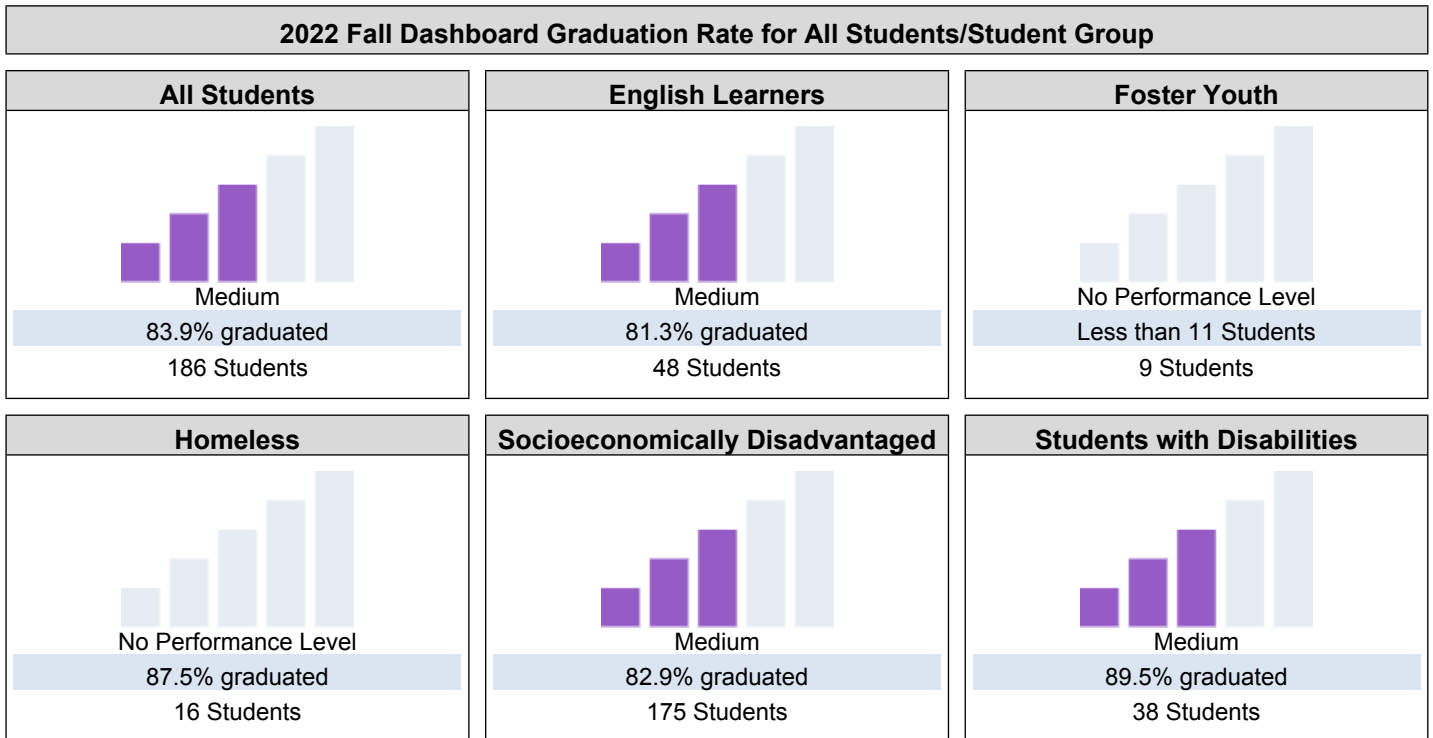
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



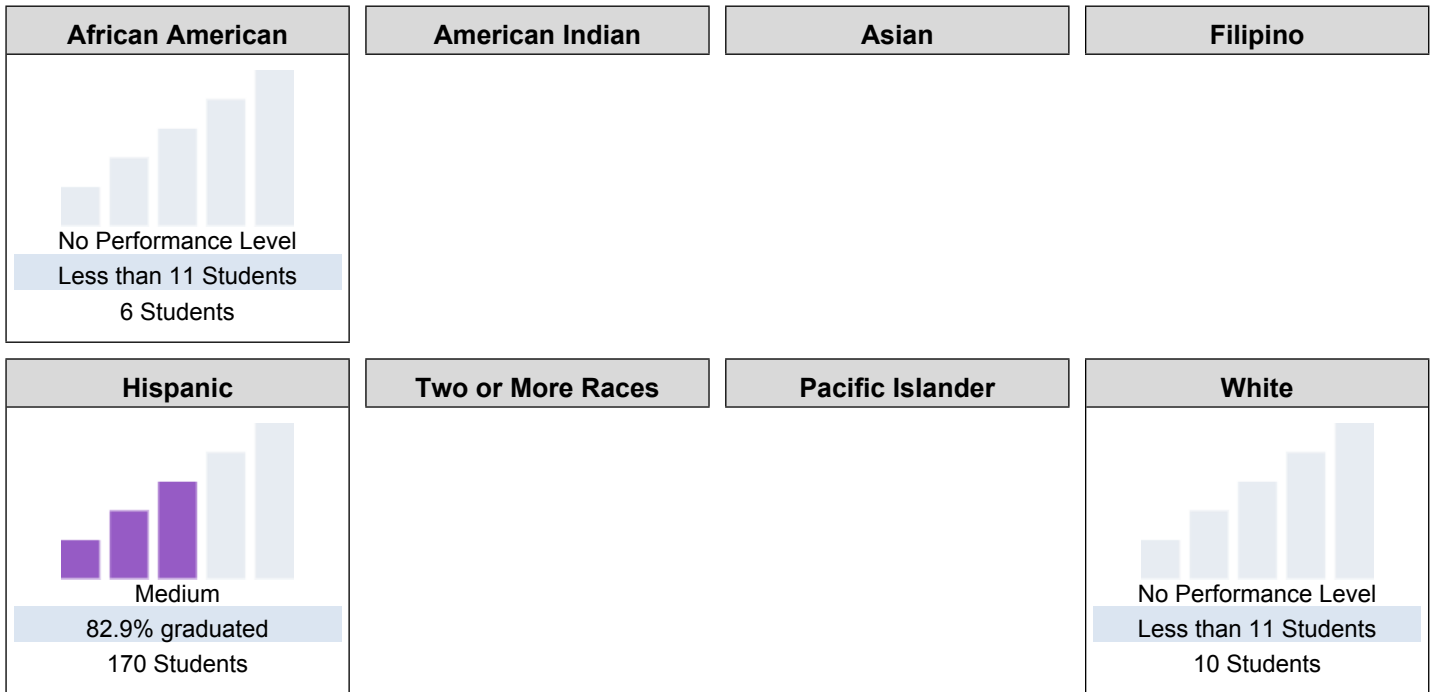
This section provides number of student groups in each level.



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



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

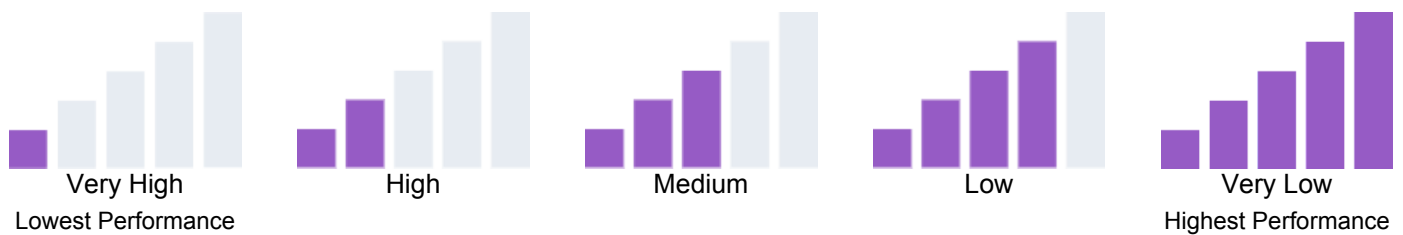
1. The 2021 graduation rate improved (green range) compared to the prior year and was 85.4%
2. The 2019 graduation rate improved (green range) compared to the prior school year and was 85.1%
3. The 2018 graduation rate declined by about 7% compared to the prior school year.

School and Student Performance Data

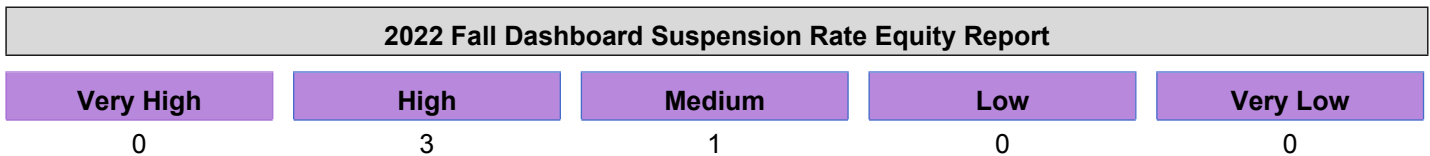
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

