

## School Plan for Student Achievement (SPSA) and Annual Evaluation for 2020-2021

School Name, Contact, and Email	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Board Approval Date
San Jacinto High School Courtney Hall, Principal chall@sanjacinto.k12.ca.us	33672493337656	<b>10/29/2020</b>	

### 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).

The purpose of San Jacinto High School’s Schoolwide Program is to provide equitable resources and support in order to improve academic achievement so that all students, particularly the lowest achieving students, demonstrate proficiency on the State’s academic standards.

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

San Jacinto High School aligns practices under the Multi-Tiered System of Support (MTSS) framework to service the whole child as noted in the district Local Control Accountability Plan (LCAP). Integrating social and emotional learning, behavior support, and academic support in a comprehensive model will help to address the gaps in learning faced by our most vulnerable populations. Continuing to collaborate through a Professional Learning Community model refines our practices targeting struggling students.

Professional Learning Communities have identified Essential Standards in the curriculum frameworks, which allow teachers to focus on high stakes tasks so that lesson design can be revised to meet the social and behavioral demands of the school climate “...fostering a student-centered culture ensuring equity and access through student voice.” Further, this helps to ensure that students, no matter their entry point, can be better prepared for the following year’s academic expectations.

San Jacinto High School seeks to become an exemplary school promoting a learning culture of independence, innovation, and ethical leadership. The mission of San Jacinto High School is to challenge and empower all students to be independent thinkers, lifelong learners, and responsible citizens.

San Jacinto High School supports building capacity through ongoing coaching and professional development centered around 21st Century Communication and Partnerships (LCAP 2018).

San Jacinto High School is consistently improving family engagement opportunities. With the addition of a full-time site parent liaison, resources for families are more readily available. In order

to consistently improve, feedback from community members and families is encouraged and solicited via feedback cards and parent meetings. Communication between stakeholders, particularly teachers and families is strongly encouraged.

## 2020-2021 Plan Summary

### The Story

Describe the students and community and how the school serves them.

San Jacinto High School is a diverse comprehensive high school. Of the 2,736 students enrolled, 75.4% are hispanic/latino, 9% are white, 8.6% are black, 1.1% are American Indian or Alaska Native, 0.8% are Asian, 0.8% are Filipino, 0.7% are Pacific Islander, and 3.5% identify as 2 or more ethnicities. In addition, 79.4% of our students meet the criteria for Free and Reduced Lunch status, 12.8% are English Learners, 1.2% are in Foster Care, 2.5% are Homeless, and 15.78% receive Special Education services. According to Census Data, the population of San Jacinto includes 18.2% living in poverty and an unemployment rate of 5.7%. Our students are resilient and proud of their cultural backgrounds, of which are strongly celebrated through various clubs, like Black Student Union, MECHA, Cultural Awareness Club, Gay Straight Alliance, Four Directions Native American Club, Disabilities Awareness Club, and others that celebrate diversity and acknowledge the rich cultures of our students. There are more than a dozen pathways that provide students opportunities to prepare for post-secondary plans, whether those plans are to enroll in a 4 year university, a community college, vocational school, the military, or to enter the job force. There is a great emphasis on student choice, equity, and access to all courses for all students. In addition, there is an emphasis on the teaching of college and career readiness, financial aid, and post-secondary planning. San Jacinto High School, through the SJUSD Parent Center, also provides parent classes in the areas of technology, soft job skills, and nutrition.

### SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

Between March 2020 and October 2020, there have been various trainings to support the development of a plan that is relevant, data driven, and focused on the needs of our students, specifically the needs of our students in which a performance gap exists. As such, this year's SPSA utilizes less broad language in an effort to ensure that resources are genuinely provided to the students identified as needing more than what is already being provided to all students.

In addition to the goals specific to the identified performance gaps summarized below, the 2020-2021 SPSA is highly focused on supporting our English Learners and Students with Disabilities. Guidance identifies a performance gap as being two performance levels below that of "All Students" on the California Dashboard and other local performance indicators. As such, technically our English Learners and Students with Disabilities are not technically identified as having a performance gap relative to our CA Dashboard, as "All Students" are identified in the lowest performance level (red). With that said, however, both student groups performed at least 70 points lower than "All Students" in both the ELA and Math CAASPP.

In addition to federal mandates, there was an obvious need to create goals and action steps for our English Learner students in academic, graduation rate, and suspension rate areas of the dashboard. Goals and actions include items of a more logistic and systems nature, such as streamlining our pathways, organizing progress monitoring, and providing teacher training in relation to the ELD Standards across all content areas.

Our Students with Disabilities also continue to perform at levels that prompt a need to address through additional resources. In addition to this, SJHS was identified for ATSI for our SWD student group. Goals and actions include items of logistics, professional development, and intentional scheduling within our master schedule.

Lastly, there are goals related to identified performance gaps as outlined below, to include mentoring, home visits, and other proactive approaches relevant to academic engagement, behavior and attendance.

## Needs Assessment -- Review of Performance

### Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, **progress** toward SPSA goals, local self-assessment tools, stakeholder input, or other information, of what progress is the school proudest, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

#### English Language Arts Dashboard

**American Indian or Alaska Native - NO PERFORMANCE COLOR:** -73.5 DFS (increased significantly) 43.1 = change score

#### Mathematics Dashboard

**American Indian or Alaska Native - NO PERFORMANCE COLOR:** -169 DFS (increased significantly) 38.3 = change score

#### Graduation Rate Dashboard:

**Homeless - NO PERFORMANCE COLOR:** 86.7% (increased) 2.7% = change rate

**African American - GREEN:** 91.2% (increased) 4.2% = change rate

#### College & Career Dashboard

**English Learners - YELLOW:** 11.7% (increased) 4.4% = change rate

**Two or More Races - NO PERFORMANCE COLOR:** 33.3% (increased) 8.3% = change rate

#### Suspension Rate Dashboard

**Foster Youth - YELLOW:** Suspension Rate of 6.7% (declined) -5.5% = change rate

**Asian - BLUE:** Suspension Rate of 0.0% (maintained) 0.0% = change rate

**Filipino - BLUE:** Suspension Rate of 0.0% (maintained) 0.0% = change rate

#### Suspension Rate Schoolzilla

As of 3/20/2020:

All students: 3.1%: (decreased) -0.4% = change rate

English Learners: 1.8% (decreased) -0.2% = change rate

#### Attendance Aeries

As of 3/20/2020: Chronic absenteeism rate

Filipino 95.7% (22/23 students)

Asian 96.4% (27/28 students)

#### **Summary:**

In review of our Data, we were able to identify key areas in which we either maintained or increased the level for our student group. We have eight of those overall levels within the areas of Suspension rate, College and Career Readiness, and Graduation Rate. Despite not having enough students to qualify, our American Indian population increased in both Academic areas tested. Our African American Population increased in graduation rate, as did our homeless student population. Our Asian and Filipino populations had positive results in both our Attendance rate and Suspension rate. The Suspension rate and College and Career indicator for our English Learners improved.

## Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined **need** significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

### English Language Arts Dashboard

**All Students - RED:** Scored 51.9 points below standard (declined significantly) -39.1 = change score

**English Learners - RED:** -124.2 DFS (declined significantly) -32.6 = change score

**Socioeconomically Disadvantaged - RED:** -52.5 DFS (declined significantly) -32.5 = change score

**Students with Disabilities - RED:** -134 DFS (declined significantly) -32.1 = change score

**Hispanic - RED:** -57.3 DFS (declined significantly) - 43.3 = change score

**African American - NO PERFORMANCE COLOR:** -67.2 DFS (declined significantly) -39.4 = change score

**Two or More Races - NO PERFORMANCE COLOR:** -69.6 DFS (declined significantly) -101.9 = change score

### Mathematics Dashboard

**All Students - RED:** Scored 133.2 points below standard (declined significantly) -17.7 = change score

**English Learners - RED:** -210.9 DFS (declined significantly) -30.6 = change score

**Socioeconomically Disadvantaged - RED:** -133.5 DFS (declined significantly) -15.2 = change score

**Students with Disabilities - RED:** -203.8 DFS (declined significantly) -25 = change score

**Hispanic - RED:** -137 DFS (declined significantly) -18.6 = change score

**White - RED:** -115.4 DFS (declined significantly) -20 = change score

**African American - NO PERFORMANCE COLOR:** -126.7 DFS (maintained) 0.2 = change score

**Two or More Races - NO PERFORMANCE COLOR:** -136.4 DFS (declined significantly) -82.1 = change score

### Graduation Rate Dashboard

**All Students - YELLOW:** 93.4% (declined) -1.2% = change rate

**Hispanic - GREEN:** 93.9% (maintained) -0.6% = change rate

**Students with Disabilities - ORANGE:** 70.3% (declined) -3.9% = change rate

**Socioeconomically Disadvantaged - YELLOW:** 92.7% (declined) -1.4% = change rate

**White - YELLOW:** 93.8% (declined) -6.3% = change rate

**English Learners - YELLOW:** 82.3% (maintained) -0.8% = change rate

### College & Career Dashboard

**All Students - YELLOW:** 36.6% (maintained) -1.3% = change rate

**Hispanic - YELLOW:** 37.3% (maintained) -1% = change rate  
**Socioeconomically Disadvantaged - ORANGE:** 34.9% (declined) -2% = change rate  
**White - ORANGE:** 37.5% (declined) -8.1% = change rate  
**African American - ORANGE:** 29.4% (maintained) 1.2% = change rate  
**Students with Disabilities - RED:** 1.6% (maintained) 1.6% = change rate  
**Homeless - NO PERFORMANCE COLOR:** 17.2% (declined) -3.6% = change rate

### Suspension Rate Dashboard

**All Students - ORANGE:** Suspension Rate of 5.7% (increased) 2.5% = change rate

**African American - RED:** Suspension Rate of 19.1% (increased significantly) 9.1% = change rate  
**Students with Disabilities - RED:** Suspension Rate of 12.1% (increased significantly) 4% = change rate  
**Homeless - RED:** Suspension Rate of 14.6% (increased significantly) 7.3% = change rate  
**Socioeconomically Disadvantaged - ORANGE:** Suspension Rate of 6.4% (increased) 2.8% = change rate  
**English Learner - ORANGE:** Suspension Rate of 4.5% (increased) 2.2% = change rate  
**American Indian or Alaska Native - ORANGE:** Suspension Rate of 5.0% (increased) 2.9% = change rate  
**Hispanic - ORANGE:** Suspension Rate of 4.2% (increased) 1.6% = change rate  
**White - ORANGE:** Suspension Rate of 5.7% (increased significantly) 4.2% = change rate  
**Two or More Races - YELLOW:** Suspension Rate of 5.4% (maintained) -0.2% = change rate  
**Native Hawaiian or Pacific Islander - NO PERFORMANCE COLOR:** Suspension Rate of 18.2% (increased) 2.5% = change rate

### Suspension Rate Schoolzilla

As of 3/10/2020:

**All Students - 3.1 % (92)**

**African American - 8% (19)**

**Students with Disabilities - 7.3% (24)**

**Homeless - 2.8% (2)**

**Foster Youth - 8.7% (2)**

**English Learners - 5.5% (23)**

**American Indian or Alaska Native - 2.6% (1)**

**Asian - 0% (0)**

**Filipino - 0% (0)**

**Hispanic - 2.7% (59)**

**White - 3% (9)**

**Two or More Races - 1.7% (2)**

**Native Hawaiian or Pacific Islander - 9.1% (2)**

### Universal Diagnostic Tool Schoolzilla: Average Growth from Q2 to Q3

#### English Language Arts

**All Students - 28.67**

**African American - 20.96**

**Students with Disabilities - 3.47**

**Socioeconomically Disadvantaged - 27.86**

**English Learners - 14.02**

**American Indian or Alaska Native - 44.4**

**Asian - 8.3**

**Filipino - 14.15**

**Hispanic - 13.9**  
**White - 13.52**  
**Two or More Races - 11.75**  
**Native Hawaiian or Pacific Islander - -19.18**

### Reading

**All Students - 17.35**

**African American - 22.21**  
**Students with Disabilities - 15.49**  
**Socioeconomically Disadvantaged - 22.83**  
**English Learners - 14.99**  
**American Indian or Alaska Native - -4.69**  
**Asian - 12.37**  
**Filipino - 3.13**  
**Hispanic - 23.43**  
**White - 10.33**  
**Two or More Races - 20.37**  
**Native Hawaiian or Pacific Islander - 27.66**

### Math

**All Students - 23.81**

**African American - 8.15**  
**Students with Disabilities - 9.69**  
**Socioeconomically Disadvantaged - 20.54**  
**English Learners - 26.13**  
**American Indian or Alaska Native - -2.17**  
**Asian - 19.00**  
**Filipino - 14.06**  
**Hispanic - 24.76**  
**White - 22.9**  
**Two or More Races - 35.37**  
**Native Hawaiian or Pacific Islander - 58.9**

### Attendance Aeries

As of 3/20/2020: Chronic absenteeism rate

All students 88.9%  
American Indian 88.1%  
Black 83.4%  
English Learners 89.7%  
Foster 85.7%  
Hispanic 89.5%  
Homeless 80%  
2 or more races 92.3%  
Pacific Islanders 88.9%  
SED 88.4%  
Special Education 79.6%  
White 85%

**Summary:** In review of our data, we noticed that we have work to do in the academic areas. Within our students that qualify, they all scored in the red indicator for both ELA and Mathematics. Within the either indicators, most students were in either the orange or yellow range. We need to provide more services for our English Learners, SWD, and SED students have the largest need for growth.

## Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps? *Do not include issues beyond our control (parents are not formally educated or students arrive to school unprepared).*

**In referring to the California School Dashboard (2019), SJHS has identified the following performance gaps:**

- College & Career Readiness
  - A performance gap exists between All Students Overall (**Yellow**: 36.6% (*maintained*) -1.3% = *change rate*) and our Students with Disabilities (**Red**: 1.6% (*maintained*) 1.6% = *change rate*)

**In addition to a review of our current Dashboard (2019) data, SJHS has also been identified for Additional Targeted Support & Improvement (ATSI) for:**

- Students with Disabilities
  - 2019 Dashboard data indicates that our Students with Disabilities student group performed in the **Red** performance level in four categories (Suspension Rate, College & Career Readiness, CAASPP ELA, CAASPP Math) and in the **Orange** performance level in one category (Graduation Rate).
  - In this case, ATSI Eligibility is met, as this student group had results on the CA Dashboard that were all **Red** and **Orange** indicators.

**In referring to our local performance indicators, SJHS determined that values outside of 2 standard deviations resulted in a significant performance gap in the following areas:**

### **SCHOOLZILLA**

- ExactPath Universal Diagnostic Tool - English Language Arts Growth between Q2 and Q3
  - A performance gap exists between All Students Overall (28.67 points) and our Native Hawaiian or Pacific Islander Students (-19.18 points)
- ExactPath Universal Diagnostic Tool - Reading Growth between Q2 and Q3
  - A performance gap exists between All Students Overall (17.35 points) and our American Indian or Alaska Native Students (-4.69 points)
- Positive Attendance Rate
  - A performance gap exists between All Students (88.9%) and our Homeless Students (80%)
  - A performance gap exists between All Students (88.9%) and our Students with Disabilities (79.6%)
- Suspension Rate
  - A performance gap exists between All Students (3.1%) and our Native Hawaiian and Pacific Islander Students (9.1%)

In order to address these performance gaps, SJHS has first worked to streamline processes and systems that were likely acting as a barrier to student success. For example, within our master schedule, we ensured that special education classes do not conflict with CTE, VAPA, or other courses that could potentially support students' College & Career Readiness. In addition, we continue to make progress in expanding our co-teaching program, allowing for students with disabilities to earn A-G credit in core classes while still having the in-class support of a special education teacher. ExactPath Diagnostics were first implemented in the

2019-2020 school year and, while difficult in the beginning, we have streamlined systems for additional staff and student buy-in.

