



# School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 07/27/2021

Weber Institute of Applied Science and Technology

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School Year: 2020-2021

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Weber Institute	39686763930427	Ver 1 – 06/01/2020 Ver 2 – 04/22/2021	Ver 1 – 06/02/2020 Ver 2 – 05/06/2021	Ver 1 – 07/28/2020 Ver 2 – 07/27/2021

## 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)

Weber Institute is implementing a Schoolwide Program.

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

Weber Institute's school plan aligns with the district's Local Control Accountability Plan (LCAP). Each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

# Stakeholder Involvement

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

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

Weber Institute developed a school plan (2020-2021) which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on Thursday, June 2, 2020 and will be submitted for board approval on or about June 23, 2020.

Throughout the 2019-2020 school year, School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Weber Institute and its School Site Council reviewed the progress of the SPSA with a culminating Year 3 Revision during the school year 2018-2019 in May 2019 and submitted for board approval June 25, 2019. The evaluation included responses to four questions each focusing on goals entered into the SPSA.

As a result of the stakeholders involvement and data reviews. Weber Institute reviewed, evaluated and rewrote several key components of our plan as well to complete the Decision Making Model (a component of the CNA).

## Resource Inequities

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

Resources inequities at Weber Institute have to do with facilities. We are unable to provide a comparable PE experience for our students without a gym or other comparable facilities. We also need updated science and cafeteria facilities to meet the needs of our student population.

# Goals, Strategies, Expenditures, & Annual Review

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

## LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

By June 2021, the percentage of all students meeting or exceeding the standard in English Language Arts will remain above 70%.

By June 2021, the percentage of EL students meeting SUSD reclassification criteria will increase by 5 percentage points.

School Goal for Math: (Must be a SMART Goal)

By June 2021, the percentage of all students meeting or exceeding the standard in Math will increase by 5 percentage points.

By June 2021, the percentage of EL students meeting or exceeding the standards in Mathematics will also increase by 5 percentage points.

School Goal for Science: (Must be a SMART Goal)

By June 2021, the percentage of all students meeting or exceeding the standard in Science will increase by 5 percentage points.

School Goal for Math: (Must be a SMART Goal)

By June 2021, increase the percentage of students who have completed courses that satisfy UC or CSU entrance requirements or programs that align with state board approved career technical educational standards by 10 percent.



**Identified Need**

- Be sure English Learner data is reviewed and included.

**ELA/ELD:**

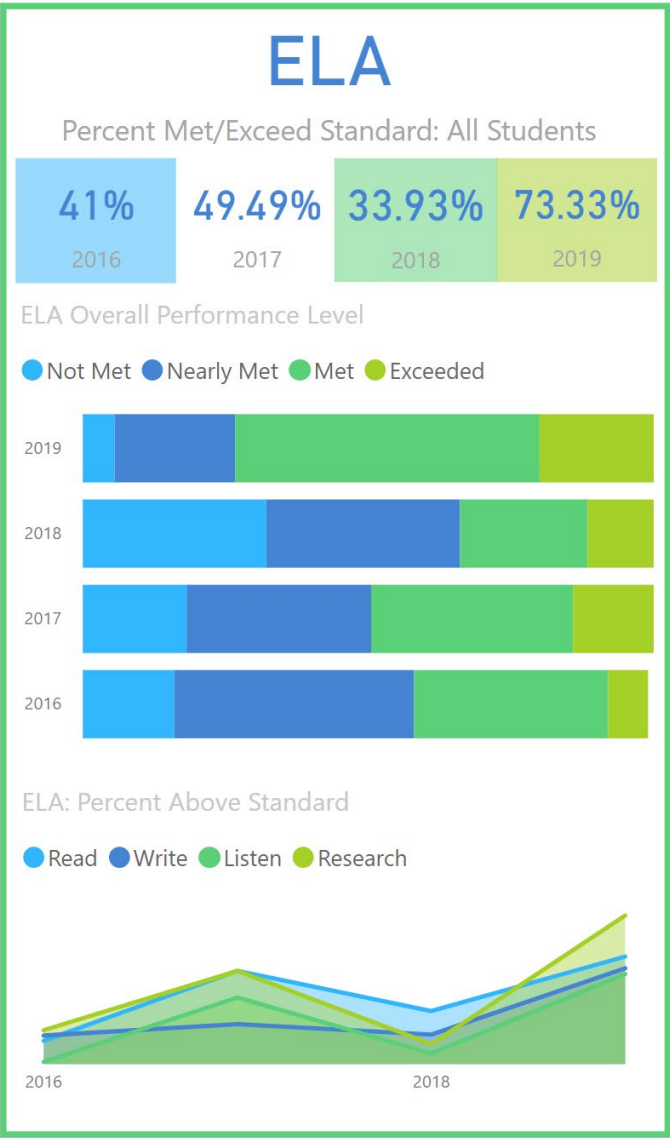
Based on the 2018-2019 SBAC, 73% of the Weber student population met or exceeded the standard on the ELA portion of CAASPP. The percentage of ELLs who met or exceeded the standard was 7% in 2019 on the ELA portion of the SBAC on the CAASPP. In 2018 33.93 % of Weber students were proficient in ELA and in 2017 49.9 % of Weber students were proficient in ELA.

**Math:**

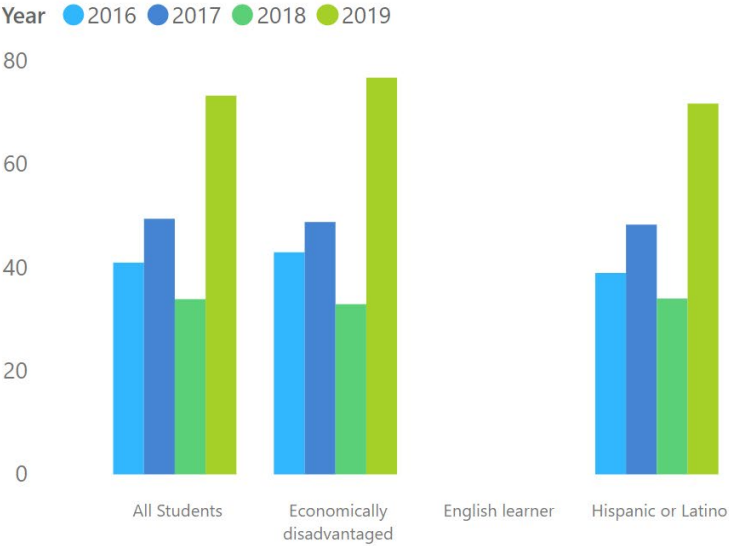
Based on the 2018-2019 SBAC, 22% of the Weber student population met or exceeded the standard on the Math portion of CAASPP. The percentage of ELLs who met or exceeded the standard in the Math portion of the SBAC was 0% in 2019 on the CAASPP. In 2018 12.5 % of Weber students were proficient in Math and in 2017 18.8% of Weber students were proficient in Math.

**College and Career Readiness:**

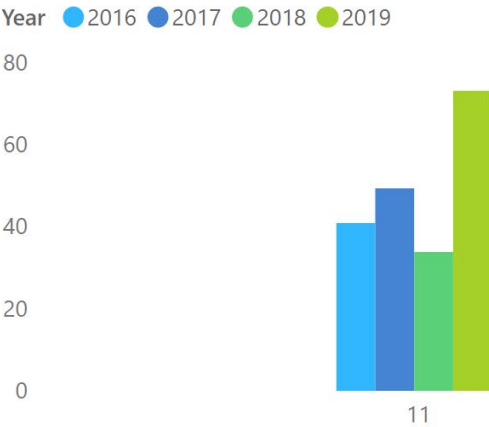
Despite our consistent 98% graduation rate, only 49.5% of our student population meet were considered College/career prepared on the CCI in 2019, 55.7% in 2018 and 50.6% in 2017.