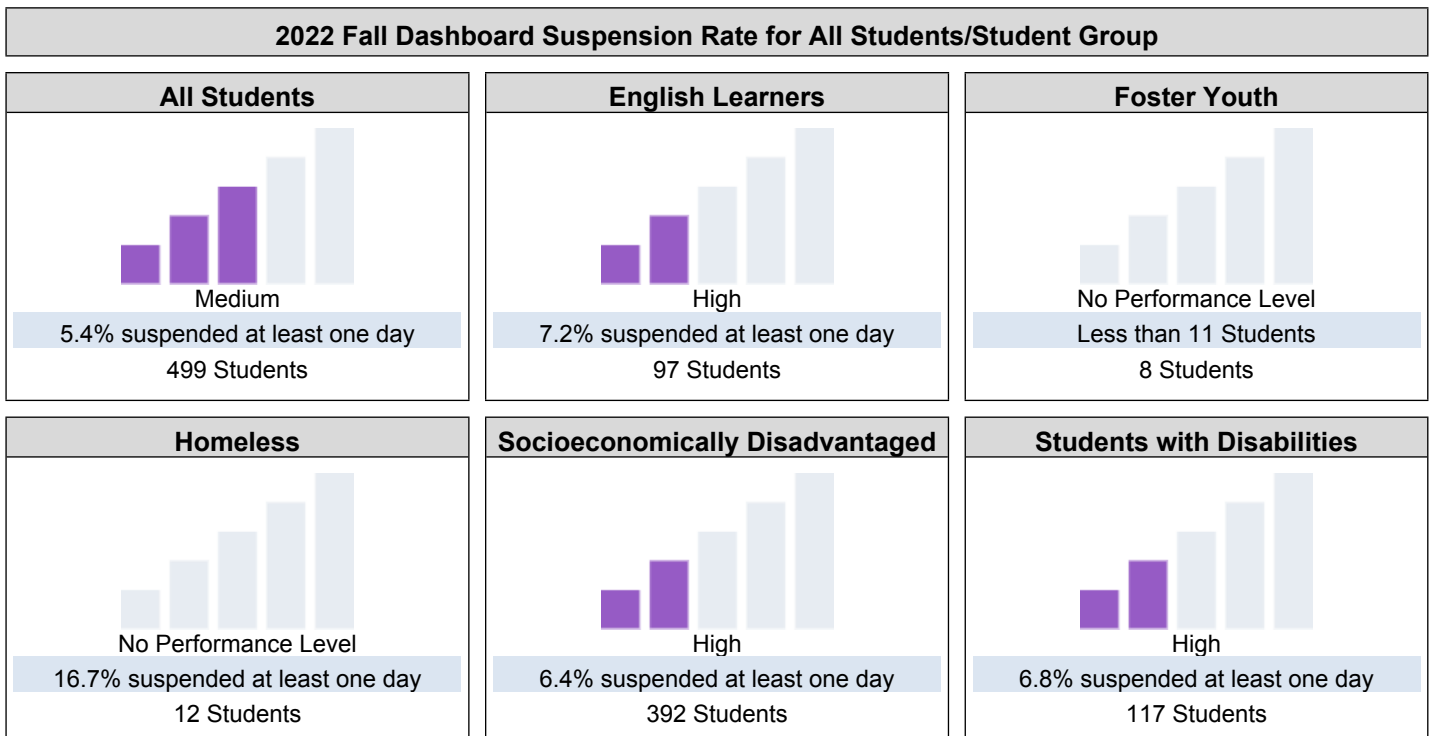
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



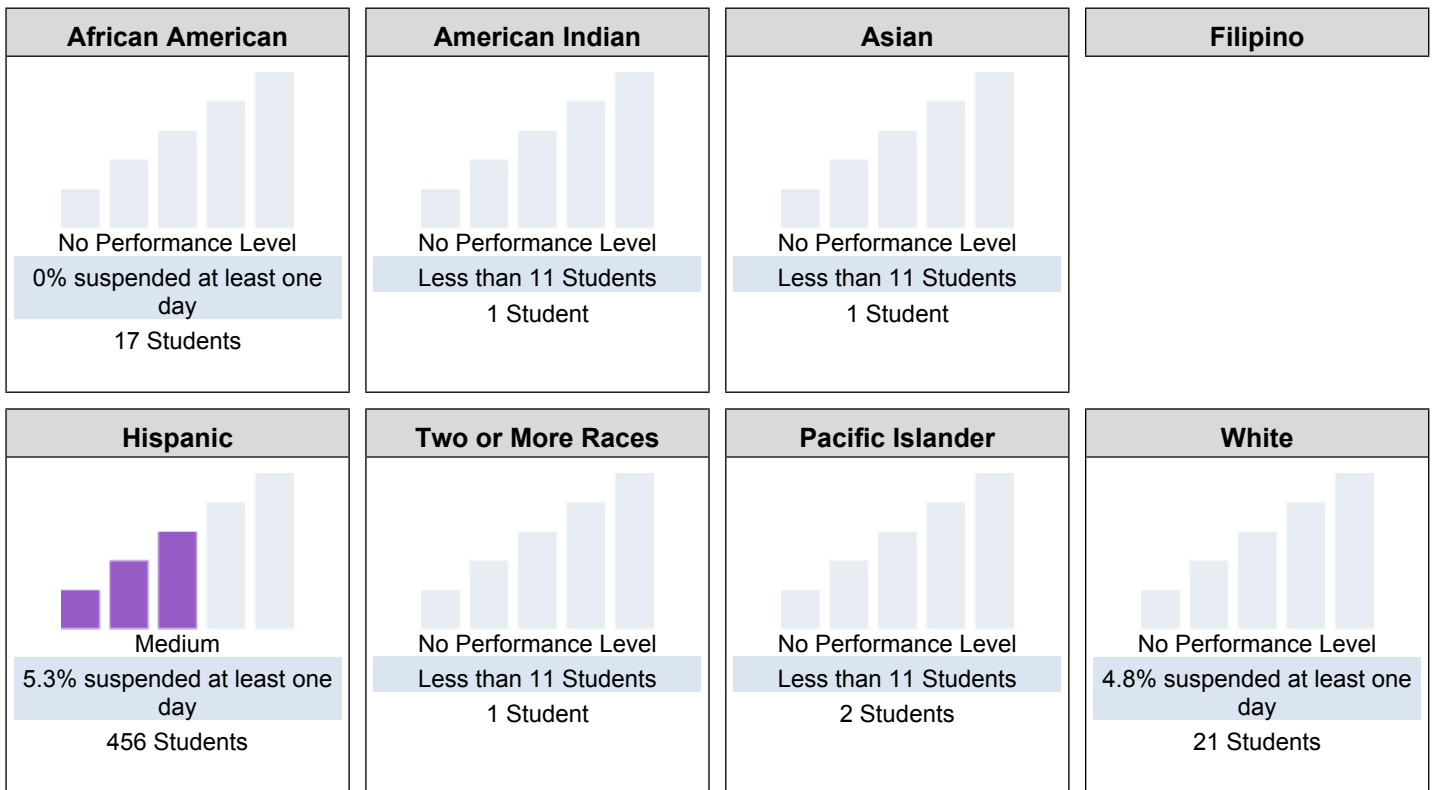
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Their was more than about a 3% decrease in the number of suspensions in 2019 compared to the prior school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts (ELA)

LEA/LCAP Goal

LCAP Goal:

- Ensure that all students graduate college and career-ready
- Equip students with the 21st Century learning skills of creativity communication collaboration critical thinking and civic responsibility
- Upgrade and modernize our facilities technology and equipment
- Provide students and staff members access to world-class tools and resources
- Give students access to the latest and best equipment to bridge the opportunity and digital divide

Goal 1

By June 2023, a specific percentage of students will perform in the met criteria in ELA based on assessment data (e.g. Smarter Balanced Assessment, common assessments, and credit recovery).

Identified Need

Due to our school closures and hybrid schedules (19-20 & 20-21 school years), many students fell behind and an increase in small group, targeted intervention is needed to support student achievement in ELA and promote progress towards graduation and college and career readiness

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State indicator (SBA ELA)	less than 50% of students Met/Exceeded standards	3% growth in percent of students who Met/Exceeded standards
Common assessment (e.g. Star 360 - Reading)	less than 50% of students Met/Exceeded standards	3% growth in percent of students who Met/Exceeded standards
Common assessment (e.g. Star 360 - Reading)	less than 50% of students Met/Exceeded standards	Increase the percent of students (80% or more) who show one-year's growth on a common assessment (e.g., Star 360)
Credit recovery in ELA	more than 50% of students need 10-20 units of ELA credit recovery	less than 20% of students need 10-20 units of ELA credit recovery

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students....

Strategy/Activity

Supplemental Materials and Supplies

1. Renaissance Place (Star 360 Reading Assessments)
- 2a. Technology - Chromebooks, TV, printers, toner, ink, etc. to support instruction, student learning, and inventory of equipment
- 2b. Books, whiteboards, desk, folders, paper, pencils, markers, student planners, brain food (water, juice, milk, granola, crackers, etc) for mandated testing, etc.
3. Upgrade and modernize learning spaces (e.g. outdoor seating for learning and intervention due to COVID, library/media lab)
4. No Red Ink
5. Newsela
6. Action and Choices (Scholastic)
7. Online Learning Tools: Canvas, Zoom, Google Classroom, and more
8. Portable instructional tools to support interventionists from room to room.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

6,000	LCAP Supplemental/Concentration 4000-4999: Books and Instructional Supplies 1. Site license (STAR 360, No Red Ink, Accelerated Reader)
8,000	LCAP Supplemental/Concentration 4000-4999: Books and Instructional Supplies 2a. Technology
4,500	Title I Part A: Allocation 4000-4999: Books and Instructional Supplies 2b. Instructional supplies
1,500	LCAP Supplemental/Concentration 3. Technology

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional Development and Collaboration

1. Staff members will be provided time and opportunity to analyze data, coordinate/create formative assessments, plan and refine instructional practices (Common Core Units of Study)
2. Staff members will be provided opportunities to enhance knowledge in instructional curricular areas and data analysis within the context of the Professional Learning Communities model by attending conferences, professional reading and participating in leadership teams.
3. Teachers will be provided time to plan common core lessons with a focus on intervention groups and time to analyze targeted intervention data to inform next steps.
4. A Common Core Lead team will attend Common Core Training and will bring resources to the staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2,500