In addition to the logistical piece, SJHS further expanded the Building Assets and Reducing Risks program to all freshmen, ensuring that all 9th grade students have at least two common teachers, allowing for a greater level of collaboration and intervention among staff for student support. Beginning in the 2019-2020 school year, SJHS also implemented a mentorship program through Nufoundation and the mentorship will continue with Mind, Body, Soul for the 2020-2021 school year. We have seen growth already in the changing of behaviors by being proactive rather than reactive.

## Resource Inequities

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

### **Academic Data: CA Dashboard 2019**

We have consistent PLC staff meetings where teachers discuss best practices for academic support for all student groups. Data about Common Formative Assessments is reviewed as it pertains to all students' performance on the standards and/or skills being taught. The academic data shows that a resource inequity exists among our English Learners and Students with disabilities. Extra resources need to be provided in instructional strategies for English and Math, ELD Standards across all content areas, and other areas of support for our students such as additional tutoring specific to the needs of English Learners and Students with Disabilities. Additional professional development as it relates to co-teaching, progress monitoring, and timely interventions can also be provided.

### **Suspension Rate: CA Dashboard 2019**

Our site offers many supports for all students at the Tier 1 level, including the implementation of PBIS strategies to address expected student behaviors on campus. In 2019, all students were provided with explicit instruction of the student handbook and behavior expectations, teachers received professional development related to restorative practices, and there was an emphasis on management of classroom behaviors in an effort to mitigate out of classroom referrals. Despite this, there are apparent resource inequities that exist in regards to discipline data for our Students with Disabilities, Homeless Students and our African American Students, as each student group is in the lowest performance level (**red**) whereas all other student groups are **orange** or higher. Potential resource inequities include intentional and strategic mentorship connections, teaching of behaviors, and deeper professional development for staff as it relates to student redirection and deescalation.

### **College and Career Readiness: CA Dashboard 2019**

All students are provided with classroom lessons taught by ASCA trained counseling staff related to College and Career Readiness. These lessons are taught during the school day within student classes and are provided multiple times per year. There is a different emphasis/focus dependent on the grade level. For the past four years, SJUSD has covered the cost for every student to participate in the PSAT and SAT. Nearly all courses at SJHS are A-G approved. With that said, however, there continues to be a resource inequity among our Students with Disabilities, as only 1.6% of these students graduated meeting the College and Career Prepared indicators compared to 36.6% of all students. We will continue to emphasize co-teaching as a placement option for students with disabilities in the areas of Math, English, Science, and Social Science in order to increase A-G eligibility, which is one of the College and Career Preparedness Indicators. In addition, a MSJC Guidance Course will be taught as a 7th period, with intentional and targeted invitations to students with disabilities for enrollment. Targeted focus groups for post-secondary planning will be provided to students with disabilities relevant to their post-secondary goals and increase the percent of students with disabilities that meet the College and Career Preparedness Indicators.

### **Graduation Rate: CA Dashboard 2019**

While not formally identified as a performance gap because it is not two performance levels below all students, our graduation rate for our Students with Disabilities declined 3.9% to 70.3%. This is also true with

our English Learners as their graduation rate has declined 0.8% to 82.3%. Up to this point, credit recovery options for our students with disabilities have been limited due to placement impact and age restrictions at Mt. View High School, our alternative high school. A program emphasizing individual learning strengths, called Tiger University, has been created on our campus. This program will allow students of all ages to recover credit more quickly. In addition, placement impact will not be an issue for students with disabilities, as they are already students on our campus. English Learners and Students with Disabilities will be targeted through the Problem Solving Team in order to have access to summer school as a means of recovery lost credits. Lastly, all students receive counseling lessons geared around credits needed for graduation, extra steps need to be taken in order to ensure Students with disabilities and English Learners receive more in depth information regarding graduation.

## Needs Assessment -- Stakeholder Engagement

### Involvement Process for SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

During the development of the SPSA, our SSC, and ELAC stakeholders met in order to address the inequalities that exist and possible solutions to these gaps. In addition, meetings were held to complete a data analysis specifically related to our Students with Disabilities, as SJHS is ATSI Eligible for that student group. Below are dates of the following meetings and trainings:

#### **School Site Council Meeting Dates:**

Nominations and elections held between September 23 and October 2, 2019  
October 7, 2019 - Voting of membership positions  
December 9, 2019  
February 25, 2020  
May 7, 2020  
May 20, 2020

#### **English Learner Advisory Committee:**

Nominations and elections held between September 23 and October 2, 2019  
October 21, 2019 - Voting of membership positions  
November 18, 2019  
January 29, 2020  
May 11, 2020

#### **Trainings and Other Relevant Meetings:**

October 3, 2019 - *District English Learner Advisory Committee*  
November 14, 2019 - *District English Learner Advisory Committee*  
February 13, 2020 - *District English Learner Advisory Committee*  
March 2, 2020 - *English Learner Coordinator Training with Administration*  
April 22, 2020 - *SPSA Update for Site Administrators*  
May 11, 2020 - *District English Learner Advisory Committee*  
June 10, 2020 - *Title I Meeting*

### Impact on the SPSA and the Annual Evaluation

How did these consultations affect the SPSA for the upcoming year?

Beginning in January 2020, the English Learner Advisory Committee and the School Site Council began to review the relevant data in order to develop goals and actions for the 2020-2021 School Plan for Student Achievement. In those meetings, the data was presented in a transparent manner and dialogue took place to determine why the data reflects as it does and potential solutions. Before the next meeting could be held in order to do a deep dive analysis, a decision was made to close schools on March 13, 2020 due to the COVID-19 Pandemic. As various decisions were made at the state and local levels, the SPSA process was pushed back for final approval in October 2020. Between March 2020 and October 2020, there have been various trainings to support the development of a plan that is relevant, data driven, and focused on the needs of our students, specifically the needs of our students in which a performance gap exists.

## 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 Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI). Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

### Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School for the SPSA Year Through the ConApp:	\$361,596.00
Total Federal Funds Provided to the School from the LEA for CSI:	\$ 0.00
Total ConApp Funds Budgeted for Strategies to Meet the Goals in the SPSA:	\$361,596.00

## Supplemental Services

If not previously addressed, describe how the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

If the school has been identified for CSI, TSI, or ATSI, describe how the school will address the indicators and, if applicable, at-risk student groups, that led to the school's identification.

San Jacinto High School has been identified for Additional Targeted Support and Improvement (ATSI) for our Students with Disabilities. Stakeholders have identified strengths and weaknesses within our programs by doing an analysis of our local and state data as it pertains to Students with Disabilities. From that analysis, the team agreed that of all indicators, focusing on the literacy component within our academic realm would have the greatest positive impact on the other indicator areas. As such, an action item within our ELA Improvement goal is focused on literacy improvement for our Students with Disabilities.

# Annual Evaluation and Needs Assessment for <school name>

SPSA Year Reviewed: 2019-20

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

## Goal 1 2019-20

Increase percentage of eleventh grade students reaching standard met on Math/ELA CAASPP exam.