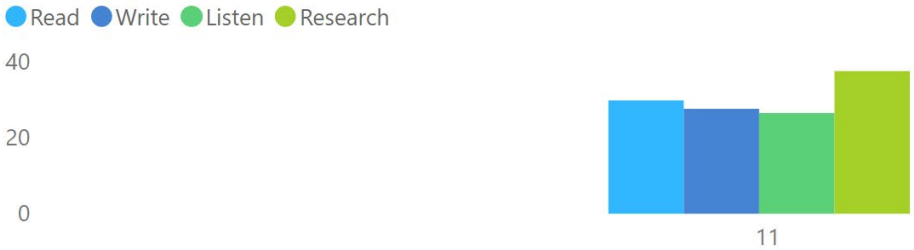
ELA CAASPP: Percent Met/Exceed Standard

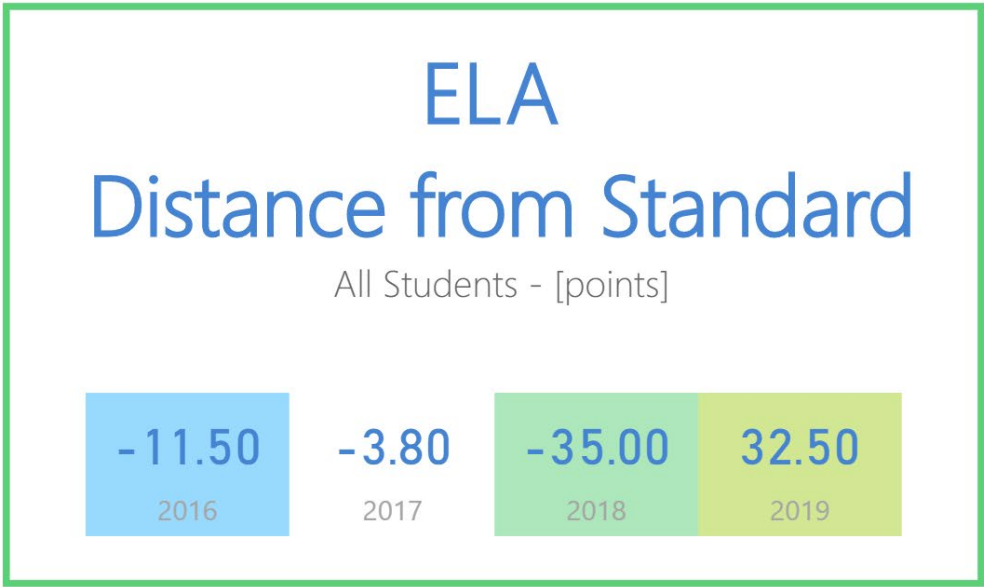


ELA CAASPP: Percent Met/Exceed Standard by Grade Level

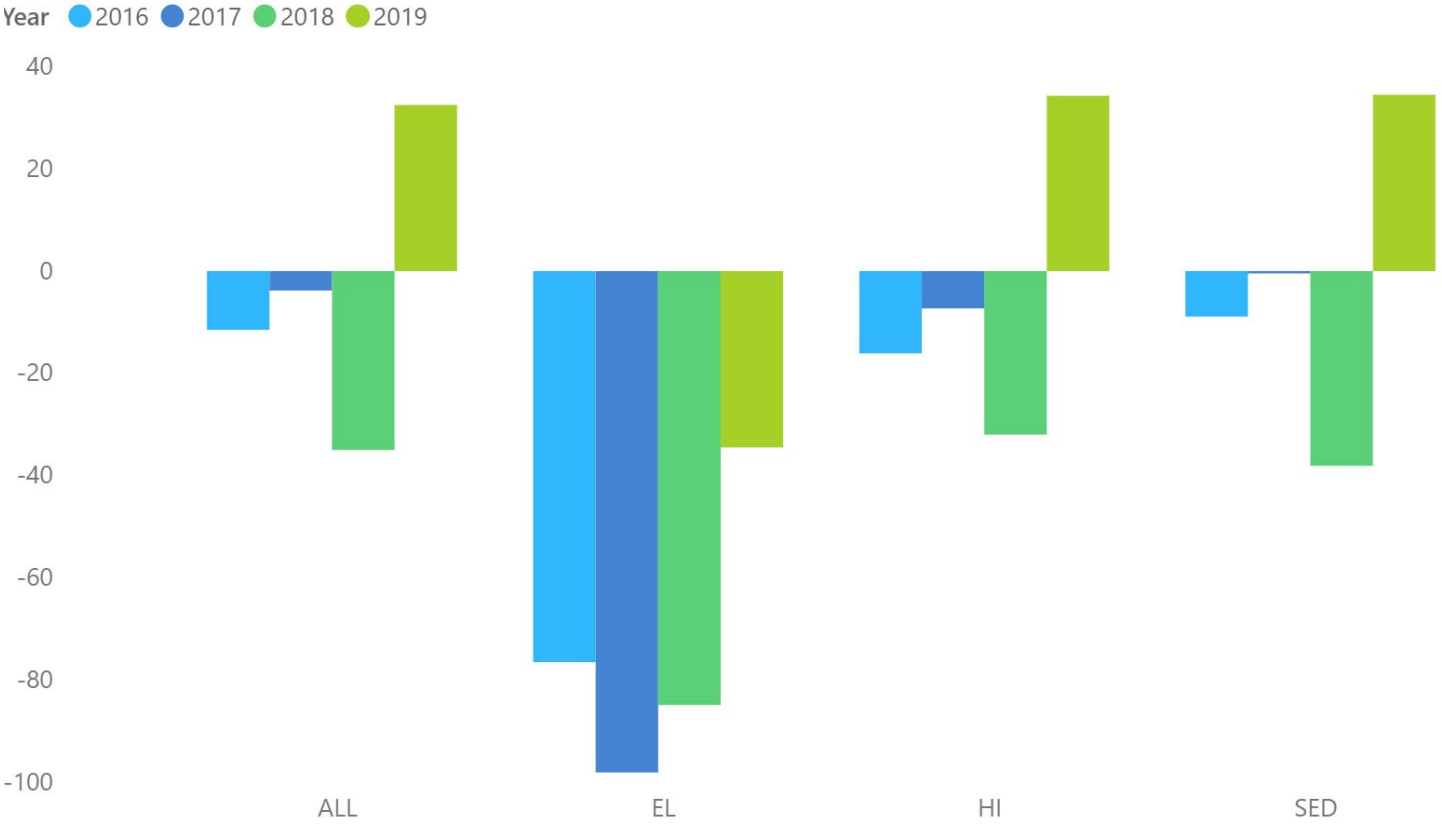


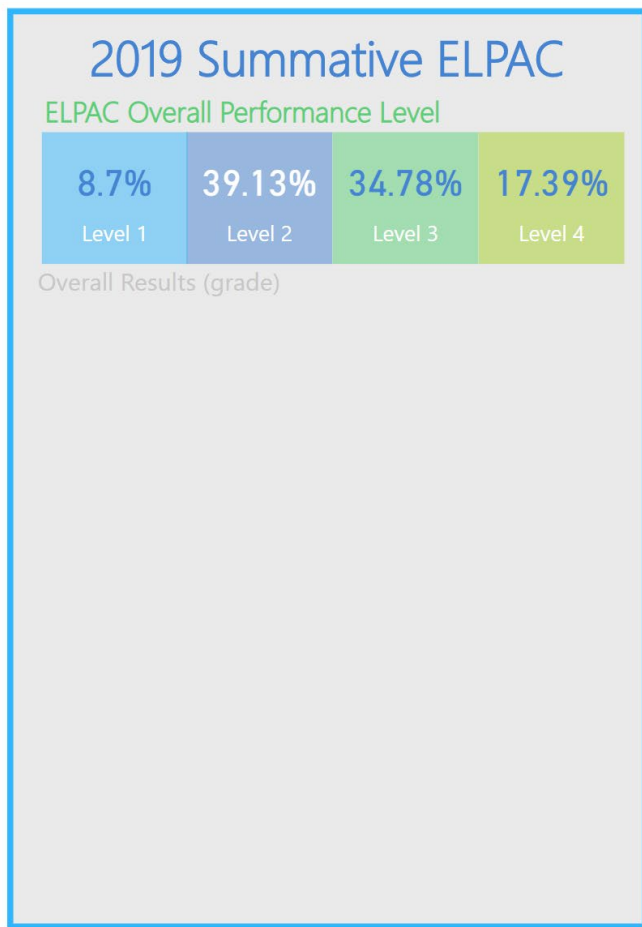
2019 Prelim ELA CAASPP: Area - Percent Above Standard





ELA Distance from Standard [points]





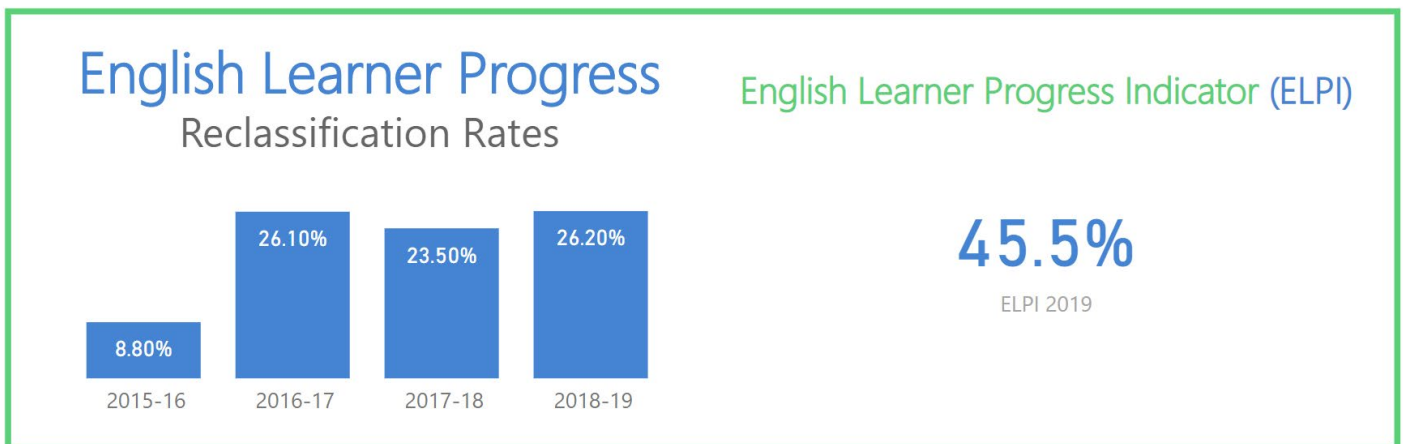
#### Oral Language Overall Performance Level