Title I Part A: Professional Development
5800: Professional/Consulting Services and
Operating Expenditures
1. Teacher Substitutes

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Extended Learning & Academic Support

1. ELD Coordinators Stipend to support ELD students who have not met SBAC and Classroom standards
2. Academic Intervention before and after school tutoring
 - 3a. Academic Intervention during the school day
 - 3b. Academic Intervention during the school day
4. Title I Coordinator Stipend to support Title I students who are meeting learning requirements to graduate
5. Fieldtrips related to College and Career readiness

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1,500	LCAP Supplemental/Concentration 1000-1999: Certificated Personnel Salaries 5. Fieldtrips related to College and career readiness
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Meeting the Needs of Specific Subgroups
<ol style="list-style-type: none"> 1. Academic Support: College and Career Fair and College Field Trips to motivate students in increasing depth of knowledge and literacy skills necessary for being college and career ready. 2. Student Q (No additional cost- district funded). 3. Apex Online Learning (No additional cost- district funded). 4. Credit Check Form - credit recovery academic counseling 5.Independent Study 6. Extended Learning Time

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1,599	LCAP Supplemental/Concentration 1000-1999: Certificated Personnel Salaries 1. Substitutes, buses and fees
200	LCAP Supplemental/Concentration 5900: Communications 4. Student credits, attendance and other information
950	LCAP Supplemental/Concentration

	0000: Unrestricted (Per Pupil Amount/General Fund) 5. In the best interest of student, credit recovery with one hour of direct instruction per week by teacher
6000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 6. Students will have the opportunity to recuperate lost instructional time as well as access behavioral intervention

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parent Involvement in Increasing Student Achievement

1. Parents will be informed of student progress through bilingual, monthly and individual student progress reports mailed home.
2. Parent Q (No additional cost- district funded).
3. Bilingual communication in the form of emails, phone dialers, school website and flyers.
4. Parent Education Workshops in the areas instruction, assessment, behavior, communication and strategies.
5. Translators
6. Specialized meetings (monthly award assemblies, IEP, SST, SSC, ELAC, PAC)
7. Parent surveys
8. Social Media and web - communication

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

200	Title I Part A: Parent Involvement 5900: Communications 1. By mail or via personal phone call, Parents are invited to attend monthly Steps to Success meetings with teachers. However, parents are required to attend if their student is on level 4.
100	Title I Part A: Parent Involvement

	5900: Communications 3. Information distribution throughout the school year as is appropriate
150	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries 4. School site will host parent education classes throughout the year. District will also provide classes. Teacher facilitators will be paid for evening classes and prep time.
100	Title I Part A: Parent Involvement 5900: Communications 5. Translations for parent conferences, evening meetings, translation of documents
100	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries 6. Sub coverage may be provided as needed for teacher participation. SSC meetings will be held after school.
50	Title I Part A: Parent Involvement 5900: Communications 7. Materials and supplies needed to provide surveys using paper/pencil methods or technology resources.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

[Empty text box for Strategy/Activity description]

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

[Empty text box for Strategy/Activity description]

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

[Empty text box for Strategy/Activity description]

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

English Learners

1. One on one tutoring
2. Credit recovery academic counseling
3. Professional Development - meeting the learning needs of ELLs (e.g., Debra Herburger)
4. Teacher planning time to plan, observe and collaborate (e.g., every Wednesday, common preps, etc.)
5. Recognitions for ELL progress towards English Language proficiency
6. New Student Orientations

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2021-22

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.

In the start of the 2021-22 school year, teachers have been provided planning time to refine their curriculum and strategies. Teachers use current student data to guide and inform their classroom practices as well as guide their collaborative discussions over implementations of standards. As the increase in ELA teachers began this school year, the English Language Arts Department are looking to solidify their essential standards to align with district's expectation and identify "What standards do our students need to know (Skill)."

In addition, through each evaluation, the English teachers utilize the interventionists allocated to support instruction in the English classrooms to work independently with students not meeting the standards. There is an interventionist per classroom and when needed, interventionists

Department meets once a week to review progress, share best practices and discuss next steps towards progress.

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

A highly significant intervention and budget difference in the prior school years was the allotted funds to alternative education allowing the funding of 2 additional interventionists. This greatly helped to offset the negative impact to students and staff with regard to the reduction of the assistant principal position to a half-time dean, during the 19/20 & 20/21 school years. The interventionists focused on helping students meet ELA requirements necessary to graduate, parent involvement and a safe and engaging school climate. The reinstatement of the assistant principal position has been a huge support.

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.

Due the uncertainty of the COVID-19 pandemic, it was unclear whether students would be administered the SBAC in 2020-2021, which was cancelled. Therefore, the goal was revised to utilize teacher created assessments rather than use of SBAC data to measure progress in meeting ELA criteria required to graduate from high school.

The addition of two interventionists (3 total), and of the assistant principal position helped support the previous reduction in staff to help support the needs of students.

These changes can be identified in the ELA goal and funding sections of Planned Improvements: Goal 1.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

LCAP Goal:

- Ensure that all students graduate college and career-ready
- Ensure that all students experience academic progress and success
- Give students access to the latest and best equipment to bridge the opportunity and digital divide
- Upgrade and modernize our facilities technology and equipment
- Provide students and staff members access to world-class tools and resources

Goal 2

By June 2023, a specific percentage of students will perform in the met criteria in math based on assessment data (e.g. Smarter Balanced Assessment, common assessments, and credit recovery).

Identified Need

SBA cohort data has shown slight overall growth but about 90% of students perform in the criteria not met (red) range. Due to the pandemic, an increase in teacher training was needed to navigate new instructional tools. Moreover, many students fell behind and an increase in small group, targeted intervention was needed to support student achievement in math and to promote progress towards meeting diploma requirements and college/career readiness

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State assessment (SBA Math)	91% Did not meet/exceed the standards	2% growth in percent of students who meet/exceed standards on the SBA math
Common assessment (e.g. Star 360 Math)	less than 50% meet/exceed the standards	2% growth in percent of students who meet/exceed standards on a common math assessment
Common assessment (e.g. Star 360 Math)	less than 50% meet/exceed the standards	increase the percent of students (80% or more) who show one-years growth on a common assessment (e.g., Star 360)
Credit recovery in math	more than 50% of students need 10-20 units of math credit recovery	less than 20% of students will need 10-20 units of math credit recovery

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Supplemental Materials and Supplies

1. Renaissance Place (Star 360 Math assessments, Math Fluency) (No additional cost- district funded).
- 2a. Technology - Chromebooks, printers, toner, ink, etc. to support instruction, student learning, and inventory of equipment
- 2b. Books, whiteboards, folders, paper, pencils, markers, student planners, etc.
3. Upgrade and modernize library/media lab
4. Professional Development
5. Online Learning Tools (e.g. Canvas, Zoom, Google Classroom, Freckle, etc.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2,500	LCAP Supplemental/Concentration 4000-4999: Books and Instructional Supplies 2a. Classroom Technology
895.27	LCAP Supplemental/Concentration 4000-4999: Books and Instructional Supplies 2b. Classroom Materials
2,500	LCAP Supplemental/Concentration 4000-4999: Books and Instructional Supplies 3. Classroom Technology

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional Development and Collaboration

1. Staff members will be provided time and opportunity to analyze data, coordinate/create formative assessments, plan and refine instructional practices (Common Core Units of Study).
2. Staff members will be provided opportunities to enhance knowledge in instructional curricular areas and data analysis within the context of the Professional Learning Communities model by attending conferences, professional reading and participating in leadership teams.
3. A Common Core Lead team lead will observe teachers at model continuation sites and will bring resources to the staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5000

Title I Part A: Professional Development
 5800: Professional/Consulting Services and Operating Expenditures
 1. Teacher substitutes

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Extended Learning Time/Reduces Adult/Student Ratio

1. Academic Intervention during the school day and after school tutoring

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1000

Title I Part A: Allocation
 1000-1999: Certificated Personnel Salaries
 1. Certificated Interventionist (Long Term Substitute)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Meeting the Needs of Specific Subgroups

1. Academic Support: College and Career Fair and Field Trips to motivate students in increasing depth of knowledge and literacy skills necessary for being college and career ready.
2. Student Q (No additional cost- district funded).
3. Apex Online Learning (No additional cost- district funded).
4. Credit Check Form
5. Independent Study
6. Saturday School / Extended Learning and Intervention

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1,000	LCAP Supplemental/Concentration 1000-1999: Certificated Personnel Salaries 1. Substitute, buses and fees
237.50	LCAP Supplemental/Concentration 5900: Communications 4. Student credits, attendance and other information
1,500	LCAP Supplemental/Concentration 1000-1999: Certificated Personnel Salaries 5. In the best interest of student, credit recovery with one hour of direct instruction/week by teacher
4000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 6. Students will have the opportunity to recuperate lost instruction/attendance and may also address behavioral intervention

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parent Involvement in Increasing Student Achievement

1. Parents will be informed of student progress through bilingual, monthly and individual student progress reports mailed home.
2. Parent Q (No additional cost- district funded).
3. Bilingual communication in the form of emails, phone dialers, school website and flyers.
4. Parent Education Workshops in the areas of instruction, assessment, behavior, communication and strategies.
5. Translators
6. Specialized meetings (monthly award assemblies, IEPs, SST, SSC, ELAC, PAC)
7. Parent Surveys

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

100.98	Title I Part A: Parent Involvement 5900: Communications 1. Via mail or personal phone call; parents are invited to attend monthly Steps to Success meetings with teachers. However, parents are required to attend if their student is on level 4.
200	Title I Part A: Parent Involvement 5900: Communications 3. Information distribution throughout the school year as is appropriate
300	Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries 4. School site will host parent education classes throughout the school year. District will also provide classes. Teacher facilitators will be paid for evening classes and preparation time.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

English Learners

1. One on one tutoring
2. Credit recovery academic counseling
3. Professional development - meeting the learning needs of ELLs (e.g., Debra Herburger)
4. Teacher planning time to: plan, collaborate and observe
5. Recognitions for ELL progress towards English Language proficiency

These activities are at no additional cost.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

[Empty text box for Strategy/Activity description]

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

[Empty text box for Strategy/Activity description]

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

[Empty text box for Strategy/Activity description]

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2021-22

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.