[State and/or Local Priorities](#) addressed by this goal:

State Priorities: Student Achievement  
Local Priorities: Student Achievement

## Annual Measurable Outcomes

Expected	Actual
Expected Outcome: Increase student performance by 4 points minimum in ELA	Actual Outcome: NA
Expected Outcome: Increase student performance by 4 points minimum in MATH	Actual Outcome: NA
Expected Outcome:	Actual Outcome

## Actions / Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Align all instruction, assessment, strategies, and student products to the rigor of the common core standards:			

<ul style="list-style-type: none"> <li>• Writing across the curriculum: Continued implementation of Jane Schaffer Training and further training for new teachers</li> <li>• Fisher and Frey: Continued implementation of Close Reading Strategies, COLOSO, Focused Intentional Teaching, and continued professional development training across all disciplines</li> <li>• Realignment of math instructional focuses on essential standards and rigor, including further implementation of MRWC</li> <li>• IABs in ELA and Math</li> <li>• Professional Learning Communities</li> <li>• Teaching for Effective Learning</li> <li>• Extra Collaboration Time (ECT) Days</li> </ul>			
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## Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide specific and timely academic interventions when students fail to meet essential standards:</p> <ul style="list-style-type: none"> <li>• Intervention period (Tiger Time) incorporated into master schedule - 43 Minutes Monday -</li> </ul>			

Thursday <ul style="list-style-type: none"> <li>• Khan Academy</li> <li>• Professional Learning Communities</li> </ul>			
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### Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide supplemental support for students in all academic areas: <ul style="list-style-type: none"> <li>• After school AVID peer tutoring</li> <li>• Talent Search and Upward Bound Tutoring</li> <li>• ELD Support (EL Students)</li> </ul>			

### Action 1.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

## Evaluation (Goal 1)

Complete a copy of the following table **for each of the school's goals from the prior year SPSA**. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable. If the school is in the first year of implementing a goal, an analysis is not required and this section may be deleted.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Modifications based on evaluation results: Continue or discontinue and explain why.

**Goal 2 2019-20**

Strengthen Professional Learning Communities at San Jacinto High School by developing common practices that involve the creation of common formative assessments, the evaluation of data, and response to intervention procedures that promote school-wide academic achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: Basic Services; Student Achievement  
 Local Priorities: Basic Services; Student Achievement

**Annual Measurable Outcomes**

Expected	Actual
Expected Outcome: Increase student performance by 4 points minimum in ELA	Actual Outcome
Expected Outcome: Increase student performance by 4 points minimum in MATH	Actual Outcome
Expected Outcome	Actual Outcome

**Actions / Services**

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Focus on Data Driven Instruction: Dedicated PLC time for data review of unit/chapter common formative assessments, District Benchmarks/Interim Assessment Blocks, and CAASPP Exam; Creation of teacher based common formative assessments and rubrics that are reflective of essential standards in all core academic disciplines.			

### Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create uniform PLC Practices: Evaluate/establish essential standards in core academic disciplines; SMART Goals/Objectives based on relevant data; Data Protocols			

### Action 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement effective academic intervention systems based on data collection during Tiger Time			

### Action 2.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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**Action 2.5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

**Action 2.6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

**Evaluation (Goal 2)**

Complete a copy of the following table **for each of the school's goals from the prior year SPSA**. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable. If the school is in the first year of implementing a goal, an analysis is not required and this section may be deleted.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Based on this evaluation, an analysis of the California School Dashboard, and the school’s needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

**Goal 3 2019-20**

Increase academic proficiency of English Learners through improving the intellectual quality of instruction and through a thorough alignment and articulation within and across systems.

State and/or Local Priorities addressed by this goal:

State Priorities: Implementation of State Standards; Student Achievement; Basic Services

Local Priorities: Implementation of State Services; Student Achievement; Basic Services

**Annual Measurable Outcomes**

Expected	Actual
Expected Outcome: Increase rate of language acquisition by 5 to 10%.	Actual Outcome
Expected Outcome: <ul style="list-style-type: none"> <li>• 2 or more ELD Instructional Strategies observed</li> <li>• Teachers know which students are ELD (marked on roster/seating chart/etc.)</li> </ul>	Actual Outcome
Expected Outcome: <ul style="list-style-type: none"> <li>• Provide tutoring designated for EL students and staffed by EL staff after school at least two times per week.</li> <li>• Provide EL Support at Saturday Scholars during at least one Saturday School per month.</li> </ul>	Actual Outcome

**Actions / Services**

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

### Action 3.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>● Provide specialized support for English Learner students in the area of credit recovery/A-G eligibility:               <ul style="list-style-type: none"> <li>○ Develop/maintain specific tutoring for EL students</li> <li>○ Maintain Saturday Scholar program specifically for EL Newcomers designed to increase language acquisition</li> </ul> </li> </ul>			

### Action 3.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>● Provide Professional Development to staff               <ul style="list-style-type: none"> <li>○ Appropriate and effective ELD Strategies to use across the curriculum</li> </ul> </li> </ul>			

### Action 3.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>● Provide additional tutoring</li> </ul>			

opportunities specific to ELPAC design/structure/content to support students' ability to access the ELPAC with confidence and strategy			
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**Action 3.4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

**Evaluation (Goal 3)**

Complete a copy of the following table **for each of the school's goals from the prior year SPSA**. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable. If the school is in the first year of implementing a goal, an analysis is not required and this section may be deleted.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

## Goal 4 2019-20

Increase A-G Completion rate among all students

State and/or Local Priorities addressed by this goal:

State Priorities: Student Engagement

Local Priorities: Student Engagement

## Annual Measurable Outcomes

Expected	Actual
Expected Outcome: 52%	Actual Outcome
Expected Outcome	Actual Outcome
Expected Outcome	Actual Outcome

## Actions / Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

### Action 4.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement/Strengthen freshman success programs: <ul style="list-style-type: none"> <li>● Success 101               <ul style="list-style-type: none"> <li>○ Materials/Supplies</li> <li>○ Professional Development</li> </ul> </li> <li>● Building Assets Reducing</li> </ul>			

<ul style="list-style-type: none"> <li>Risks (BARR) <ul style="list-style-type: none"> <li>○ Dedicated Meeting Time</li> <li>○ Training</li> <li>○ Staffing</li> </ul> </li> <li>● Tigers XLR8 <ul style="list-style-type: none"> <li>○ Summer Bridge Programs</li> <li>○ Staffing</li> </ul> </li> <li>● Link Crew <ul style="list-style-type: none"> <li>○ Training</li> <li>○ Staffing</li> </ul> </li> </ul>			
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### Action 4.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Develop an intervention system that effectively meets the academic needs of all students to support success in core classes; Prevent D/F grades in current courses:</p> <ul style="list-style-type: none"> <li>● AVID Tutors/AVID Peer tutors</li> <li>● Saturday Scholars</li> <li>● Additional staffing, materials, and supplies to support AVID instructional strategies</li> </ul>			

### Action 4.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Evaluate and strengthen all credit recovery options:</p> <ul style="list-style-type: none"> <li>● Implement and expand</li> </ul>			

<p>online course offerings, student licenses, available sections</p> <ul style="list-style-type: none"> <li>● Maintain/Expand <i>Restart</i> course offerings and available sections</li> <li>● Design/Implement alternative learning program for students that do not qualify for Mt. Heights/Mt. View options</li> </ul>			
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#### Action 4.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Strategically implement practices/procedures that systematically increase overall A-G rates:</p> <ul style="list-style-type: none"> <li>● Code and monitor all students correctly by counselors to remain on A-G Track</li> <li>● Implement an A-G intervention plan that closely monitors and intervenes when students receive D/F in A-G courses, A-G remediation and enhancement offered in summer school and online courses</li> <li>● Provide parents and students information on the benefits of following A-G track <ul style="list-style-type: none"> <li>○ Information provided at all</li> </ul> </li> </ul>			

<ul style="list-style-type: none"> <li>○ parent engagement activities</li> <li>○ Counselor availability</li> <li>○ SSC/ELAC/Coffee with the Principal</li> <li>● Create College &amp; Career Specialist position for direct services and support</li> </ul>			
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### Action 4.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Expand and strengthen course offerings and programs that meet rigorous college and career readiness standards:</p> <ul style="list-style-type: none"> <li>● Expand and strengthen Advanced Placement, International Baccalaureate, Dual-Enrollment and other honors courses</li> <li>● Ensure all newly created courses meet A-G requirements as well as systematically redesigning existing courses to meet A-G requirements with a focus on CTE, VAPA, and other electives</li> <li>● Continue to operate a 21st Century Media Center with access to dynamic resources, including a <i>MakersSpace</i>.</li> </ul>		<p>\$2,267.69: Teacher extra duty            \$92,049.93: (2) ½ FTE BARR Counselors            \$2,500.00: Link Crew Coordinator Extra Duty</p>	

## Evaluation (Goal 4)

Complete a copy of the following table **for each of the school's goals from the prior year SPSA**. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable. If the school is in the first year of implementing a goal, an analysis is not required and this section may be deleted.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

## Goal 5 2019-20

Create a caring and supportive student-centered school climate which fosters a strong sense of community and shared values through home/school/community partnerships.