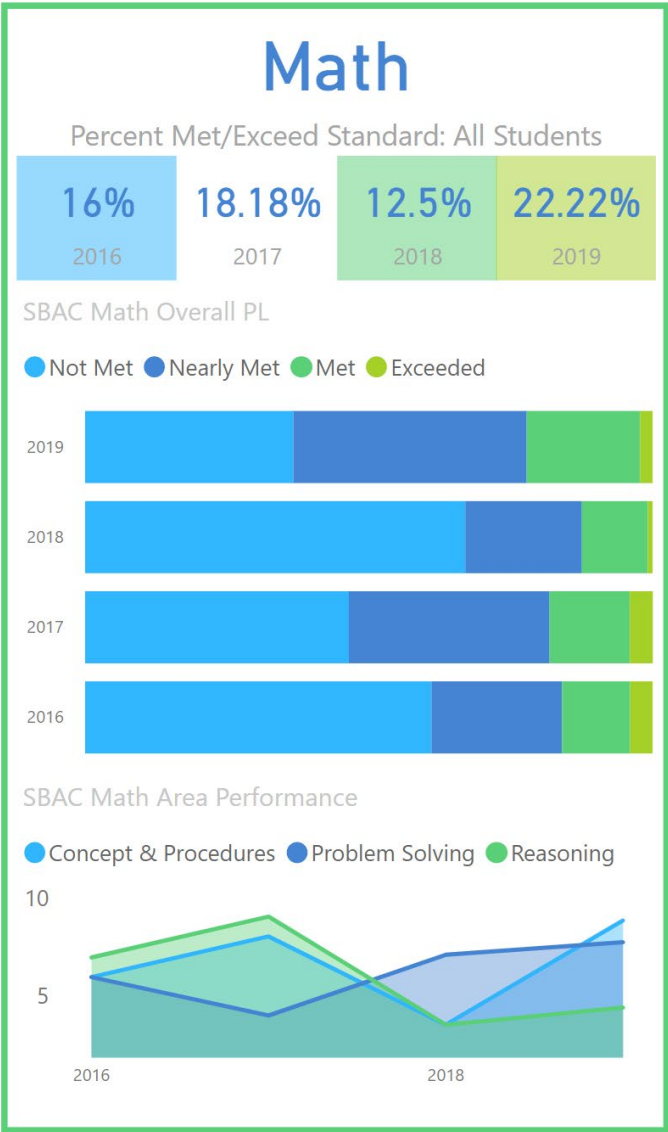


#### Written Language Overall Performance Level

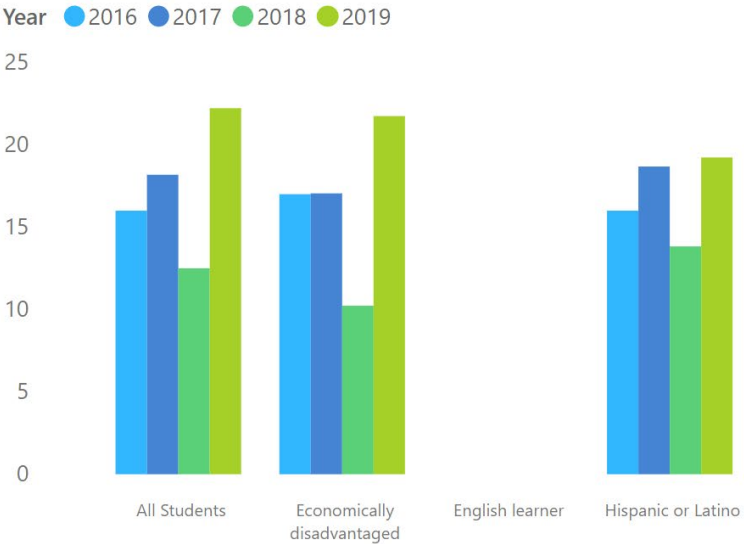


#### Performance Area: Percent Well Developed

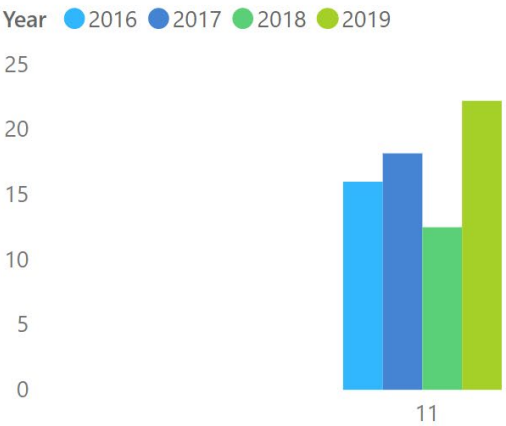




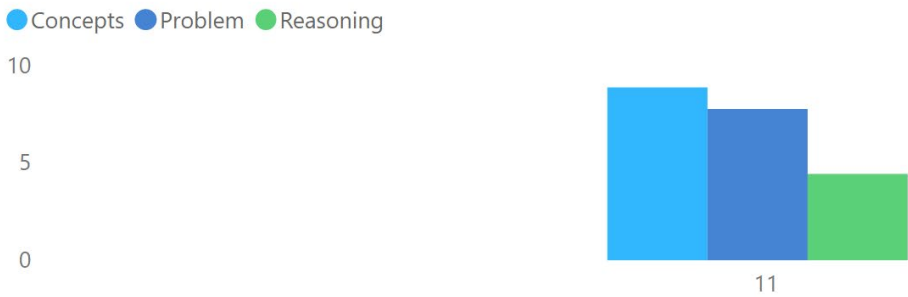
Math CAASPP: Percent Met/Exceed Standard