Teachers in the Math Department will continue to implement 100% of the agreed upon online tools as well as common state standards. They will use data from formative assessments to assess the needs of students based on their progress and seek intervention support via after school tutoring

and use of Interventionist staff for targeted groups during the school day. In addition, math department is using professional develop time to adopt strategies observed in other continuation schools as well as observations amongst the department via shared best practices. They will continue to use the Credit Data Sheets to use as evidence to make sure that students are reaching their proficiency goals. As the Math department begins to move into a more defined professional learning community "their focus on learning rather than teaching, [working] collaboratively, and hold themselves accountable for results" will guide their instruction.

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

A highly significant intervention and budget difference in 2019-2020 was the allotted CSI funds to alternative education allowing the funding of 2 additional interventionists. This greatly helped to offset the negative impact to students and staff with regard to the reduction of the assistant principal position to a half-time dean. The interventionists focused on helping students meet math requirements necessary to graduate, parent involvement and a safe and engaging school climate. The reinstatement of the assistant principal position was also a huge support.

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.

Due the uncertainty of the COVID-19 pandemic, it was not clear whether students will be administered the SBAC in 2020-2021, which was cancelled. Therefore, the goal was revised to utilize teacher created assessments rather than use of SBAC data to measure progress in meeting math criteria required to graduate from high school. In 2021, this was not fully valid due to its abbreviated format in the spring of 2022.

The addition of two interventionists (3 total), and of the assistant principal position helped support the previous reduction in staff to help support the needs of students.

These changes can be identified in the math goal and funding sections of Planned Improvements: Goal 2.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

The Whole Child/PBIS (attendance): Academic Engagement; School Conditions & Climate

LEA/LCAP Goal

LCAP Goal:

- Ensure that all students graduate college and career-ready
- Ensure that all students experience academic progress and success
- Build connections between the community and the schools so as to foster investment in education
- Provide meaningful and transparent communication with all stakeholders
- Ensure students' sense of safety and school connectedness

Goal 3

By June 2023, CHS students will improve their attendance rate by 4% as measured by the school's yearly attendance rate.

By June 2023, WAS students will demonstrate a decrease their chronic absenteeism and suspension rates.

Identified Need

Overall attendance rate increased from 85% to 86% yet the attendance rate is still about 5% below the district average. Due to the pandemic, an increase in teacher training was needed to navigate new instructional tools. Moreover, many students fell behind and an increase in small group, targeted intervention is needed to support student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance Rate provided by Student Services/Information Systems	CHS ~86% for the 2020-21 and 2021-22 school years	90% for the current school year
Chronic absenteeism rate	Woodruff Academy: 6 out of 11 students were chronically absent in the 2021-22 school year 54.5% (2021 and 2022 CA Dashboard data, respectively)	The chronic absenteeism rate will decrease by 10% and will not exceed 25%
Suspension rate	Woodruff Academy: 0% of the 12 students were suspended in the 2021-22 school year	The suspension rate will be maintained

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

IMPROVE ATTENDANCE

1. Establish positive / engaging school climate (e.g. therapy room furniture, posters and other items to create a welcoming environment)
2. Establish, clarify and monitor attendance expectations / goals
3. Professional Development regarding effective strategies to engage learning and participation in school
4. Educate / engage students and families
5. Recognize good and improved attendance and incentives (certificates, prizes)
6. Instructional supplies (e.g. art materials, wood shop materials, sports/tournament equipment, student planners, etc.)
7. Science materials and microscopes
8. Social Science books - Animal Farm
9. Math classroom whiteboard
10. Social Science MAH subscription
11. Art and social-emotional resources and supplies
12. Monthly Award Ceremonies
13. Sport Tournaments - health and fitness equipment, sportswear, sun shade/pop-ups
14. Saturday School for all students
15. Supervision to ensure safe school campus and prevent loss of school/suspension
16. English Learners will have access to specialized supports in the form of bilingual communication for families, Professional Development for teachers, tutoring, recognitions, and credit recovery academic counseling; the coordination and intervention supports needed and progress of ELLs will be closely monitored by the ELD Coordinator
17. Distance Learning Tools (e.g. Canvas, Zoom, Google Classroom, etc.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

3,000

LCAP Program Specific Funding
4000-4999: Books and Instructional Supplies

	1. Facilitate positive school activities and spirit, including monthly award assemblies for achievement, behavior and attendance
4077.32	LCAP Supplemental/Concentration 5000-5999: Services and Other Operating Expenditures 6a. create more engaging learning environments through rigorous and creative courses
1,051.02	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 6b.create more engaging learning environments through rigorous and creative courses
1,800	LCAP Supplemental/Concentration 4000-4999: Books and Instructional Supplies 7. create more engaging learning environments through rigorous and creative courses
365.29	LCAP Supplemental/Concentration 5000-5999: Services and Other Operating Expenditures 8. create more engaging learning environments through rigorous and creative courses
634.64	LCAP Supplemental/Concentration 4000-4999: Books and Instructional Supplies 9. create more engaging classroom environments through rigorous and creative course
100	LCAP Supplemental/Concentration 4000-4999: Books and Instructional Supplies 10. create more engaging classroom environments through rigorous and creative course
300	LCAP Supplemental/Concentration 5000-5999: Services and Other Operating Expenditures 12. Monthly Award Ceremonies - positive reinforcements
1,500	LCAP Supplemental/Concentration 5000-5999: Services and Other Operating Expenditures 13. Equipment, sports gear/wear, positive reinforcements

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2021-22

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 overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal were effective in that we made some improvement in our attendance rate.

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

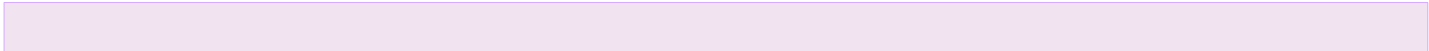
A highly significant intervention and budget difference in 2019-2020 was the allotted CSI funds to alternative education allowing the funding of 2 additional interventionists. This greatly helped to offset the negative impact to students and staff with regard to the reduction of the assistant principal position to a half-time dean. The interventionists focused on helping students engage and attend school daily, parent involvement and a safe and engaging school climate. The reinstatement of the assistant principal position was also a huge support.

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.

According to a student survey and daily phone contacts with families, student attendance was affected by tech issues and access to devices and internet strength required to attend live Zoom sessions in Distance Learning. In-person learning has helped eliminate most of these issues.

The addition of two interventionists (3 total), and of the assistant principal position has helped support the previous reduction in staff to help support the needs of students.

These changes can be identified in the math goal and funding sections of Planned Improvements: Goal 3.



Goals, Strategies, & Proposed Expenditures

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

Goal Subject

The Whole Child/PBIS (LCAP Perception Survey Data): Academic Engagement; Conditions/Climate

LEA/LCAP Goal

- LCAP Goal:**
- Give parents the tools they need to help their children succeed
 - Ensure students' sense of safety and school connectedness
 - Meet the social and emotional needs of students
 - Ensure safe secure and aesthetically pleasing learning environments
 - Ensure that all students experience academic progress and success

Goal 4

By May 2023, 80% or more of each educational partner group will complete a perception survey (e.g., LCAP and CHS Senior Exit Surveys) CHS and WAS will develop systems and strategies to support students have access and receive assistance in completing the survey. (e.g. Students will complete surveys in their respective English classes to assure that all students have completed, this will count towards a cooperation assignment.)

Students will have multiple opportunities to participate in College and Career Activities and Social Emotional Learning. With the use Homeroom and English classes, students will have more opportunities increase their awareness and preparedness of College and Career (Homeroom: weekly college presentations by rep) and (English Class: end of semester project Resume or Career Research) These increased opportunities will be reflected in their perception data collected through various surveys and coursework. 100% of students will have the opportunity to be college and career prepared.