[State and/or Local Priorities](#) addressed by this goal:

State Priorities: Student Engagement; School Culture

Local Priorities: Student Achievement; School Culture

## Annual Measurable Outcomes

Expected	Actual
Expected Outcome: Decrease suspension rates to <3.0%	Actual Outcome: NA
Expected Outcome: Decrease Chronic Absenteeism to <7.0%	Actual Outcome: NA
Expected Outcome: Increase attendance to 96% or greater.	Actual Outcome
Expected Outcome: Decrease Referrals	Actual Outcome
Expected Outcome: Increase CC readiness by 10%	Actual Outcome:

## Actions / Services

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

### Action 5.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>Implement clear attendance and tardy policies and procedures that incentivize timeliness and attendance in classes, including implementation of electronic scanning system "Scan Student Identification Card Authorization (SSICA)" or similar.</li> </ul>			

### Action 5.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>Intentionally create systems that support social-emotional learning, positive behaviors, and restorative practices:</p> <ul style="list-style-type: none"> <li>• Nufoundation - Network of on-site mentorship</li> <li>• Building Assets Reducing Risks - 9th grade implementation</li> </ul>			
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### Action 5.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Strengthen existing clubs/organizations that currently do not have paid stipends by supporting advisors with appropriate funding and/or expand paid stipends:</p> <ul style="list-style-type: none"> <li>• Mock Trial</li> <li>• Black Student Union</li> <li>• Experiential Learning (Field Trips/On-Campus Events)</li> </ul>			

### Action 5.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Strengthen school, community, and parent relationships by:</li> <li>• Maintaining school/community liaison position for communication and direct service and support</li> </ul>			

## Action 5.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>Implement experiential engagement with social and emotional learning areas by:</li> <li>Oliver Petty Assembly</li> </ul>			

### Evaluation (Goal 5)

Complete a copy of the following table **for each of the school's goals from the prior year SPSA**. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable. If the school is in the first year of implementing a goal, an analysis is not required and this section may be deleted.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

# Goals, Actions, Services, and Expenditures for 2020-21

Strategic Planning Details and Accountability

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

## Goal 1 2020-21

ELA data points will increase for All Students by a minimum of 4 points to at least -47.9, as measured by 202Ys0 CAASPP points distance from standard when individual student groups demonstrate a closure in the performance gap.

### State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic Services 2. Implementation of State Standards 4. Student Achievement  
Local Priorities: Materials and supplies, progress towards ELA standards, CFA progress, ExactPath progress, CAASPP progress

### Identified Need:

Our previous data showed a loss of 39.1 points on our CAASPP. Within that, our English Learner and Students with Disabilities student groups demonstrated even greater loss as outlined below. Specific actions will be taken within those specific student groups to create growth overall.

**Expected Annual Measurable Outcomes:** (Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Distance From Standard as defined by the California Dashboard	The baseline score of 51.9 will be used for the "All Students" group as that was the last standards test assessed.	At the end of the 2017-2018 school year, All Students at SJHS were 13.1 points below standard for all students.	At the end of the 2018-2019 school year, All Students at SJHS were 51.9 points below standard for all students.	N/A, due to COVID-19 and physical school closure, students were not accessed and no scores were gathered.
Distance From Standard as defined by the California Dashboard	The baseline score of 124.2 will be used for the English Learners at SJHS as that was the last standards test assessed.	At the end of the 2017-2018 school year, English Learners at SJHS were 96.7 points below standard for all students.	At the end of the 2018-2019 school year, English Learners at SJHS were 124.2 points below standard for all students.	N/A, due to COVID-19 and physical school closure, students were not accessed and no scores were gathered.
Distance From Standard as defined by the California Dashboard	The baseline score of 134 will be used for the Students with Disabilities at SJHS as that was the last standards test	At the end of the 2017-2018 school year, English Learners at SJHS were 127.7 points below standard for all	At the end of the 2018-2019 school year, Students with Disabilities at SJHS were 134 points below standard for all	N/A, due to COVID-19 and physical school closure, students were not accessed and no scores were gathered.

	assessed.	students.	students.	
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**Planned Actions/Services**

Complete a copy of the following table for each of the school’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. [For [Supplemental Actions/Services](#) or for [Actions/Services to Address Comprehensive Support and Improvement](#) (CSI), indicate below.]

**Action 1.1**

SJHS will implement literacy programs to support students with disabilities in order to demonstrate improvement in students’ literary reading skills as measured by ExactPath Reading diagnostic reports.

<b>Students to be Served:</b>	<b>Scope of Service:</b>
Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.	Select from Schoolwide or Limited to Indicated Student Group/s.
Students with Disabilities	Schoolwide

**Action 1.2**

SJHS will implement professional development within the core curriculum in English Language arts for Special Education and General Education teachers.

<b>Students to be Served:</b>	<b>Scope of Service:</b>
Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.	Select from Schoolwide or Limited to Indicated Student Group/s.
Students with Disabilities	Schoolwide

**Action 1.3**

Tutoring services designed to support our English Learners with Academic progress in English.

<b>Students to be Served:</b>	<b>Scope of Service:</b>
Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant	Select from Schoolwide or Limited to Indicated Student Group/s.

Children, Students with Disabilities, or specify Other Student Groups.

English Learners

Limited to indicated student group

### Action 1.4

Tutoring designed specifically to support Students with Disabilities to improve their skills for English Language Arts

**Students to be Served:**

**Scope of Service:**

Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.

Select from Schoolwide or Limited to Indicated Student Group/s.

Students with Disabilities

Limited to indicated student group

### Action 1.5

Professional Development for Co-teaching strategies for English and Special Education teachers.

**Students to be Served:**

**Scope of Service:**

Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.

Select from Schoolwide or Limited to Indicated Student Group/s.

Students with Disabilities

Schoolwide

### Action 1.6

Professional Development for English teachers to implement English Language Development standards within the core English classroom.

**Students to be Served:**

**Scope of Service:**

Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.

Select from Schoolwide or Limited to Indicated Student Group/s.

English Learners	Schoolwide
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## 2020-21 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
1.1: SWD literacy	Administration, district support, teachers	By November 2020: Identify training dates and confirm staff	\$50,000.00 - Title I
1.2: SWD Core Curriculum	Administration, district support, teachers	By November 2020: Identify training dates and confirm staff	\$5,500.00 - Title I
1.3: EL Tutoring	Administration, classified staff, certificated staff	By November 2020: Confirm staffing, hours, and dates for virtual tutoring sessions	\$1,500.00 - Title I
1.4: SWD Tutoring	Administration, classified staff, certificated staff	By November 2020: Confirm staffing, hours, and dates for virtual tutoring sessions	\$1,500.00 - Title I
1.5: SWD Co-Teach	Administration, teachers	By November 2020: Identify training dates and confirm staff	\$10,500.00 - Title I
1.6: EL Standards	Administration, district support, teachers	By November 2020: Identify training dates and confirm staff	\$10,500.00 - Title I

### Goal 2 2020-21

Math data points will increase for All Students by a minimum of 4 points to at least -129.2, as measured by 2020 CAASPP points distance from standard when individual student groups demonstrate a closure in the performance gap.
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### State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic Services 2. Implementation of State Standards 4. Student Achievement Local Priorities: Materials and supplies, progress towards ELA standards, CFA progress, ExactPath progress, CAASPP progress
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## Identified Need:

Our previous data showed a loss of 17.7 points on our CAASPP. Within that, our English Learner and Students with Disabilities student groups demonstrated even greater loss as outlined below. Specific actions will be taken within those specific student groups to create growth overall.