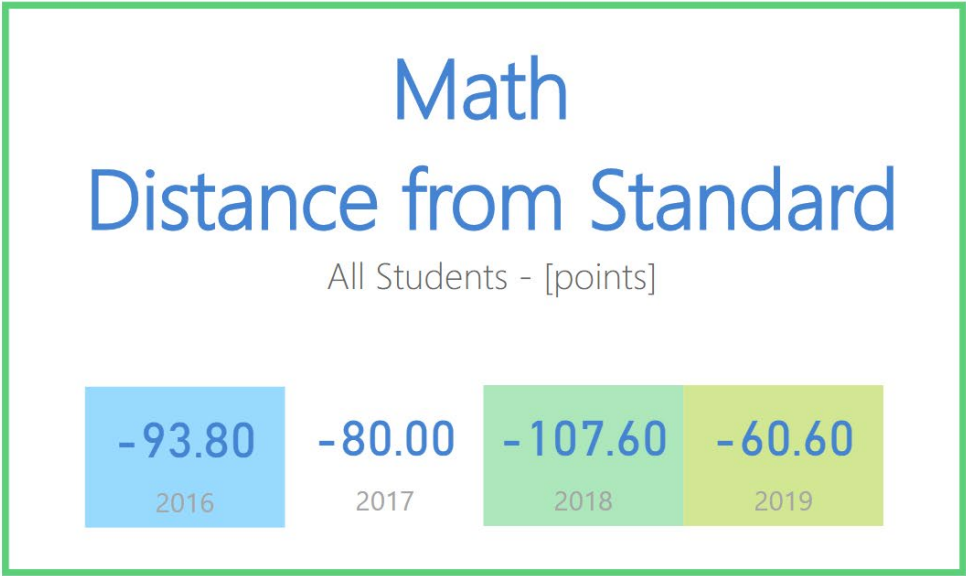


Math CAASPP: Percent Met/Exceed Standard by Grade Level

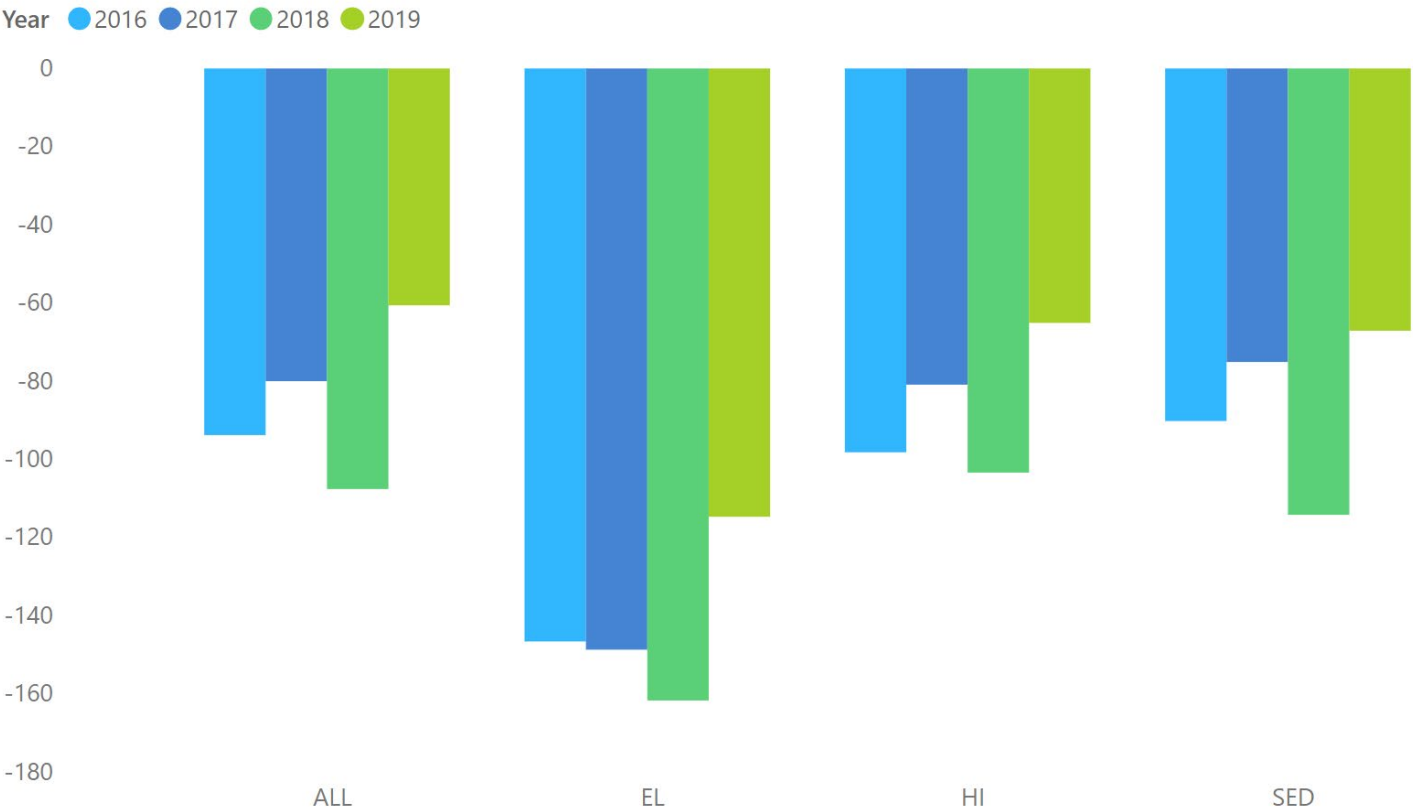


2019 Math CAASPP: Percent Above Standard

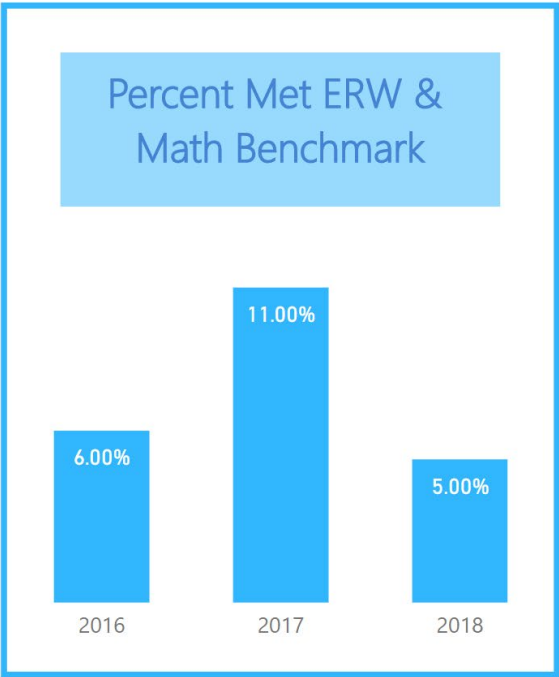




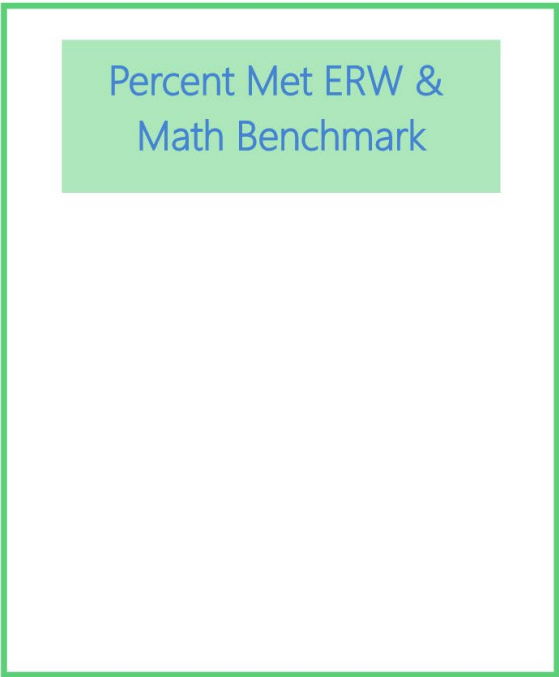
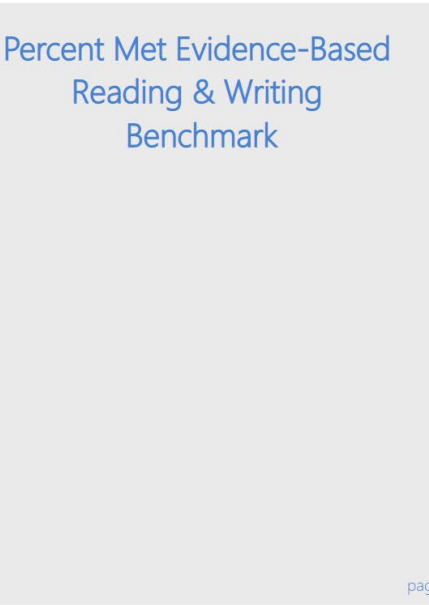
Math Distance from Standard [points]



# PSAT NMSQT Grade 10

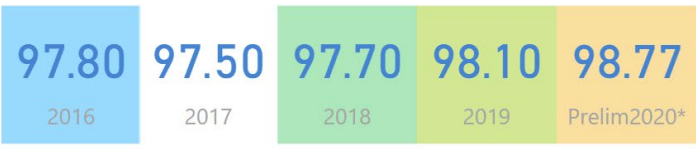


# PSAT 8/9 Grade 8



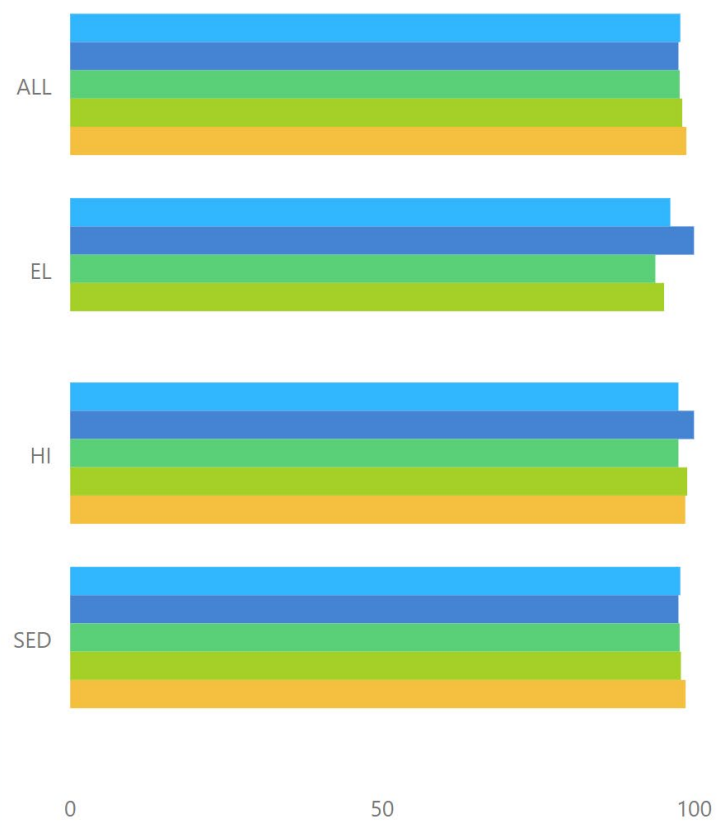
# Graduation Rate

Four Year Cohort - All Students



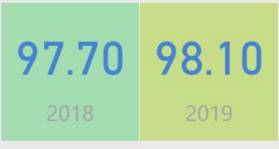
Four-Year Student Group Graduation Rate

Year ● 2016 ● 2017 ● 2018 ● 2019 ● 2020



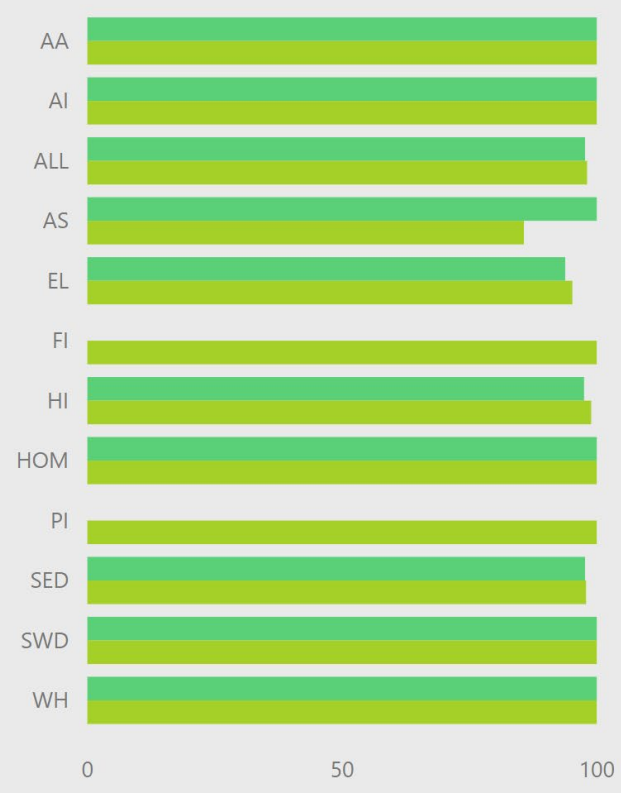
# Graduation Rate

Four-Five Year Combined - All Students



Four-Five Year Combined Student Group Graduation Rate

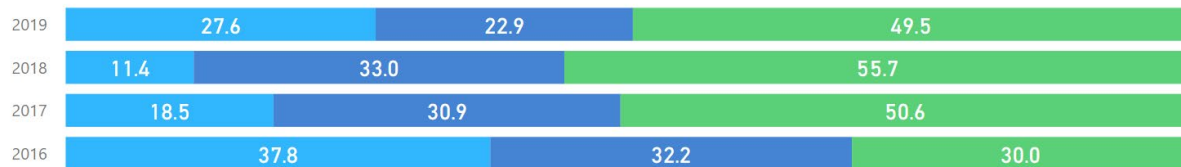
Year ● 2018 ● 2019





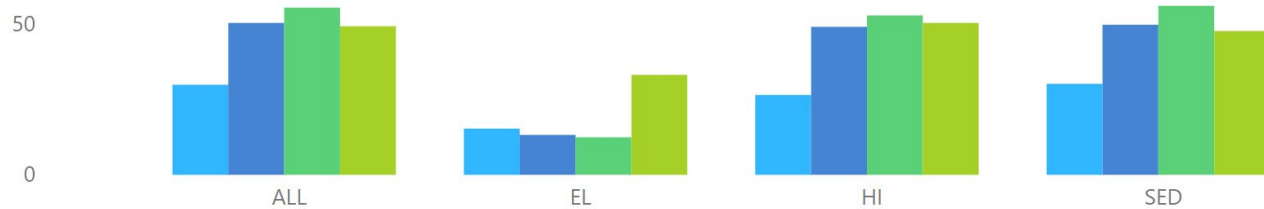
## 2019 College Career: Prepared All

● Not Prepared ● Approach Prepared ● Prepared



Percent CCI Prepared by Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019



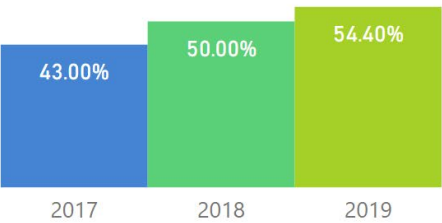
2019 CCI Percent Prepared by CCI criteria

Student Group	Year	UC/CSU	Dual Enrollment	CTE	IB Exam	Military Science	Summative SBAC	State Seal: Biliteracy	AP Exam
ALL	2019	88.50	0	30.80	0.00	0.00	25.00	34.60	0.00
EL	2019	85.70	0	0.00	0.00	0.00	0.00	14.30	0.00
HI	2019	86.40	0	29.50	0.00	0.00	27.30	40.90	0.00
SED	2019	87.00	0	32.60	0.00	0.00	21.70	30.40	0.00