Identified Need

Due to the pandemic and sudden school closures, less than 50% of parent/guardians and students completed the LCAP survey; perception data is critical to evaluate program effectiveness and develop a positive and engaging school culture and learning environment

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHS LCAP survey - students	20% (52) of students completed the LCAP survey	80% or more
CHS Senior Exit Survey	0% of students completed the Senior Exit Survey	80% or more
WAS LCAP survey - students	Less than 50% completed the LCAP survey	80% or more

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

College and Career Support and Tracking

1. Academic Counseling
2. College / Career Fairs
3. College / Career excursions
4. College / Career speakers or presentations
5. Parent/student Educational Workshops
6. The Senior Survey shall be completed online (e.g. Google Survey) and record the senior's email, phone and address. (No additional cost.)
7. All CHS Seniors shall be required to complete the survey every other Step Evaluation (2B, 4D, 6F, 8H, 10J) or upon completion of graduation requirements, whichever comes first. (No additional cost.)
8. Planning for site based CTE courses and pathway (curriculum, Professional Development for teaching and learning, and appropriate facilities/resources/tools)
9. Social emotional: learning, counseling and resources (Wellness Center, JFCS/TLC, SBT, School Psych, McKinney Vento)
10. English Learners will have access to specialized supports in the form of bilingual communication for families, Professional Development for teachers, tutoring, recognitions, and credit recovery academic counseling; the coordination and intervention supports needed and progress of ELLs will be closely monitored by the ELD Coordinator

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

550	Title I Part A: Allocation 0000: Unrestricted (Per Pupil Amount/General Fund) 1. School counselors and teachers to advise on A-G requirements and post-secondary transition plans
2,500	Title I Part A: Professional Development

	1000-1999: Certificated Personnel Salaries 3. Field trips to local colleges and/or professional centers
650	Title I Part A: Allocation 5000-5999: Services and Other Operating Expenditures 5. Students/families may participate in workshops on off site regarding financial aide and other topics relevant to college and career support
1,500	LCAP Supplemental/Concentration 8. District support is needed to provide the need guidance for course of study; collaboration with local post-secondary institution like Cerritos Complete/College

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

[Redacted]

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

[Redacted]

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

[Redacted]

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2021-22

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.

Funds allowed alternative education the addition of two interventionists (3 total) which helped with graduation and dropout prevention efforts, home visits and also students had access to a greater level of small group and one-on-one support both academically and socially. Also, the

addition/reinstatement of the assistant principal position was a very welcomed support for the school.

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 goal was significantly impacted by the unexpected school closures in March 2020 due to the pandemic. Compared to 2019-2020, a highly significant intervention and budget difference in 2020-2021 was that the CSI funds is a one-time grant and the funding of 2 additional interventionists was not available for that school year. In the prior school year, this greatly helped to offset the negative impact to students and staff with regard to the reduction of the assistant principal position to a half-time dean. The interventionists focused on helping students engage in school, parent involvement and a safe school climate. This year, the addition of the two interventionists (3 total) and the reinstatement of the assistant principal position was also a huge support.

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.

This goal shall remain in place as the surveys are online and lend themselves to in person and online Distance Learning. This perception data is critical to understanding factors that affect student graduation rates and student post-secondary data.

The addition of two interventionists (3 total), and of the assistant principal position helped support the previous reduction in staff to help support the needs of students.

These changes can be identified in the Planned Improvements: Goal 4.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Graduation Rate: College/Career Readiness; ELA and Math proficiency

LEA/LCAP Goal

LCAP Goal:

- Ensure that all students graduate college and career-ready
- Ensure that all students experience academic progress and success
- Build connections between the community and the schools so as to foster investment in education
- Provide students and staff members access to world-class tools and resources
- Equip students with the 21st Century learning skills of creativity communication collaboration critical thinking and civic responsibility

Goal 5

By July 2023, students will increase their graduation rate to 90%.

Identified Need

Due to the 2020 pandemic, an increase in teacher training was needed to navigate new instructional tools. Moreover, many students fell behind and an increase in small group, targeted intervention was needed to support student achievement and engagement. The average graduation rate per school year has been about 85%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	85%	5% improvement
Credit Check Form (Credit Recovery Rate requisite for meeting graduation requirements)	50% Met/Exceeded Standards for Step 1 or 2 (on track to graduate)	85-90% Met/Exceeded Standards for Step 1 or 2 (on track to graduate)
Grades of a C or better (class of 2026)	less than 50%	Increase the number of students receiving a C or better on their first attempt in all "a-g" courses by Class of 2026 grad requirements (current 8th graders) from less than 50% to more than 80%
Grades of D/F (class of 2024)	more than 50% with a "D" or "F"	Decrease the percent of both "D" and "F" to less than 20%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Graduation Rate

1. Parent/Guardian and Student Orientation to review learning goals
2. Monthly communication with parent/guardians and students via dialers and mailers (bilingual) with regard to progress
3. Monthly Step 3 Parent, Teacher, Student meetings
4. Monthly Senior Meetings for students at-risk of dropout
5. Before and after school tutoring for students in need of academic support
6. Targeted academic intervention during the school day with the interventionist
7. AVID strategies (professional development is also needed with regard to best practices for teaching and learning)
8. Workshops regarding College and CTE post-secondary options, financial aid, study skills, etc.
9. Presentations and Field trips to local post-secondary institutions (College and CTE)
10. College and CTE counseling and planning for students in group and individually
11. Graduation preparation (grad wear, communications, etc.)
12. Referrals for basic needs (food, shelter, counseling)
13. English Learners will have access to specialized supports in the form of Professional Development for teachers, tutoring, recognitions, and credit recovery academic counseling; the coordination and intervention supports needed and progress of ELLs will be closely monitored by the ELD Coordinator
14. Distance Learning Tools (e.g. Canvas, Zoom, Google Classroom, etc.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

200

LCAP Supplemental/Concentration

2. Blackboard Connect, dialers and mailers - bilingual

8,000	Title I Part A: Allocation 5. Teaching and learning materials to help students; devices, internet, classroom or quiet work space
8,000	Title I Part A: Allocation 6. Teaching and learning materials to help students; devices, internet, classroom or quiet work space, pull-out or push-in support model
8,000	Title I Part A: Allocation 7. Profession Development regarding teaching and learning strategies, curriculum and resources; sub-coverage if held during the school day
7,000	Title I Part A: Allocation 9. Transportation, sub coverage, partnerships with local post-secondary institutions
3,000	Title I Part A: Allocation 10. Cerritos Complete, advising hours, meeting space, transcript analysis, financial aid resources, field trips

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2021-22

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.

Funds allowed alternative education the addition of two interventionists (3 total) which helped with graduation and dropout prevention efforts, home visits and also students had access to a greater level of small group and one-on-one support both academically and socially. Also, the addition/reinstatement of the assistant principal position was a very welcomed support for the school.

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 goal was significantly impacted by the unexpected school closures in March 2020 due to the pandemic. Compared to 2019-2020, a highly significant intervention and budget difference in 2020-2021 was that the CSI funds is a one-time grant and the funding of 2 additional interventionists was not available for that school year. In the prior school year, this greatly helped to offset the negative impact to students and staff with regard to the reduction of the assistant principal position to a half-time dean. The interventionists focused on helping students with academic tutoring and attendance necessary to meet graduation criteria. This year the continued addition of the 2 interventionists and assistant principal position continues to be a huge support.

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.

This goal shall remain in place because it directly addresses dropout prevention, graduation of our students and college and career readiness, which embody the primary mission of our school.

The addition of two interventionists (3 total), and of the assistant principal position continues to help support the previous reduction in staff to help support the needs of students.

These changes can be identified in the Planned Improvements: Goal 5.

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	\$63,052
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$104,911.02

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 (\$)
Title I Part A: Allocation	\$51,751.02
Title I Part A: Parent Involvement	\$1,300.98
Title I Part A: Professional Development	\$10,000.00

Subtotal of additional federal funds included for this school: \$63,052.00

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 (\$)
LCAP Program Specific Funding	\$3,000.00
LCAP Supplemental/Concentration	\$38,859.02

Subtotal of state or local funds included for this school: \$41,859.02

Total of federal, state, and/or local funds for this school: \$104,911.02

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCAP Program Specific Funding	3,000.00
LCAP Supplemental/Concentration	38,859.02
Title I Part A: Allocation	51,751.02
Title I Part A: Parent Involvement	1,300.98
Title I Part A: Professional Development	10,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	3,000.00
0000: Unrestricted (Per Pupil Amount/General Fund)	1,500.00
1000-1999: Certificated Personnel Salaries	20,700.02
4000-4999: Books and Instructional Supplies	29,929.91
5000-5999: Services and Other Operating Expenditures	6,892.61
5800: Professional/Consulting Services and Operating Expenditures	7,500.00
5900: Communications	1,188.48

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books and Instructional Supplies	LCAP Program Specific Funding	3,000.00
	LCAP Supplemental/Concentration	200.00

	LCAP Supplemental/Concentration	3,000.00
0000: Unrestricted (Per Pupil Amount/General Fund)	LCAP Supplemental/Concentration	950.00
1000-1999: Certificated Personnel Salaries	LCAP Supplemental/Concentration	5,599.00
4000-4999: Books and Instructional Supplies	LCAP Supplemental/Concentration	22,429.91
5000-5999: Services and Other Operating Expenditures	LCAP Supplemental/Concentration	6,242.61
5900: Communications	LCAP Supplemental/Concentration	437.50
	Title I Part A: Allocation	34,000.00
0000: Unrestricted (Per Pupil Amount/General Fund)	Title I Part A: Allocation	550.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	12,051.02
4000-4999: Books and Instructional Supplies	Title I Part A: Allocation	4,500.00
5000-5999: Services and Other Operating Expenditures	Title I Part A: Allocation	650.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	550.00
5900: Communications	Title I Part A: Parent Involvement	750.98
1000-1999: Certificated Personnel Salaries	Title I Part A: Professional Development	2,500.00
5800: Professional/Consulting Services and Operating Expenditures	Title I Part A: Professional Development	7,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	33,449.00
Goal 2	19,233.75
Goal 3	12,828.27
Goal 4	5,200.00
Goal 5	34,200.00

School Site Council Membership

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
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Xochitl Ortiz - Principal	Principal
Natalia Avila - Teacher	Classroom Teacher
Smith Prasirtpun	Classroom Teacher
Gabriela Tesoriero	Classroom Teacher
Quincy Dowls	Secondary Student
Yareisy Sahagun	Secondary Student
Jasmine Garcia	Other School Staff
Oralia Franco	Parent or Community Member
Yahdira Calderon Martinez	Parent or Community Member
Blanca Rochin	Parent or Community Member

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.