**Expected Annual Measurable Outcomes:** (Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Distance From Standard as defined by the California Dashboard	The baseline score of 133.2 will be used for the "All Students" group as that was the last standards test assessed.	At the end of the 2017-2018 school year, All Students at SJHS were 118.2 points below standard for all students.	At the end of the 2018-2019 school year, All Students at SJHS were 133.2 points below standard for all students.	N/A, due to COVID-19 and physical school closure, students were not accessed and no scores were gathered.
Distance From Standard as defined by the California Dashboard	The baseline score of 210.9 will be used for the English Learners as that was the last standards test assessed.	At the end of the 2017-2018 school year, English Learners at SJHS were 186.3 points below standard for all students.	At the end of the 2018-2019 school year, English Learners at SJHS were 210.9 points below standard for all students.	N/A, due to COVID-19 and physical school closure, students were not accessed and no scores were gathered.
Distance From Standard as defined by the California Dashboard	The baseline score of 203.8 will be used for the Students with Disabilities group as that was the last standards test assessed.	At the end of the 2017-2018 school year, Students with Disabilities at SJHS were 224.8 points below standard for all students.	At the end of the 2018-2019 school year, Students with Disabilities at SJHS were 203.8 points below standard for all students.	N/A, due to COVID-19 and physical school closure, students were not accessed and no scores were gathered.

## Planned Actions/Services

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. [For [Supplemental Actions/Services](#) or for [Actions/Services to Address Comprehensive Support and Improvement](#) (CSI), indicate below.]

### Action 2.1

SJHS will implement tutoring for English Learners that is focused on supporting with Mathematics.

#### Students to be Served:

Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.

#### Scope of Service:

Select from Schoolwide or Limited to Indicated Student Group/s.

English Learners	Limited to indicated student group
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**Action 2.2**

SJHS will implement tutoring for Students with Disabilities that is focused on supporting with Mathematics.

<b>Students to be Served:</b>	<b>Scope of Service:</b>
Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.	Select from Schoolwide or Limited to Indicated Student Group/s.

Students with Disabilities	Limited to indicated student group
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**Action 2.3**

Professional Development to improve instructional strategies in Co-taught math classes.

<b>Students to be Served:</b>	<b>Scope of Service:</b>
Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.	Select from Schoolwide or Limited to Indicated Student Group/s.

Students with Disabilities	Schoolwide
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**Action 2.4**

Professional Development for Math teachers to implement English Language Development standards within the core Math classroom.

<b>Students to be Served:</b>	<b>Scope of Service:</b>
Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.	Select from Schoolwide or Limited to Indicated Student Group/s.

English Learners	Schoolwide
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## 2020-21 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
2.1: EL Tutoring Math	Administration, classified staff, certificated staff	By November 2020: Confirm staffing, hours, and dates for virtual tutoring sessions	\$1,500.00 - Title I
2.2: SPED Tutoring Math	Administration, classified staff, certificated staff	By November 2020: Confirm staffing, hours, and dates for virtual tutoring sessions	\$1,500.00 - Title I
2.3: PD Co-taught Math	Administration, teachers	By November 2020: Identify training dates and confirm staff	\$10,500.00 - Title I
2.4: EL Standards Math	Administration, district support, teachers	By November 2020: Identify training dates and confirm staff	\$10,500.00 - Title I

### Goal 3 2020-21

By the end of 2020-2021, San Jacinto High School will decrease the number of suspensions of our African American, Homeless, and Students with Disabilities populations in order to experience an overall decrease by a minimum of 2.0% from the 2019-2020 school year as evidenced by the California Dashboard.

### State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic Services 3. Parent Involvement 5. Student Engagement 6. School Climate

Local Priorities: California Dashboard Indicators -Suspension and Expulsion Rates; Equity; Family and Community

### Identified Need:

While our 2020 local data shows an overall decrease in the suspension rate for All Students, our 2019 CA Dashboard data shows an overall suspension rate of 5.7%. Within that, our Students with Disabilities, Homeless, and African American student groups demonstrated even greater increases as outlined below. Specific actions will be taken within those specific student groups to create overall decreases in suspension rates, increases in positive attendance, and overall social-emotional well-being.

**Expected Annual Measurable Outcomes:** (Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage (%) of All Students suspended as measured on the CA Dashboard and Schoolzilla (local)	The baseline percentage of 3.1% will be used for the "All Students" group as that is the most recent local data available (3/10/20). CA Dashboard (2019) percentage of 5.7%.	3.2% of All Students were suspended during the 2017-2018 school year.	5.7% of All Students were suspended during the 2018-2019 school year.	3.1% of All Students were suspended during the 2019-2020 school year.*In person instruction ended 3/15/2020.
Percentage (%) of African American students suspended as measured on the CA Dashboard	The baseline percentage of 8% will be used for the African American student group as that is the most recent local data available (3/10/20). CA Dashboard (2019) percentage of 19.1%.	10.5% of African American students were suspended during the 2017-2018 school year.	19.1% of African American students were suspended during the 2018-2019 school year.	8% of African American students were suspended during the 2018-2019 school year. *In person instruction ended 3/15/2020.
Percentage (%) of Students with Disabilities suspended as measured on the CA Dashboard	The baseline percentage of 7% will be used for the "Students with Disabilities" group as that is the most recent local data available (3/10/20). CA Dashboard (2019) percentage of 12.1%.	7.3% of Students with Disabilities were suspended during the 2017-2018 school year.	10% of Students with Disabilities were suspended during the 2018-2019 school year.	7% of Students with Disabilities were suspended during the 2019-2020 school year. *In person instruction ended 3/15/2020.
Percentage (%) of Homeless Students suspended as measured on the CA Dashboard	The baseline percentage of 2.8% will be used for the "Homeless" group as that is the most recent local data available (3/10/20). CA Dashboard (2019) percentage of 14.6%.	6.7% of Homeless Students were suspended during the 2017-2018 school year.	14.6% of Homeless Students were suspended during the 2018-2019 school year.	2.8% of Homeless Students were suspended during the 2019-2020 school year. *In person instruction ended 3/15/2020.

## Planned Actions/Services

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. [For [Supplemental Actions/Services](#) or for [Actions/Services to Address Comprehensive Support and Improvement](#) (CSI), indicate below.]

### Action 3.1

**Home to School Connection:**

Student mentorship will be provided as a Tier II and Tier III resource for students that need positive support in the area of behavior, attendance, and grades.

**Students to be Served:**

Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.

African American, Students with Disabilities, Homeless, Low Income, Foster Youth, English Learners, Migrant Children, and other students identified through the problem solving team.

**Scope of Service:**

Select from Schoolwide or Limited to Indicated Student Group/s.

School Wide

**Action 3.2**

Social Emotional Lessons provided for all students and progress monitoring for identified student groups will be implemented.

**Students to be Served:**

Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.

Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, African American Students,

**Scope of Service:**

Select from Schoolwide or Limited to Indicated Student Group/s.

Schoolwide

**Action 3.3**

Professional Development for staff in the areas of restorative practices, redirection, and de-escalation

**Students to be Served:**

Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.

Homeless Youth, African American students, and Students with Disabilities

**Scope of Service:**

Select from Schoolwide or Limited to Indicated Student Group/s.

Schoolwide

### Action 3.4

Students will receive support with behavior expectations in the form of being re-taught expected behavioral outcomes.