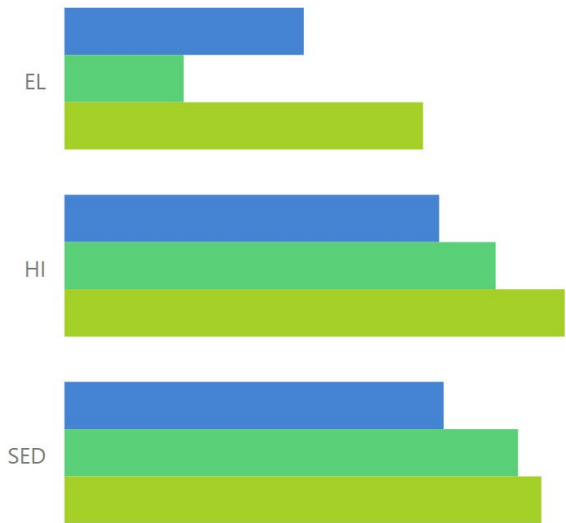
# UC/CSU

Graduates meeting A-G requirements

Percent Graduates Met UC/CSU (A-G)



Year ● 2017 ● 2018 ● 2019

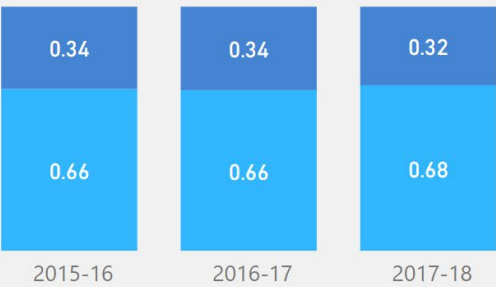


# College-Going Rate

High School Completers

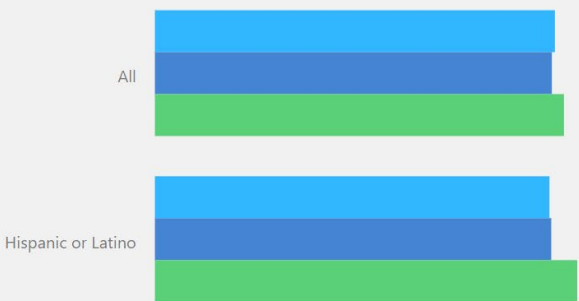
Percent of High School Completers and College Enrollment

● College-Going ● No Record of College Enrollment

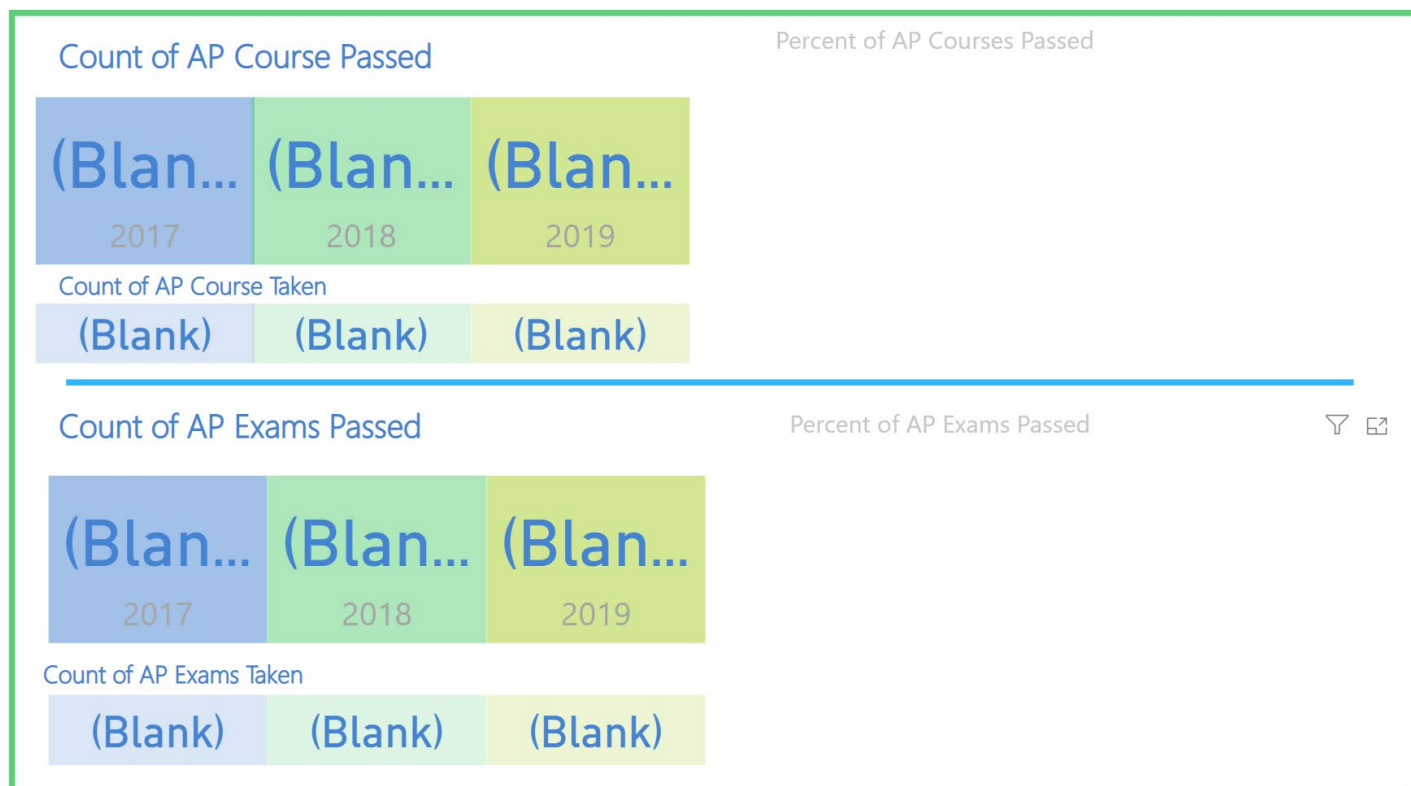


Percent of High School Completers and College Enrollment

Year ● 2015-16 ● 2016-17 ● 2017-18



# Advanced Placement



AP Courses Offered	Eng Lang & Comp	Eng Lit & Comp	Calculus AB	Calculus BC	Statistics	Physics	Biology	US History	US Govt	European History	World History	Micro-economics	Spanish Lang & Culture	Music Theory	Studio Art
Cesar Chavez High	•	•	•	•		•		•			•		•	•	•
Edison High	•	•	•	•	•			•	•		•		•		
Edward C. Merlo Institute of Environmental Studies	•	•						•					•		
Health Careers Academy	•	•					•								
Pacific Law Academy	•	•	•		•		•	•	•	•					
Stagg Senior High	•	•	•			•	•	•		•			•		
Stockton Unified Early College Academy	•		•	•		•	•	•	•	•		•			

## Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	32.5 points above standard	33 points above standard

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-60.6 points below standard	-50 points below standard

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Provide teachers with professional learning opportunities and support to supplement core instruction, such as attending conferences/training focusing on evidenced based, instructional practices, assessments, curriculum, Professional Learning Community work, Cross Curricular and ELD specific training.

Conferences/Trainings/Workshops:

Certificated Staff will participate in CTE Online Professional Development and Project Based learning PD in the fall. The objective of this PD is to enhance students experience in the classroom and make the learning more relevant. Topics covered will be:

Standards Alignment to CTE coursework and lesson plans, CTE and Academic Integration, Tools for developing, copying and sharing lessons, projects and course outlines

Provide curricular and instructional support to new and experienced teachers in Math and ELA. Instructional coaches will promote teacher collaboration, conduct action or instructional walks with teachers as well as provide professional development relevant to teacher's subject matter. Instructional coaches will provide further support through co-teaching, co-planning or demo lessons in the classroom.

Substitutes to release teachers for full day collaboration, lesson studies, and Cross Curricular integration PD. Teachers will be provided 1 day during the school year for 23 teachers (23 teachers X 2 days X \$200= \$9,200

Use common formative assessments in all content areas as the basis for continuous cycle of improvement. Collaboration, data reviewing, and instructional practices will be shared on a weekly basis. (Teacher Additional Comp for data review in support of instructional practices. 30 hours X \$60 = \$1,800)

# of trainings/conferences attended # of site level PLC collaborative events # Common Formative Assessments # of common formative assessments, # of data cycles, # of students failing/passing assessments

**Proposed Expenditures for this Strategy/Activity 1**

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

**Fund Source - Title I:**

\$ Amount(s)	Object Code	Description
\$6,700	11500	Teacher Additional Comp
\$2,000	11700	Substitutes
		2 @ .5 FTE Instructional Coaches – Centralized Service

**Fund Source – LCFF:**

\$ Amount(s)	Object Code	Description
\$4,000	52150	Conferences

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To provide students with resources and support to increase reading and writing proficiency across all disciplines. Students will be provided with library books and designated library time. Each Quarter, students will engage in Accelerated reader activities through their ELA classes. The goal of Accelerated reader is to create independent readers. It tracks, monitors and rewards students for reading books of their choice and reaching AR goals. ELA teachers make it part of their classroom grade to provide incentive for students to reach their goals.

License Agreement - \$6,300: Renaissance Learning, Inc.

To provide students with resources and support to improve literacy skills (e.g., fluency, accuracy, vocabulary, and comprehension, and listening), improve basic math computation and solving word problems (e.g., fluency, computation, accuracy and comprehension) using Academy specific cross curricular projects to increase interest and rigor (such as emerging level for English Learner students) and meet grade level expectations (e.g., level 2 and 3 question development, web-based programs that supports student collaboration (e.g., pair-share,).