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



English Learner 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 10/11/22.

Attested:



Principal, Xochitl Ortiz, Ed.D. on 10/11/22

SSC Chairperson, Enedelia Toledo on 11/10/22

Parent and Family Engagement Policy

School Parent Compact

Professional Development Plan

Downey Unified School District
Columbus High School and Woodruff Academy
Parent/Guardian Involvement Policy
2022-2023

Columbus High School (CHS) and Woodruff Academy School (WAS) recognize that parents/guardians are their teen’s first and most influential teachers and that continued parental involvement in the education of their teen contributes greatly to student achievement and conduct. Our parent involvement policy and program are an integral component of our school plan that promotes a meaningful partnership between the school and the home.

PART I. GENERAL EXPECTATIONS

Columbus and Woodruff schools agree to implement the following requirements:

1. The schools will jointly develop with parents and distribute to parents of Title 1 teens a School Parental Involvement Policy that the school and parents of participating teens agree to uphold.
2. The schools will notify parents about the School Parental Involvement Policy in an understandable, uniform format and will distribute this policy to parents in English and Spanish, as needed.
3. The schools will revisit the School Parental Involvement Policy yearly to meet the changing needs of students, parents, and the school.
4. The schools will make the School Parental Involvement Policy available to the local community through a website link.
5. The schools will provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students.

PART II. DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT COMPONENTS

1. Columbus and Woodruff schools will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Title 1 Parent Team Meetings will be held to create, review, and improve the Parent Involvement Policy and the Home-School Compact yearly.
 - Parents will have the opportunity to discuss and share ways to improve the Title 1 Program.
 - Parents will have the opportunity to complete an LCAP survey about our Title 1 Program each year.

- Parents will be provided, if they request, with an appointment for regular meetings.
2. Columbus and Woodruff schools will take the following actions to distribute the Parent Involvement Policy:
 - The Parent Involvement Policy will be posted on our official Columbus High School web site for the community to view and a hard copy will also be available in the main office.
 3. Columbus and Woodruff schools will take the following actions to review yearly and update periodically its Parent Involvement Policy to meet the changing needs of parents and the school:
 - A team meeting will be held yearly to review and/or update the Parent Involvement Policy.
 - The Fall Informational Meeting will review the Williams Uniform Complaint Procedure as well as review the survey regarding dates, times, and topics.
 4. Columbus and Woodruff schools will convene an annual meeting to inform parents of the following:
 - That their child's school participates in Title 1
 - About the requirements of Title 1
 - Of their rights to be involved in:
 - Parent Involvement Policy
 - Home-School Compact
 - Invitations mailed and/or Dialer calls home in English and Spanish
 - Parents are encouraged to attend meetings that are convenient for them
 5. Columbus and Woodruff schools will hold a flexible number of meetings at varying times and will include:
 - Invitations (email, text, audio, etc.) to home in English and Spanish with plenty of notice along with automatic dialer calls for reminders
 - Spanish translation will be provided
 - LCAP Parent surveys will be given to determine parent interest/needs
 6. Columbus and Woodruff schools will provide parents of Title 1 students with an explanation of the curriculum being used (e.g., standards based, core, elective, credit recovery, Apex, etc.), the forms of academic assessment (e.g., formal, informal, credit sheet, Star 360, etc.) used to measure student progress, and the proficiency levels students are expected to meet by:
 - A letter being sent home with all Title 1 students, explaining academic progress (e.g., credit recovery rate, grade, GPA, assessment data, etc.), engagement data (e.g., attendance rate, behavior, etc.) and progress towards graduation requirements and/or transfer to traditional school
 - Discussion at the Informational Meetings
 7. Columbus and Woodruff schools will provide parents of Title 1 students opportunities to formulate suggestions and to participate in decisions relating to the education of their teen through the following:
 - Informational Meetings
 - SSC – School Site Council

- Annual Title 1 Meeting

PART III. SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Columbus and Woodruff schools will build the school's and parents' capacity for strong parental involvement, to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement through the following activities:

- Needs Assessment Survey taken by parents (conducted by Title 1)
- Parent input at meetings (conducted by Title 1)
- Varied / multiple meeting times (conducted by Title 1)
- Monthly Steps to Success meetings

2. Columbus and Woodruff schools will incorporate the Home-School Compact as a component of its Parent Involvement Policy:

- Both policies will be reviewed at the meetings held for Title 1 parents
- Both policies will be displayed on our school website
- Both policies will be sent via Blackboard (email, audio, text, etc.)

3. Columbus and Woodruff schools will provide assistance to parents of students served by the school in understanding topics, such as the following:

- SBAC for both English Language Arts and Mathematics
- The California's academic Common Core State Standards
- Passing scores for SBAC
- How to monitor student progress by understanding the Credit Sheet
- Steps-to-Success monthly meetings

4. Columbus and Woodruff schools will provide materials to help parents work with their teen to improve their teen's academic achievement through:

- parent communication: Blackboard (email, audio, text, etc.), website, mailers, conferences
- Steps to Success monthly meetings
- Gathering parental input on desired parent education training

5. Columbus and Woodruff schools with the assistance of its district and parents, educates its staff, on how to reach out to and communicate and work with parents as equal partners through:

- Staff Meetings
- Professional Development
- *Q Parent Connect* Online System

6. Columbus and Woodruff schools will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand:

- Parent invitations and information will be translated in Spanish
- Parent invitations will be provided via Blackboard (audio, email, text, etc.) mailers, website, etc.

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents, as evidenced by School Site Council meeting minutes, Title 1 Parent Committee participants, Title 1 meeting minutes, parent, teacher, and administrative signatures.

This policy was approved and adopted by Columbus and Woodruff schools School Site Council on the date indicated below and effective for the current school year. The school will distribute this policy to all parents via Blackboard of participating Title 1 students and the local community via Blackboard and school website by this upcoming December. Columbus and Woodruff schools will notify parents of this policy in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language they can understand.

Dr. Xochitl Ortiz, Principal
Columbus High School and Woodruff Academy

Date

Enedelia Toledo
Title 1 Coordinator

Date

Revised 9/14/2022

Distrito Unificado Escolar de Downey

Escuela Secundaria Columbus

Póliza de la Participación de Padre en la Escuela 2022 - 2023

La Escuela Secundaria Columbus reconoce que los padres/guardianes son los primeros maestros y más influyentes de sus hijos, y la continuación de la participación de padres en la educación de su hijo contribuye grandiosamente al logro del alumno y la conducta. Una póliza de la participación de padres y programa serán un componente integral del plan de la escuela en la cual promueve una sociedad significativa entre la escuela y el hogar.

PARTE I. EXPECTATIVAS GENERALES

La Escuela Secundaria Columbus está de acuerdo en implementar los requisitos legales siguientes:

1. La Escuela Secundaria Columbus conjuntamente desarrollará con los padres, y distribuirá a los padres de niños quienes participan, una Póliza de la Participación de Padres en la Escuela en la cual la escuela y los padres de niños quienes participan estén de acuerdo.
2. La Escuela Secundaria Columbus adoptará el Compromiso del Hogar y la Escuela como un componente de su Póliza de la Participación de Padres en la Escuela.
3. La Escuela Secundaria Columbus anualmente actualizará la Póliza de la Participación de Padres en la Escuela para lograr los cambios de las necesidades de los padres y la escuela.
4. La Escuela Secundaria Columbus hará la Póliza de la Participación de Padres en la Escuela disponible a la comunidad local a través de la página electrónica, haciendo copias disponibles en la oficina de la escuela y enviando la póliza a todos los padres del Título I.
5. La Escuela Secundaria Columbus notificará a los padres sobre la Póliza de la Participación de Padres en la escuela en un formato comprensible y uniforme y, al grado factible, distribuirá esta póliza a los padres en un idioma que los padres puedan comprender.

PARTE II. DESCRIPCIÓN EN CÓMO LA ESCUELA IMPLEMENTARÁ LOS REQUISITOS DE LOS COMPONENTES DE LA PARTICIPACIÓN PATERNA ESCOLAR

1. La Escuela Secundaria Columbus tomará las acciones siguientes para participar a los padres en el Desarrollo conjunto y el acuerdo conjunto de su Póliza de la Participación de Padres en la Escuela de una manera organizada, en curso y oportuna debajo de la sección 1118(b) del ESEA.