<b>Students to be Served:</b>	<b>Scope of Service:</b>
Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.	Select from Schoolwide or Limited to Indicated Student Group/s.
Low Income, Students with Disabilities, African American Students, English Learners, Foster Youth	Schoolwide

### Action 3.5

Parents will receive support with various needs related to supporting their students with behavior, attendance, grades, and engagement.

<b>Students to be Served:</b>	<b>Scope of Service:</b>
Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.	Select from Schoolwide or Limited to Indicated Student Group/s.
Low Income, Students with Disabilities, African American Students, English Learners, Foster Youth	Schoolwide

### 2020-21 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
3.1 Mentoring	Administration, Ed Services, Account Clerk	By November 2020, a contract will be written, approved, and mentorship will be in place.	\$45,000.00 - Title I
3.2 SEL lessons	Administration, Certificated Staff	By November 2020, a certificated staff member will be identified for stipend position	\$2,000.00 - Title I

3.3 PD restorative practices	Administration, District Support, Certificated Staff, Classified Staff	By November 2020, a follow-up to the beginning of year training will be scheduled with Dr. Malik Mohammad	\$5,500.00 - Title I
3.4 Re-taught Behavior Expectations	Administration	on going	\$1,500.00 - Title I
3.5 Parents	Administration, Parent Liaison	on going	\$7,499.00 - Title I

#### Goal 4 2020-21

San Jacinto High School will increase the percentage of All Students graduating College and Career Ready by at least 2.0% as measured by the CA Dashboard and increase the Graduation Rate for all students by at least 0.5%.

#### State and/or Local Priorities addressed by this goal:

State Priorities: 5. Student Engagement 8. Other Student Outcomes

Local Priorities: California Dashboard - Graduation Rate, CCI

#### Identified Need:

Students with Disabilities and English Learners are more than 10% below the All Student average for Graduation Rate while College and Career Indicators are 29% and 19.4% below All Students for Students with Disabilities and Homeless, respectively.

**Expected Annual Measurable Outcomes:** (Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation Rate as calculated by California Dashboard	Baseline of 93.4% will be used to determine growth due to the end of the year data being altered as a result of school closure at the end of the 2019-2020 school year.	All Students had a Graduation rate of 94.6% at the end of the 2017-2018 school year.	All Students had a Graduation rate of 93.4% at the end of the 2018-2019 school year.	N/A, due to COVID-19 and physical school closure, data of Graduation rate has not been made visible.
Graduation Rate as	Baseline of 70.3% will be	Students with Disabilities had	Students with Disabilities had	N/A, due to COVID-19 and

calculated by California Dashboard	used to determine growth due to the end of the year data being altered as a result of school closure at the end of the 2019-2020 school year.	a Graduation rate of 74.2% at the end of the 2017-2018 school year.	a Graduation rate of 70.3% at the end of the 2018-2019 school year.	physical school closure, data of Graduation rate has not been made visible.
Graduation Rate as calculated by California Dashboard	Baseline of 82.3% will be used to determine growth due to the end of the year data being altered as a result of school closure at the end of the 2019-2020 school year.	English Learners had a Graduation rate of 82.6% at the end of the 2017-2018 school year.	English Learners had a Graduation rate of 82.3% at the end of the 2018-2019 school year.	N/A, due to COVID-19 and physical school closure, data of Graduation rate has not been made visible.
College and Career Preparedness as determined by California Dashboard Data	Baseline of 36.6% will be used to determine growth due to the end of the year data being altered as a result of school closure at the end of the 2019-2020 school year.	All Students had a College and Career Preparedness of 37.9% at the end of the 2017-2018 school year	All Students had a College and Career Preparedness of 36.6% at the end of the 2018-2019 school year	N/A, due to COVID-19 and physical school closure, data of College and Career Preparedness rate has not been made visible.
College and Career Readiness as determined by California Dashboard Data	Baseline of 1.6% will be used to determine growth due to the end of the year data being altered as a result of school closure at the end of the 2019-2020 school year.	Students with Disabilities had a College and Career Preparedness of 0% at the end of the 2017-2018 school year	Students with Disabilities had a College and Career Preparedness of 1.6% at the end of the 2018-2019 school year	N/A, due to COVID-19 and physical school closure, data of College and Career Preparedness rate has not been made visible.
College and Career Readiness as determined by California Dashboard Data	Baseline of 17.2% will be used to determine growth due to the end of the year data being altered as a result of school closure at the end of the 2019-2020 school year.	Homeless Students had a College and Career Preparedness of 20.8% at the end of the 2017-2018 school year	Homeless Students had a College and Career Preparedness of 17.2% at the end of the 2018-2019 school year	N/A, due to COVID-19 and physical school closure, data of College and Career Preparedness rate has not been made visible.

## Planned Actions/Services

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. [For [Supplemental Actions/Services](#) or for [Actions/Services to Address Comprehensive Support and Improvement](#) (CSI), indicate below.]

### Action 4.1

Students will be placed appropriately accordingly to LRE in their IEP with an emphasis on providing co-taught services in A-G courses.

**Students to be Served:**

**Scope of Service:**

Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.

Select from Schoolwide or Limited to Indicated Student Group/s.

Students with Disabilities

Limited to Indicated Student Group

**Action 4.2**

English Learners will be placed appropriately in ELD courses based on Language Fluency which allows them access to A-G courses.

**Students to be Served:**

**Scope of Service:**

Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.

Select from Schoolwide or Limited to Indicated Student Group/s.

English Learners

Limited to Indicated Student Group

**Action 4.3**

Strategic and Targeted enrollment in CTE courses and other Career/A-G courses

**Students to be Served:**

**Scope of Service:**

Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.

Select from Schoolwide or Limited to Indicated Student Group/s.

Homeless Youth, English Learners, Students with Disabilities

Schoolwide

**Action 4.4**

Enrollment in specific credit recovery courses to ensure progress towards graduation status.

Students to be Served:

Scope of Service:

Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.

Select from Schoolwide or Limited to Indicated Student Group/s.

English Learners, Students with Disabilities, Homeless Youth

Schoolwide

### Action 4.5

Additional Support will be provided through the staffing of additional classified personnel.

Students to be Served:

Scope of Service:

Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.

Select from Schoolwide or Limited to Indicated Student Group/s.

English Learners, Students with Disabilities, Homeless Youth

Schoolwide

## 2020-21 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
4.1 LRE	Administration, Certificated Staff, District Support	By November 2020, Co-Teaching Training will be identified and registration will occur	\$5,000.00 - Title I
4.2 EL Placement	Administration, Counseling	on going	\$0.00
4.3 Course Placement	Administration, Counseling	on going	\$0.00
4.4. Credit Recovery	Administration, Counseling, Certificated Staff	By November 2020, additional sections of credit recovery specific to EL and Students with Disabilities will be	\$10,000.00 - Title I

		identified	
4.5 Aide Support	Administration, district support	By December 2020, a PAR will be created for the hiring of additional classified personnel (2: 1 bilingual, 1 special education)	\$20,000.00 - Title I

## Goal 5 2020-21

By the end of 2020-2021, San Jacinto High School will increase the number of English Learners eligible for Reclassification by reclassifying a minimum of 10% of our 419 English Learners.

### State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic Services 2. Implementation of State Standards 4. Student Achievement 7. Access to Courses

Local Priorities: California Dashboard Indicators - English Learner Progress

### Identified Need:

We currently have 419 non-reclassified English Learners, making up 15.2% of our overall student population. Failure to support reclassification has implications on our English Learner students' abilities to have access to courses and learning necessary to graduate College and Career Ready.

**Expected Annual Measurable Outcomes:** (Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of English Learners reclassified	Data from 2018-2019 shows that 75 of 319 students were reclassified (22.8%).	70 of 232 students were reclassified (30.1%).	75 of 319 Students were reclassified (22.8%).	N/A, due to COVID-19 and physical school closure, data for reclassification is unavailable.


**Planned Actions/Services**

Complete a copy of the following table for each of the school’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed. [For [Supplemental Actions/Services](#) or for [Actions/Services to Address Comprehensive Support and Improvement](#) (CSI), indicate below.]