EL students who need to be reclassified will be placed in appropriate ELD classes. Students will be provided with targeted one-on-one or small group instruction, hands-on instruction and after school tutoring. Supplemental materials and readings will be provided to students to support learning and instruction.

1 X 6 hours X \$60 rate of pay = \$360 (Allocating \$371) – Title I

1 X 3 hours X \$60 rate of pay = \$180 (Allocating \$200) - LCFF

Instructional Materials/Supplies - \$2,000: Applicable supplemental instructional materials include notebooks, binders, paper for graphic organizers, journals, writing tools-whiteboard/chart paper and technology.

Bilingual Assistant (.4375 FTE) will work with students in class (small group or one-on-one) practicing content learned during instruction. Tutoring will also be offered and available for EL students after school. (District funded)

Teachers will use various equipment such as the copier. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. Maintenance Agreement Cost

### Proposed Expenditures for this Strategy/Activity 2

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$6,300	58450	License Agreement: Accelerated Reader
\$371	11500	Tutoring for EL students

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$2,000	43110	Instructional Materials
\$200	11700	Substitutes
\$3,000	43200	Non-Instructional Materials



## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

To provide students with College and Career Readiness strategies by implementing rigor in classroom instruction and 21st century skills, monitoring completion of graduation requirements (A-G) and utilizing a comprehensive guidance program to support student achievement.

The counselor will meet with students to discuss transcripts and establish semester goals. Counselor and students will complete an Individualized Student Four Year Plans. The counselor will monitor student achievement and schedule coursework to meet district graduation and A-G requirements. Opportunities for grade recovery are identified by the counselor to support students who are not on track to meet graduation requirements. Grade level advisors will also monitor student achievement through continuous academic evaluations and refer students to the counselor based on academic need and support.

Credit recovery and the achievement of graduation and A-G requirements may also be completed through the Cyber High program. Students will be placed in Academic support classes by the school counselor.

1 teacher X .16 salary = 16,000

Students will be provided with opportunities to participate in grade level College Entrance Examinations, i.e. PSAT for 10th graders and SAT/ACT for 11th and 12th graders. Grade level advisors will provide students with opportunities to practice exam questions using resources provided by Khan Academy and College Board.

All grade levels will be provided with Grade Level Academic Boot Camps which will provide students with the opportunity to review transcripts and learn about graduation, A-G and college requirements. All grade levels will be provided with one grade level, college field trips to explore first hand (UC, CSU, Technical and Private) school offerings and majors.

Academic Support Classes: ???

# of students meeting graduation requirements, # of students meeting A-G requirements, # of students participating in PSAT, SAT and ACT, # of students participating in college tours/field trips# of students completing courses through Cyber High.

**Proposed Expenditures for this Strategy/Activity 3**

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$3,000	58720	Field Trip Non-District Transportation

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$3,000	58720	Field Trip Non-District Transportation
\$43,290	11101	Teacher Prep - Academic support classes

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Through the PLC process, teachers will collaborate about their instruction and monitor student achievement through common formative assessments. Opportunities for reteaching and mastery of standards will be identified through data analysis within the PLC.

Teacher Additional Comp Pay Calculation (Object Code 11500) for collaboration:

# teachers X # hours X \$60 rate of pay = \$ total cost

Additional support for students will be provided through in class interventions and after school tutoring.

After school tutoring will be provided three times a week for one hour. Teachers will provide students with support and resources needed for the mastery of skills. Re-teaching of concepts and standards through targeted small group intervention or one-on-one instruction will be provided to students during this time so that they can complete their homework or assignments.

#of common formative assessments, # of data cycles, # of students failing/passing assessments, # of students participating in after school tutoring

Proposed Expenditures for this Strategy/Activity 4

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$3,000	11500	Teacher Additional Comp - Collaboration

# Annual Review – Goal 1

## SPSA Year Reviewed: 2018-2019 (Year 2)

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

### Analysis

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

#### Implementation

The top priorities of the 2018-19 SPSA.

1. Intervention to improve student achievement
2. College and career preparedness
3. Reclassify EL students

#### Effectiveness

1. We graduated 98 % of our students with the help of Cyber class offerings
2. 70% of our students scored proficient on the SBAC for ELA. 57% were considered CCI index college and career ready.
3. 3 students reclassified during the 2018-2019 school year.

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

#### Material Changes

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

#### Future Changes

Continue with plan

**SPSA Year Reviewed: 2019-2020 (Year 3)**

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

**Analysis**

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

2019-2020 (Year 3):

**Implementation**

The top priorities of the 2019-2020 SPSA.

1. Intervention to improve student achievement
2. College and career preparedness
3. Reclassify EL students

**Effectiveness**

1. I Ready scores went down from 2018-2019 to 2019-2020.

Tutoring was provided after school which helped about 20% of students raise their grades over the course of the year.

2. Many of the field trips to colleges and business were canceled due stopping the school year early. Students were not exposed to as many adult related experiences as a result.

3. A section of ELD was taught and many students improved their language acquisition skills, but many were not able to test in the spring with schools going to Distance Learning.

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

**Material Changes**

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

**Future Changes**

Less conferences and more Site collaboration using Subs for site specific PD/collaboration.

## Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

Suspension: 3 students were suspended at least once  
By June 2021, obtain a 0% suspension rate for all students.

Expulsion: 0 students were expelled  
By June 2021, maintain a 0% expulsion rate for all students.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By the end of the 2020-2021 school year, Weber will reduce chronic truancy by 3%.  
By the end of the 2020-2021 school year, Weber will increase school wide attendance by 3%.

## Identified Need

Suspension –

Suspension – 3

Current Dashboard Data: Yellow

Suspensions: 0.7 %

Yellow: 3.0 students suspended at least once

2018-2019: Suspensions: 1

2017-2018: Suspensions: 2

Expulsion: 0

Attendance/Chronic Truancy –

Chronic Truant Students:

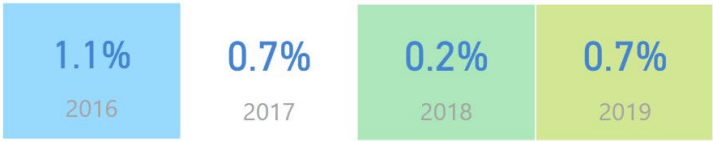
2018-2019: 8.3

2017-2018:



# Suspension Rate

All Students  
percent of unduplicated suspension

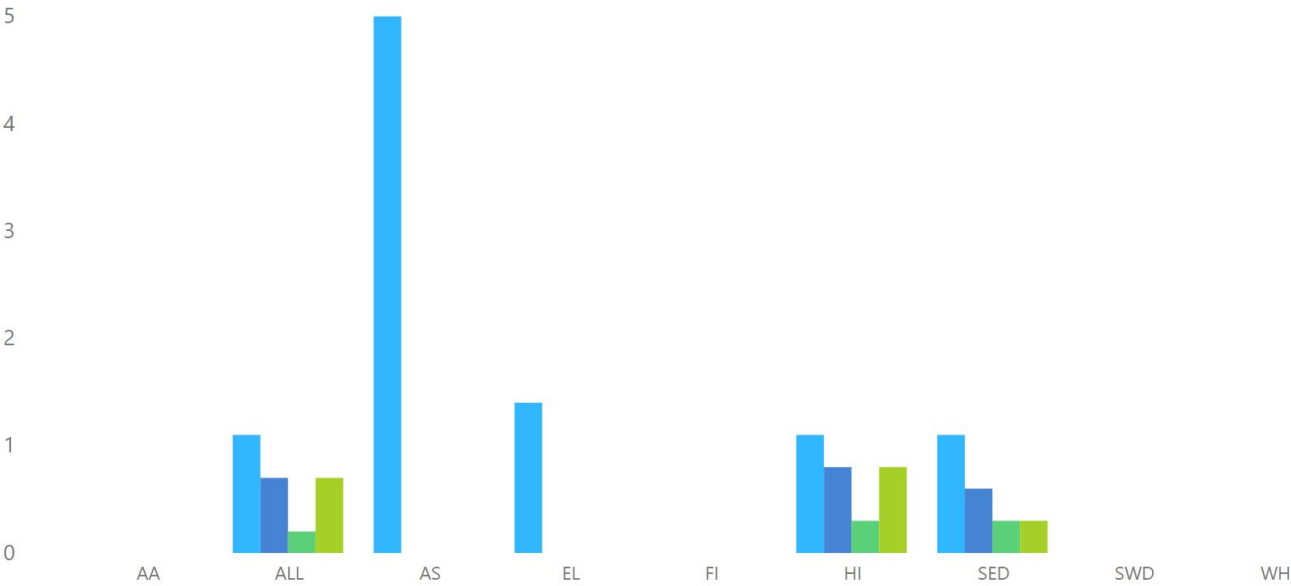


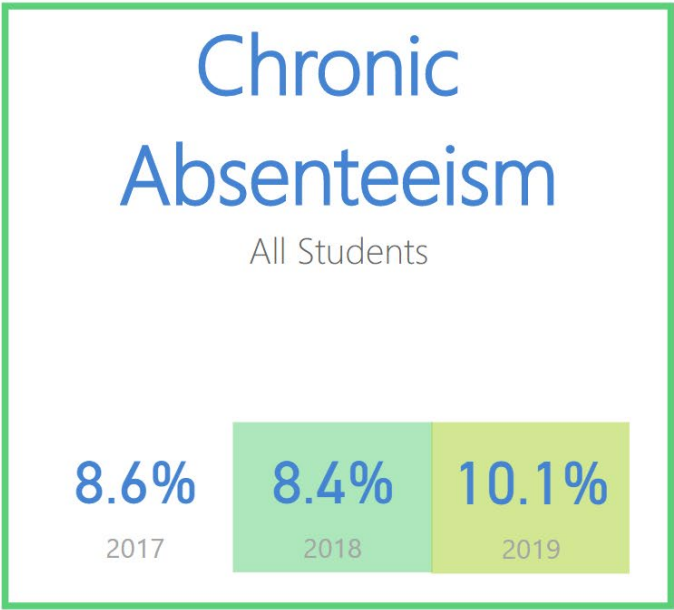
# Expulsion

All Students - Count \*2019 Preliminary count  
Expulsion Count by Year - if available