2. La Escuela Secundaria Columbus llevará acabo una variedad de juntas con padres/guardianes de niños elegibles en asistir horarios flexibles una junta anual en orden para informarles sobre la participación de la escuela en el Título I, y sus derechos en la participación.
3. Los padres/guardianes que no puedan asistir esta junta deberán ser proveídos con una copia por escrito de la información en Inglés y en Español.
4. La Escuela Secundaria Columbus proveerá a los padres de niños quienes participan, si es solicitado por los padres, oportunidades para juntas regular para formular sugerencias, y para participar, como apropiado, en decisiones relacionado con la educación de sus hijos, y responder a cualquier sugerencia los más pronto posible.
5. La Escuela Secundaria Columbus proveerá canales de comunicación en curso entre maestros y padres/guardianes, incluyendo la conferencia de padres y maestros, reporte de progreso y ejecución de la diseminación del examen Diagnóstico de Matemáticas para los alumnos quienes participan, conexión del Hogar-Escuela, boletín informativo, acceso razonable a la facultad incluyendo a la coordinadora del Título I, y oportunidades para ser voluntarios y observar actividades del salón de clases.
6. La Escuela Secundaria Columbus proveerá a los padres con alumnos participantes con una descripción y explicación del plan núcleo utilizada en la escuela, los formularios de la evaluación académica utilizados para medir el progreso del alumno, y los niveles de proficiencia que se les espera a los alumnos lograr:

PARTE III. RESPONSABILIDADES COMPARTIDAS DEL LOGRO ACADÉMICO PARA ALUMNOS ELEVADOS

1. La Escuela Secundaria Columbus construirá la capacidad de la escuela y del padre para una participación parental fuerte, en orden de asegurar la participación eficaz de padres y para apoyar una sociedad entre la escuela, padres y la comunidad, para mejorar el logro académico del alumno por siguiendo actividades descritas abajo:
 - a. La Escuela Secundaria Columbus adoptará el Compromiso entre el Hogar y la Escuela de la escuela como un componente de su Póliza de la Participación de Padres en la Escuela.
2. La Escuela Secundaria Columbus enviará cartas/notificaciones a la casa en Inglés y en Español.
3. La Escuela Secundaria Columbus informara a los padres sobre eventos y juntas que se aproximan mediante volantes, juntas de padres, el sitio de web de la escuela, PTA Facebook, Twitter y por medio de llamadas telefónicas automáticas por parte del distrito.
4. La Escuela Secundaria Columbus patrocinará talleres académicos periódicamente en la escuela relacionada al logro del alumno.
5. La Escuela Secundaria Columbus tendrá cuidado de niños disponible cuando se haya determinado apropiado.
6. La Escuela Secundaria Columbus tendrá traducción bilingüe disponible en los eventos relacionados con la escuela si son necesitados.
7. La Escuela Secundaria Columbus, con la ayuda de su distrito, provee ayuda a los padres con niños servidos por la escuela en comprender temas tales como las normas contenidas del académico del Estado, normas del logro académico de los alumnos Estatal, evaluaciones Estatal y local incluyendo evaluaciones alternativas, los requisitos del Título I, cómo supervisar el

progreso de su hijo/a, y cómo trabajar con los educadores. Esto será hecho a través de los talleres, juntas para padres, Noche de Padres, conferencias entre padres y maestros, y el boletín informativo mensual por parte de la directora.

PARTE IV. COMPONENTES DISCRECIONAL DE LA PÓLIZA DE LA PARTICIPACIÓN DE PADRES

La escuela, al grado factible y apropiado, tomará las siguientes acciones para asegurar que la información relacionada con los programas entre la escuela y padres, juntas y otras actividades, son enviadas a los padres de niños quienes participan en un formato comprensible y uniforme, y, al grado practicable, en un idioma que los padres puedan comprender.

- La escuela pagará los costos razonables y necesarios asociados con las actividades de la participación de padres, incluyendo transportación y el costo de cuidado de niños, para permitir a los padres en participar en las juntas relacionadas a la escuela y sesiones de entrenamientos.
- La Escuela Secundaria Columbus, al grado factible y apropiado, participará a los padres en el desarrollo del entrenamiento para maestros, directores y otros educadores para mejorar la eficacia de ese entrenamiento.
- La Escuela Secundaria Columbus establecerá un concilio consultivo de la escuela y padres para proveer consejos en todas las materias relacionada a la participación de padres en los programas del Título I, Parte A.

PARTE V. ADOPTACIÓN

Esta Póliza de la Participación de Padres en la Escuela ha sido desarrollado conjuntamente con, en acuerdo con, los padres de niños participando en los programas Título I, Parte A, como evidencia por los participantes del Comité de Padres del Título I, minutos de la junta del Título I, padres, maestros y firmas de administrativos.

Esta póliza fue adoptada por el Distrito Unificado Escolar de Downey en Octubre 2016, y será en efecto por el 2016-2017 año de la escuela. La escuela distribuirá esta póliza a todos los padres en los papeles del primer día. También será disponible a la comunidad local en o antes del Diciembre 2016.

Dra. Xochitl Ortiz, Principal
Columbus Escuela Secundaria

Date

Enedelia Toledo
Title 1 Cordinadora

Date

Revised 9/14/2022

NUESTRAS METAS PARA EL REDIMIENDO ESTUDIANTIL

META DEL DISTRITO

Asegurar que los estudiantes se gradúen listos para asistir al colegio/curso técnico y estén listos para una carrera.

METAS DE LA ESCUELA

Para mayo, continuaremos aumentando el rendimiento estudiantil en ELA y Matemáticas, la tasa de graduación, la tasa de asistencia y la participación de las partes interesadas según la encuesta LCAP.

Nuestro enfoque en Artes del Idioma Inglés será:

- Usar y aplicar varias estrategias de lectura en el análisis de palabras, fluidéz, y desarrollo sistemático de vocabulario.
- Análisis y crítica de comprensión de lectura y respuesta literaria.
- Aprender e implementar estrategias y convenciones de escritura que desarrollen la habilidad de editar y publicar ensayos, evaluaciones, correspondencia digital y curriculum personal.

Nuestro enfoque en matemáticas será:

- Desarrollar un entendimiento más profundo del sentido de los números, estadísticas, análisis de datos, probabilidad, y razonamiento matemático.
- Aprender y aplicar funciones Algebraicas usando gráficas, símbolos y ecuaciones lineales.
- Demostrar proficiencia en Medidas y Geometría.

¡CUANDO LOS MAESTROS, ESTUDIANTES Y FAMILIAS TRABAJAN JUNTOS PODEMOS ALCANZAR EL EXITO!!!

En la escuela

El personal de la escuela trabajará con los estudiantes y sus familias para apoyar el éxito de los estudiantes en lectura y matemáticas.

Los maestros y el personal:

- Comunicarse regularmente con los padres con respecto a los programas académicos actuales y ser accesible a los padres / tutores para discutir preguntas o inquietudes
- Proporcionar materiales e información para ayudar a los padres a apoyar el programa académico de la escuela
- Organice reuniones mensuales de Steps to Success para informar a los padres sobre el progreso académico de sus hijos adolescentes.
- Ofrecer apoyo académico y socioemocional a los alumnos necesitados.
- Proporcionar a los padres estrategias y recursos sobre cómo ayudar a sus adolescentes a graduarse.

Estudiantes de la Academia Woodruff de la preparatoria Columbus

El personal y los estudiantes saben la importancia de ser responsables. Un estudiante responsable asistirá a las sesiones todos los días a tiempo, preparado y listo para aprender. Para establecer conexiones entre el aprendizaje en casa y en la escuela, los estudiantes de Columbus:

- Establecer metas académicas y esforzarse por alcanzarlas.
- Pida ayuda cuando tengan problemas con su trabajo escolar
- Participar en discusiones de aula y trabajo en grupo.
- Revise semanalmente la hoja de crédito Pasos para el éxito con maestros, personal y padres
- Utilice las estrategias aprendidas en clase para mostrar el crecimiento académico en la evaluación de ELA y matemáticas de STAR 360.

En casa

Los padres / tutores se unen al personal para desarrollar ideas sobre cómo las familias pueden apoyar el éxito de los estudiantes.

Los padres / tutores deberán:

- Discuta y revise la hoja de crédito Pasos hacia el éxito de su estudiante y comuníquese con el maestro si tiene preguntas o inquietudes
- Lea y use los materiales e información del aula para apoyar el aprendizaje de su estudiante
- Comunique con su estudiante la importancia de la asistencia a la escuela para tener éxito en la escuela, en el lugar de trabajo y más allá
- Asista a las reuniones de Steps-to-Success cuando sea necesario y comuníquese con los maestros por teléfono, correo electrónico, mensajes de texto, etc.

SEREMOS EJEMPLO Y MODELO DE LOS SEIS PILARES DEL CARACTER, EN TODAS PARTES Y TODO EL TIEMPO!

El compacto entre la escuela y los padres es un acuerdo que los padres, estudiantes y maestros desarrollan juntos. En él se explica cómo los padres y maestros trabajarán juntos para asegurarse de que todos nuestros estudiantes alcancen los estándares del nivel de grado.

Un compacto efectivo:

- Se enlaza con los objetivos establecidos en el plan de mejoramiento escolar
- Se enfoca en las habilidades de aprendizaje de los estudiantes
- Describe como los maestros ayudarán a los estudiantes a desarrollar esas habilidades a través de instrucción de alta calidad
- Comparte estrategias que los padres pueden utilizar en casa
- Explica cómo los maestros y los padres se comunicarán sobre el progreso del estudiante
- Describe oportunidades donde los padres pueden ser voluntarios, observar y participar en la escuela

DESARROLLO CONJUNTO

Los Padres y el personal de la Columbus y Woodruff desarrollaron éste compacto de padres y maestros. Se llevan a cabo reuniones cada año para revisar el pacto y hacer cambios basados en las necesidades de los estudiantes.

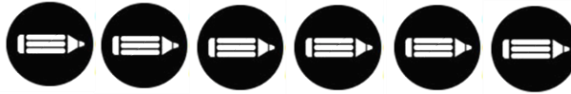
Los padres están invitados a contribuir en cualquier momento.

Si usted desea ser voluntario, participar u observar en el salón de clases, por favor póngase en contacto con la escuela.

Únase a nosotros, durante todo el año:

- Juntas mensuales "Pasos al Éxito"
- Día de Regreso a Clases/Casa Abierta
- Educación para Padres
- Reuniones del Consejo Escolar
- Reuniones del Consejo Asesor de Estudiantes de Inglés (ELAC)

¡SU APOYO E IDEAS SON VALORADAS Y DECISIVAS EN AYUDAR A NUESTROS ESTUDIANTES A TENER EXITO!