**Action 5.1**

Streamline ELD Designated Courses to be appropriate for student need and relevant to language acquisition and development as well as ELPAC focused.

<b>Students to be Served:</b>	<b>Scope of Service:</b>
Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.	Select from Schoolwide or Limited to Indicated Student Group/s.
English Learners	Limited to Indicated Student Group

**Action 5.2**

Professional Development for teachers across content areas to implement English Language Development standards within their course content.

<b>Students to be Served:</b>	<b>Scope of Service:</b>
Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.	Select from Schoolwide or Limited to Indicated Student Group/s.
English Learners	Schoolwide

**Action 5.3**

Progress Monitoring of English Learner students in the areas of ELA and Reading on ExactPath Diagnostics.

**Students to be Served:****Scope of Service:**

Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.

Select from Schoolwide or Limited to Indicated Student Group/s.

English Learners

Limited to indicated student group

**Action 5.4**

ELPAC Talks with Counseling prior to taking ELPAC

**Students to be Served:****Scope of Service:**

Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.

Select from Schoolwide or Limited to Indicated Student Group/s.

English Learners

Limited to indicated student group

**Action 5.5**

Professional development in the servicing, progress monitoring, and instruction elements for teachers through RCOE

**Students to be Served:****Scope of Service:**

Select from Low Income, Foster Youth, Homeless Youth, English Learners, Migrant Children, Students with Disabilities, or specify Other Student Groups.

Select from Schoolwide or Limited to Indicated Student Group/s.

English Learners

Limited to Indicated Student Group

**2020-21 ACTIONS/SERVICES and BUDGETED EXPENDITURES**

Actions/Service	Person(s) Responsible	Task(s) and Timelines	Budget and Source
5.1 Streamline ELD Courses	Administration & Counseling	on going	\$0.00
5.2 ELD Standards PD	Administration, district support, certificated staff	By November 2020, dates and staffing will be confirmed	\$5,500.00 - Title I

5.3 Progress Monitoring	Administration, certificated staff, SELRTs	By November 2020, progress monitoring dates and data pulls will be calendared and scheduled	\$1,000.00 - Title I
5.4 ELPAC Talks	Counseling	By November 2020, counseling will have a schedule of dates and student groups	\$1,000.00 - Title I
5.5 RCOE PD	Administration, district support	August 2020 September 2020 January 2021 March 2021	\$5,500.00 - Title I

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program must be aligned in with the Consolidated Application.

School Goal #1:				
<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>1</sup>  Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
				Title I

*Note: Centralized services may include the following direct services:*

- *Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to school, e.g. English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-School and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized services do not include administrative costs.

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<sup>1</sup> List the date an action will be taken or will begin, and the date it will be completed.

## State Priorities and Local Indicators

<b>State Priorities (8) &amp; Local Indicators</b>
1. <b><u>Basic Services</u></b> : Teachers, master schedule, materials...
2. <b><u>Implementation of State Standards</u></b> : Includes ELD, NGSS, SSH in addition to ELA and Math
3. <b><u>Parent Involvement</u></b> : Input, training, and participation
4. <b><u>Student Achievement</u></b> : Evidence of student work, CFA, benchmarks, CAASPP...
5. <b><u>Student Engagement</u></b> : Attendance, Suspension Rate, and Grad Rate
6. <b><u>School Climate</u></b> : A local indicator of this state priority includes the Ca. Healthy Kids Survey.
7. <b><u>Access to Courses</u></b> : A broad course of study for all students including all subjects and course recovery.
8. <b><u>Other Student Outcomes</u></b> : College and Career Indicator

## California Dashboard Indicators

Academic Performance  
Chronic Absenteeism  
College/Career Readiness  
English Learner Progress  
Graduation Rate  
Suspension Rate



## Programs Included in this Plan

Enter the appropriate choice below for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

**Of the four following options, please select the one that describes this school site.**

<p>Select from:</p> <p>This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).</p> <p>This site operates a SWP but does not consolidate its funds as part of operating a SWP.</p> <p><b>This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.</b></p> <p>This site operates a SWP and consolidates all applicable funds as part of operating a SWP.</p>
<p>San Jacinto High School operates a SWP and consolidates only applicable federal funds (Title I) as part of operating a SWP.</p>

**Federal Programs --** From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

<p><b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs).</p> <p><b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation).</p> <p><b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals.</p> <p><b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards. <b>(Title III funds may not be consolidated as part of a SWP<sup>1</sup>)</b></p> <p><b>Title IV, Part A: Student Support and Academic Enrichment Purpose:</b> A federal program to increase capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.</p> <p><b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs.</p> <p><b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement.</p> <p><b>Comprehensive Support and Improvement:</b> [If applicable, included in Budget Summary]</p> <p><b>Other federal funds</b> (list and describe). Create a new row for each separate program.</p>		
Program (from above)	Allocation	Is it consolidated in the SWP?
Title I, Part A: Allocation	\$354,097.00	Yes
Title I, Part A: Parental Involvement	\$7,499.00	Yes
Subtotal amount of federal categorical funds allocated to this school.	\$361,596.00	

<sup>1</sup> Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used only for the purposes of Title III and for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

**State and Local Programs** -- From the following options, please enter those from which the school receives funding. Include the allocation amount and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

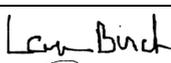
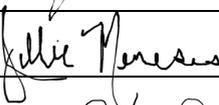
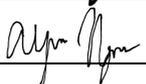
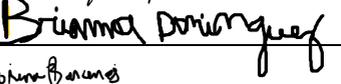
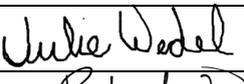
<b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], etc.).		
<b>Program (from above)</b>	<b>Allocation</b>	<b>Is it consolidated in the SWP?</b>
[List state or local program here]	[\$Amount of allocation]	[Enter yes or no]
[List state or local program here]	[\$Amount of allocation]	[Enter yes or no]
[List state or local program here]	[\$Amount of allocation]	[Enter yes or no]
Subtotal amount of state and local funds allocated to this school.		

Total of federal, state, and/or local funds for this school:	[\$Enter total funds here]
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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:

- 1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2) The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3) 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.
- 4) 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.
- 5) This SPSA was adopted by the SSC at a public meeting on: **10/19/2020**

Attested:

Name/Role	Signature	Date
Courtney Hall/ Principal		10/20/2020
<del>Niki Gray</del> / Chairperson (Niki)		
Gloria Solorio/ Certificated Staff		
Sgt. Demarti/ Certificated Staff		10/20/2020
Laura Birch/ Classified Staff		
Pedro Montero/ Classified Staff		10/21/20
Julie Meneses/ Classified Staff		10/20/2020
Carmina Camacho/ Classified Staff		10/20/2020
Andrea Cisneros/ Student Representative		10/20/20
Alyssa Nguyen/ Student Representative		10/20/20
Brianna Dominguez/ Student Representative		10/20/2020
Florina Barcenás/ Parent Representative		
Julie Wedel/ Parent Representative		10/20/20
Rebecca Warren/ Parent Representative		

Niki Gray: 1" K"or Nicole if super or official or my mom is calling me.  
Julie Meneses: did a strikethrough to make t official  
Niki Gray: Thank you!

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.<sup>2</sup> The current make-up of the SSC is as follows:

Name of Member	Principal	Classroom Teacher	Other School Staff	Parent Community Member	Secondary Student
Courtney Hall	X				
Lloyd Sheppard	X				
Niki Gray		X			
Richard DeMarti		X			
Gloria Solorio		X			
Florina Barcenas				X	
Julie Wedel				X	
Rebecca Warren				X	
Laura Birch			X		
Pedro Montero			X		
Andrea Cisneros					X
Alyssa Nguyen					X
Brianna Dominguez					X
Number of members in each category	2	3	2	3	3

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<sup>2</sup> EC Section 52852