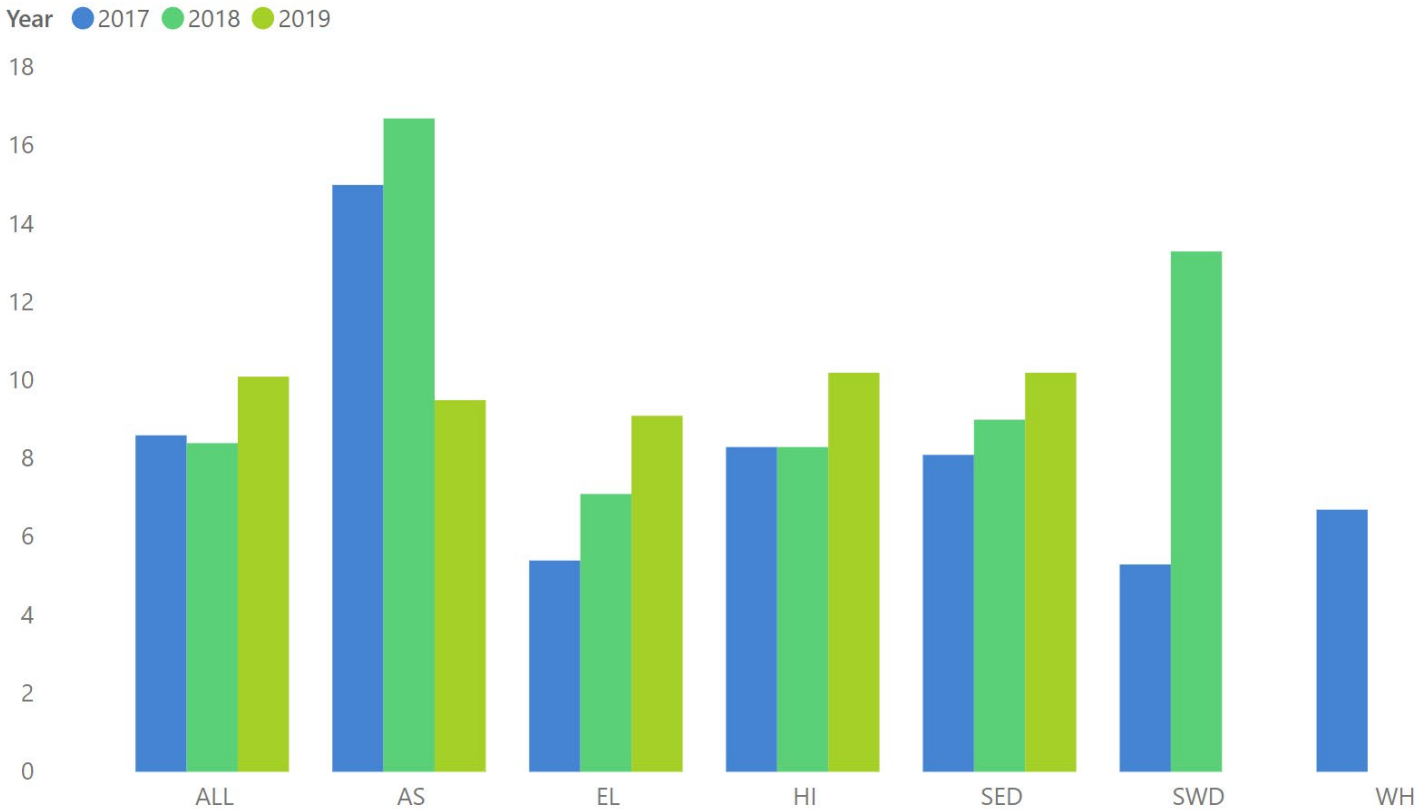
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	3.0%	0%
Chronic Absenteeism (All Students)	5.5%	3%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Through Weber's MTSS system, students will be provided with academic, social and emotional interventions to improve student behavior that promotes increased learning opportunities.

Weber will provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities, etc.

Through the PLC process, teachers will identify students with academic and social emotional needs. They will be referred to the counselors and SWAB team for further intervention.

Students will be referred to the school counselor by a staff member or teacher. Counselor will review student data in reference to discipline, grades, attendance and SPED Services. The school counselor will meet with students and provide guidance in areas of concern. Documentation will be kept for these meetings.

The SWAB team meet to discuss the student's progress and what further interventions will be provided to support the students.

Students experiencing school connectedness and mild social emotional issues are referred to the PLUS team to participate in PLUS forums.

# of academic referrals, # of students placed on academic probation# of students who referred to SWAB Team # of students referred outside agencies for intervention. # of PLUS forums

Proposed Expenditures for this Strategy/Activity 1

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

\$ Amount(s)	Object Code	Description

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

The Leadership and PLUS programs support initiatives to increase attendance. The ASB/Leadership classes promote a positive school culture and climate through the use of lunch time events, activities and sporting events that celebrate school spirit, attendance, and engagement. Students identified as having attendance concerns are invited to participate in PLUS forums to discuss barriers to attendance and potential solutions. Students are able to take ownership of their discussions and actively engage in the collaborative experience offered by PLUS forums. Additionally, students are able to highlight some of the concerns they have and provide feedback through the PLUS survey regarding their connectedness to the staff and campus at large.

The Plus team will coordinate school wide surveys in order to identify student areas of concern. The Plus Advisor will report and share survey data with school staff. Staff will use data as part of the referral and intervention process. The Plus team will also facilitate quarterly forums for each grade level and provide students with an opportunity to share out and express areas of concern.

Teacher Additional Comp Pay Calculation (Object Code 11500):

1 teachers X .16 salary = 21000 total cost (including benefits)

Counselor Additional Hourly Pay Calculation (Object Code 12500):

2 counselors X 5 hours X \$60 rate of pay = \$600 total cost

Students who are successful in displaying Weber's Expected School Wide Learning Results will be recognized during the "Academy Award" Celebration assembly held at the end of each semester.

License Agreement - \$1,500: ???

# of students attending clubs and after school activities. # of students participating in spirit days

# of students who qualify for off campus lunch pass, # of students who qualify to use the MIC room during lunch # of responses on the PLUS survey. # of students enrolled in PLUS. # of Forums held yearly. # of non-duplicated students attending forums.

### Proposed Expenditures for this Strategy/Activity 2

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,500	58450	License Agreement

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$20,000	11500	PLUS Class on teacher prep period

## Annual Review – Goal 2

### SPSA Year Reviewed: 2018-2019 – Year 2

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

### Analysis

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

#### Implementation

The PLUS class held 4 PLUS forums during the school year and attempted to address some of the data they received about safety on Weber's campus

#### Effectiveness

Students expressed they felt safer on campus after the PLUS forums and said they felt more accepted on campus as a result of the forums. PLUS student, along with the SUSD Police, also put on assemblies to give students tips for staying safe on campus.

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

#### Material Changes

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

#### Future Changes



**SPSA Year Reviewed: 2019-2020 – Year 2**

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

**Analysis**

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

**Implementation**

The PLUS class held 3 PLUS forums during the school year and reached out to students during the last quarter of the 19-20 school year.

**Effectiveness**

Students expressed they felt safer on campus after the PLUS forums and said they felt more accepted on campus as a result of the forums.

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

**Material Changes**

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

**Future Changes**

## Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By June 2021, increase participation by 10% at Parent Night and other events to create meaningful partnerships with stakeholders.

By June 2021, establish 2 new opportunities for stakeholders to be engaged with the school community.

**Identified Need**

Meaningful Partnerships:  
Parent Involvement  
Community involvement via internships

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Event Sign-in Sheets		

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Maintain, and expand on the amount and scope of parent participation and engagement to ensure that parents have a voice and are informed of school policy, A-G, college funding resources, student academic achievement, student behavior, school programs and district goals. Parent engagement events are available throughout the school year to communicate information that will support students in achieving success. These events include monthly “Coffee Hour” with the principal, counselor and other staff members. The monthly “Coffee Hour” is held in both the morning and the evening in order to encourage parent participation. Parents are also encouraged to attend a Title I Parent Meeting which is held during Back to School Night, Winter and Spring Open House, ELAC meetings and serve on the School Site Council.

Parent Meeting - \$500: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.

Non-Instructional Materials - \$500: Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.

# of parents attending Back to School Night. # parents attending monthly coffee hours # of parents attending Winter Open House, # of parents attending Spring Open House, # of Parents serving on School Site Council, # of parents serving on ELAC

**Proposed Expenditures for this Strategy/Activity 1**

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$500	43400	Parent Meeting
\$500	43200	Non-Instructional Materials
\$200	12500	Counselor Additional Comp

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase communication to parents about school activities, student grades, assignments, programs, activities, events, and informational meetings. Variety of and frequency of communication types to parents including school messenger calls, website, flyers, marketing, video, marquee and monthly newsletters

Parents routinely receive communications through Blackboard that advise of upcoming activities. These communications enable the school to send targeted information (based on grade level, tiered GPAs for school activities, events and informational meetings.) and information to parents of the entire student body. The school website and marquee is regularly updated to reflect activities that occur on campus and opportunities available in the evenings for parents to attend.

ParentView access is available to all parents and students for the purpose of live grade monitoring. Additionally, parents can communicate with their student’s teachers via district email or Google Classroom and request homework in the event of an absence.

Develop and administer a series of mandatory surveys for both students and parents in order to obtain greater understanding of student and parent needs and perceptions

# of surveys conducted, # of students responses and parent responses to surveys, # of contacts made with parents

Proposed Expenditures for this Strategy/Activity 2

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.



### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

School site will hire a full time Community Assistant to serve in a liaison capacity between school and community to secure parent involvement and share information related to school programs and events. He will be asked to work outside of his normal work hours to run evening family engagement events.