Columbus y Woodruff están comprometidos a la comunicación bidireccional frecuente con las familias sobre el aprendizaje de su adolescente. Algunas de las formas en que podemos estar en contacto son:

- Notas mensuales o llamadas telefónicas
- Actualización del sitio web de la escuela
- Juntas de clase acerca del progreso estudiantil
- Conferencias de Padres y Maestros
- Acceso al portal "Parent Connect" para revisar calificaciones



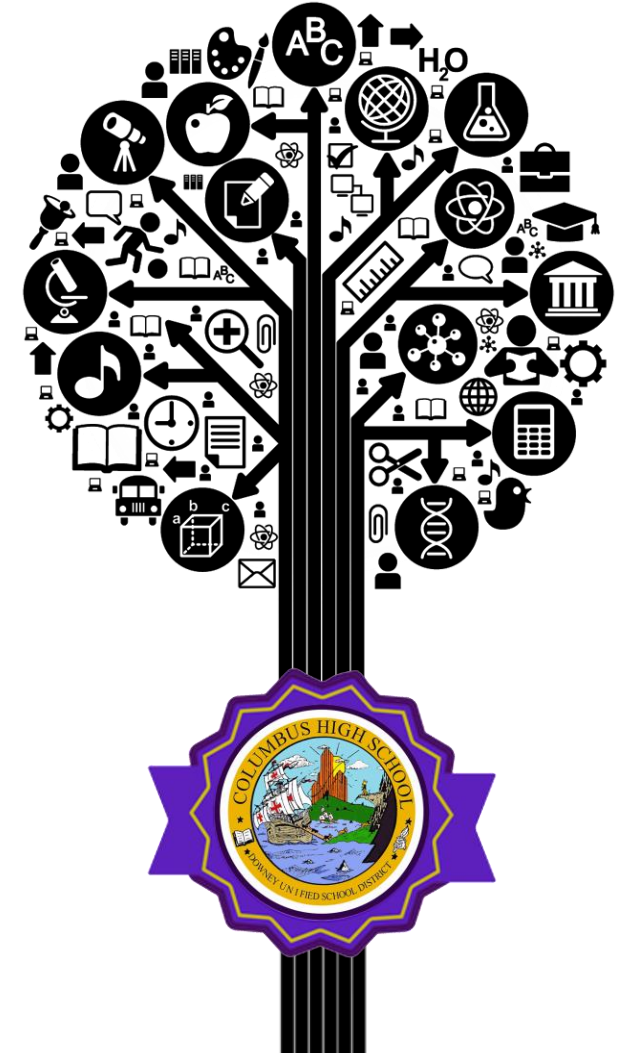
Tiene preguntas sobre el progreso de su hijo/hija?

Comuníquese con los maestros por teléfono al (562) 904-3552, o por correo electrónico. Las direcciones de correo electrónico están en el sitio Web: www.dusd.net/columbus

DISTRITO ESCOLAR UNIFICADO DE DOWNEY

COMPACTO PARA EL LOGRO ENTRE ESCUELA Y PADRES

2022 - 2023



COLUMBUS y WOODRUFF

Dra. Ortiz, Director

www.dusd.net/columbus • 562-904-3552

OUR GOALS FOR STUDENT ACHIEVEMENT

DISTRICT VISION

All students graduate with a 21st Century education that ensures they are college and career ready, globally competitive and citizens of strong character.

SCHOOL GOALS

By May, we will continue to increase student achievement in ELA and Math, graduation rate, attendance rate, and rate stakeholder involvement per the LCAP survey

Our focus in English Language Arts:

- Use and apply a variety of reading strategies in word analysis, fluency, and systematic vocabulary development.
- Analyze and critique reading comprehension, literary response and analysis.
- Learn and implement writing strategies and conventions which develop skills in editing and publishing essays, evaluations, digital correspondence and resumes.

Our focus in Mathematics:

- Develop a deeper understanding of number sense, statistics, data analysis, probability, and mathematical reasoning.
- Learn and apply Algebraic functions using graphing, symbols and linear equations.
- Demonstrate proficiency in Measurement and Geometry.

WHEN TEACHERS, STUDENTS, AND FAMILIES WORK TOGETHER WE CAN ACHIEVE SUCCESS!!!

At School

The School staff will work with students and their families to support students' success in reading and math.

Teachers and Staff will:

- Communicate regularly with parents regarding current academic programs and be accessible to parents/guardians to discuss questions or concerns
- Provide materials and information to help parents support the school's academic program
- Host monthly *Steps-to-Success* meetings to inform parents on the academic progress of their teen
- Offer academic and social-emotional support to students in need.
- Provide parents with strategies and resources on how to help their teen graduate.

At Home

Parent/guardians join staff to develop ideas about how families can support students' success.

Parent/guardians will:

- Discuss and review your student's Steps to Success credit sheet and contact the teacher with questions or concerns
- Read and use the classroom materials and information to support your student's learning
- Communicate with your student the importance of school attendance for success at school, in the work place and beyond
- Attend *Steps-to-Success* meetings when necessary and communicate with teachers by phone, e-mails, text, etc.

Columbus High School Woodruff Academy Students

Staff and students know the importance of being responsible. A responsible student will come to school every day on time, prepared and ready to learn. To make connections between learning at home and at school, Columbus students will:

- Set academic goals and strive to attain them
- Ask for help when they have trouble with their schoolwork
- Participate in classroom discussions and group work
- Review weekly the *Steps-to-Success* credit sheet with teachers, staff, and parents
- Use strategies learned in class to show academic growth on the STAR 360 ELA and Math assessment.

AND MODEL THE SIX PILLARS OF CHARACTER, EVERYWHERE AND ALL THE TIME!

A School-Parent Compact for Achievement is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach grade level standards.

Effective compacts:

- Link to goals of the school improvement plan
- Focus on student learning skills
- Describe how teachers will help students develop those skills using high quality instruction
- Share strategies parents can use at home
- Explain how teachers and parents will communicate about student progress
- Describe opportunities for parents to volunteer, observe, and participate at school

JOINTLY DEVELOPED

The parents and staff of Columbus /Woodruff School developed this School-Parent Compact for Achievement. Meetings are held each year to review the Compact and make changes based on student needs.

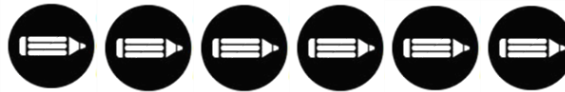
Parents are welcome to contribute at any time.

If you would like to volunteer, participate, or observe in the classroom, please contact the school.

Join us throughout the year:

- Steps-to-Success monthly meetings
- Back-to-School /Open House
- Parent Education
- School Site Council meetings
- English Learner Advisory Council (ELAC) meetings

YOUR SUPPORT AND INPUT ARE VALUED AND INSTRUMENTAL IN HELPING OUR STUDENTS SUCCEED!



Columbus/Woodruff Schools are committed to frequent two-way communication with families about your teen's learning. Some of the ways you can expect us to reach you are:

- Monthly notes or phone calls
- Updates on the school website
- Class meetings on understanding student progress
- Parent-teacher conferences
- Q Parent Connect

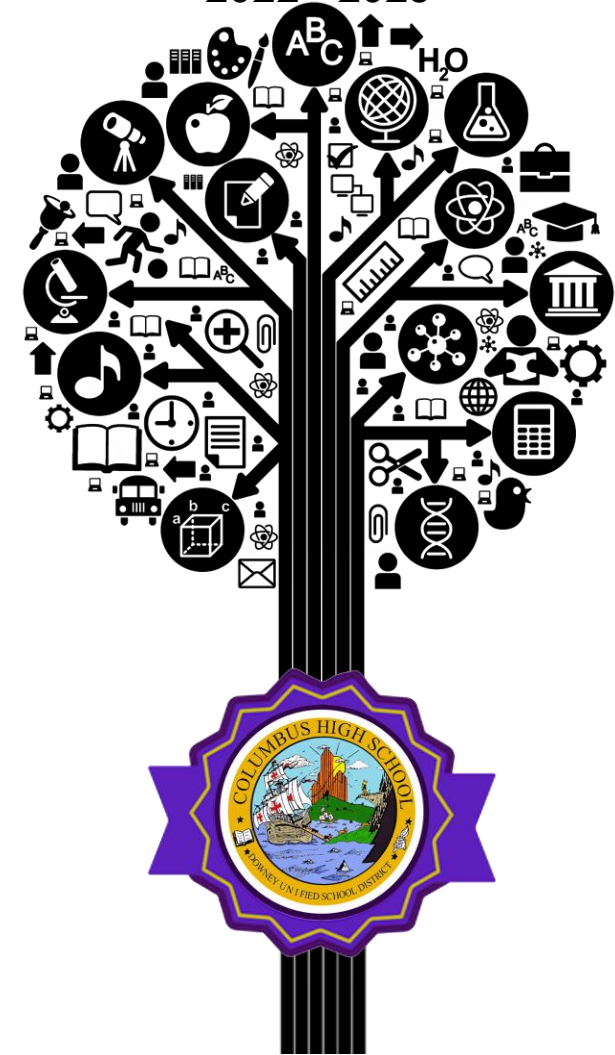


Do you have questions about your student's progress?

Contact your student's teacher by phone (562)904-3552 or e-mail. E-mail addresses are on the school website at www.dusd.net/columbus

DOWNEY UNIFIED SCHOOL DISTRICT SCHOOL-PARENT COMPACT FOR ACHIEVEMENT

2022 - 2023



Columbus HS & Woodruff Academy

Dr. Ortiz, Principal

www.dusd.net/columbus

562-904-3552