Community Assistant Additional Comp Pay Calculation (Object Code 29500) for ???:

#7 hours X \$50 rate of pay = \$350 total cost (Allocating \$372)

#### Proposed Expenditures for this Strategy/Activity 3

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$55,000	22901	Community Assistant (salary and benefits)
\$372	29500	Community Assistant extra time compensation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Build relationships with local businesses in order to provide internships and on-site job training for students in the CTE pathways.

# of students participating in internships and on site job training sessions

Proposed Expenditures for this Strategy/Activity 4

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

## Annual Review – Goal 3

### SPSA Year Reviewed: 2018-2019 – Year 2

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

### Analysis

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

#### Implementation

During the 18-19 school year, the counselors and guidance tech did most of the parent communication. Our Spanish speaking counselor left at the end of the year leaving us with a void.

#### Effectiveness

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

#### Material Changes

During the 18-19 school year, the counselors and guidance tech did most of the parent communication. Our Spanish speaking counselor left at the end of the year leaving us with a void.

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

#### Future Changes

Hire a part time parent liaison to build better relationship.

**SPSA Year Reviewed: 2019-2020 – Year 3**

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

**Analysis**

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

**Implementation**

A part time Community Assistant was hired in the 2019-2020 school year and he began to immediately bring parents out to meeting that had previously refused to come to meeting because of a language difference.

**Effectiveness**

Parent participation in parent coffee hours and ELAC meetings doubled.

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

**Material Changes**

Changed from Parent Liaison to Community assist

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

**Future Changes**

We would like to make the position a full-time position instead of a part time position to maximize the skill set of the person and further improve the parent/family –school relationship.

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$80,443
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$155,583

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$80,443

Subtotal of additional federal funds included for this school: \$80,443

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

State or Local Programs	Allocation (\$)
LCFF	\$75,140

Subtotal of state or local funds included for this school: \$75,140

Total of federal, state, and/or local funds for this school: \$155,583

## Budget Spreadsheet Overview – Title I

WEBER								TOTAL ALLOCATION		\$	78,871
Preliminary Budget Allocation - TITLE I FISCAL YEAR 2020-21								TOTAL BUDGET DISTRIBUTED BELOW		\$	78,871
								TO BE BUDGETED (Should be \$0.)			0
								50647 TOTAL ALLOCATION		\$	1,572
								TOTAL BUDGET DISTRIBUTED BELOW		\$	1,572
								TO BE BUDGETED (Should be \$0.)			0
Object	Description	FTE	TITLE I					TOTAL BUDGET			
			50643 GOAL #1 STUDENT ACHIEVEMENT  LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT  ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT  NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS  NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS				
Personnel Cost-Including Benefits											
11500	Teacher - Add Comp		\$ 6,700	\$ 371					\$	7,071	
11700	Teacher Substitute		\$ 2,000						\$	2,000	
12151	Counselor							\$ 200	\$	200	
13201	Assistant Principal								\$	-	
19101	Program Specialist								\$	-	
19101	Instructional Coach								\$	-	
19500	Instr. Coach-Add Comp								\$	-	
	OTHER Certificated								\$	-	
21101	Instructional Assistant								\$	-	
21101	CAI Assistant								\$	-	
21101	Bilingual Assistant								\$	-	
24101	Library Media Clerk								\$	-	
29101	Community Assistant						\$ 55,000	\$ 372	\$	55,372	
	OTHER Classified								\$	-	
30000	Statutory Benefits								\$	-	
Sub Total - Personnel/Benefits			\$ 8,700	\$ 371	\$ -	\$ 55,000	\$ 572	\$	64,643		
Books & Supplies											
42000	Books								\$	-	
43110	Instructional Materials								\$	-	
43200	Non-Instructional Materials							\$ 500	\$	500	
43400	Parent Meeting							\$ 500	\$	500	
44000	Equipment								\$	-	
43150	Software								\$	-	
	OTHER								\$	-	
	OTHER								\$	-	
Sub Total-Supplies			\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$	1,000		
Services											
57150	Duplicating								\$	-	
57250	Field Trip-District Trans								\$	-	
57160	Nurses								\$	-	
56590	Maintenance Agreement								\$	-	
56530	Equipment Repair								\$	-	
52150	Conference		\$ 4,000						\$	4,000	
58450	License Agreement		\$ 6,300		\$ 1,500				\$	7,800	
58720	Field Trip-Non-District Trans		\$ 3,000						\$	3,000	
58920	Pupil Fees								\$	-	
58100	Consultants-instructional								\$	-	
58320	Consultants-Noninstructional								\$	-	
	OTHER								\$	-	
	OTHER								\$	-	
Sub Total-Services			\$ 13,300	\$ -	\$ 1,500	\$ -	\$ -	\$	14,800		
GRAND TOTAL			\$ 22,000	\$ 371	\$ 1,500	\$ 55,000	\$ 1,572				

# Budget Spreadsheet Overview – LCFF

**WEBER**
**Preliminary Budget Allocation - LCFF**
**FISCAL YEAR 2020-21**

TOTAL ALLOCATION	\$ 75,140
TOTAL BUDGET DISTRIBUTED BELOW	\$ 75,140
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1	GOAL #1	GOAL #2	GOAL #3	
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp		\$ 3,000		\$ 20,000		\$ 23,000
11700	Teacher Substitute			\$ 200			\$ 200
12151	Counselor						\$ -
13201	Assistant Principal						\$ -
19101	Program Specialist						\$ -
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp						\$ -
	OTHER Certificated		\$ 43,940				\$ 43,940
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant						\$ -
24101	Library Media Clerk						\$ -
29101	Community Assistant						\$ -
	OTHER Classified						\$ -
30000	Statutory Benefits						\$ -
Sub Total - Personnel/Benefits			\$ 46,940	\$ 200	\$ 20,000	\$ -	\$ 67,140
Books & Supplies							
42000	Books						\$ -
43110	Instructional Materials		\$ 2,000				\$ 2,000
43200	Non-Instructional Materials		\$ 3,000				\$ 3,000
43400	Parent Meeting						\$ -
44000	Equipment						\$ -
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000
Services							
57150	Duplicating						\$ -
57250	Field Trip-District Trans						\$ -
57160	Nurses						\$ -
56590	Maintenance Agreement						\$ -
56530	Equipment Repair						\$ -
52150	Conference						\$ -
58450	License Agreement		\$ 3,000				\$ 3,000
58720	Field Trip-Non-District Trans						\$ -
58920	Pupil Fees						\$ -
58100	Consultants-instructional						\$ -
58320	Consultants-Noninstructional						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ 3,000	\$ -	\$ -	\$ -	\$ 3,000
GRAND TOTAL			\$ 54,940	\$ 200	\$ 20,000	\$ -	\$ 75,140

# **Amendments**

## **Version 2 (Final 2020-2021 Version)**

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

### **2020-2021 Title I Allocation Revision Statement**

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

### **2021-2022 SPSA Continuation Statement**

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.



## 2021-2022 School/SMART Goals

### Goal 1:

School Goal for ELA/ELD:

By EOY 2022, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 20 students.

By June 2022, the percentage of EL students meeting SUSD reclassification criteria will increase by 5 students.

School Goal for Math:

By June 2022, the percentage of all students (grades 9-12) meeting their expected MATH growth on the MDTP monitoring tool will increase by 10% from the fall of 2021 to the spring of 2022.

School Goal for Science:

By June 2022, the percentage of all students meeting or exceeding the standard in Science will increase by 5 percentage points.

School Goal for College and Career Readiness:

By June 2022, increase the percentage of students who have completed courses that satisfy UC or CSU entrance requirements or programs that align with state board approved career technical educational standards by 10 percent.

By June 2022, the graduation rate will also increase to 100 percent.

### Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Provide PD for staff for increased capacity in running Professional Learning Communities to improve communication and process to best serve the needs of our students.

Professional Learning supporting staff on instructional strategies that streamlines and alleviates barriers in transitioning from distance learning, hybrid learning, and in-person learning that builds capacity of staff. This may also include techniques to increase and reengage student participation and set-up and usage of instructional technologies.

Professional Learning Communities at Work - Portable Event Package - Focusing on instruction, response to intervention, assessment & grading, culture, teams. The Solution Tree Portable Event Package is an on-demand virtual event focused on a specific topic. These events feature leading experts delivering keynotes and breakout sessions designed for maximum impact and crafted for a virtual format. Once you register and access your Portable Event Package, you will have 60 days to view the content. The video platform allows you to start, stop, pause, and then pick up where you left off. Session handouts and reproducibles will be provided digitally. You have 60 days of unlimited viewing access, beginning when you view your first session. During those 60 days you will have access to all content. The length of each session varies. Typically sessions take 75–90 minutes to complete, but some sessions are shorter by design. Resources include teacher additional compensation. \*\*(Established SUSD Vendor)

Registration - \$689 per person X 26 staff (23 teachers, 1 administrator, 2 instructional coaches) = \$17,914

Training Attendance - 26 teachers X 6 hours X \$60 = \$9,360 (Allocating \$7,707)

Other Collaboration Opportunities:

Collaboration supporting staff on development/alignment/calibration of scope and sequence, need, and alignment to school improvement focusing on transitioning from distance learning, hybrid learning, and in-person learning. Focusing on:

Scope and Sequence Planning such as vertical and horizontal alignment, looking at standards, knowledge base at end of school year for next year progression, reduction of need for reteaching to move forward more efficiently:

In-Depth Root Cause Analysis and Need Assessment:

Stakeholder Involvement Plan:

In-Depth Data Analysis and Evaluation:

Walk-Through Visit - Observation of Actual Activities:

Debrief of Observation

Equity - Culturally Relevant Instruction Training and Planning

## 2021-2022 Strategy Update

The plan is to revisit sending teachers to relevant conferences and providing PD from CTE online and other Project Based PD providers to ensure our teachers are prepared to effectively collaborate on Academy based projects that bring all of the students learning together. (2 @ .5 FTE Instructional Coaches – Centralized Service)

Looking at content providers like Solution Tree, Corwin and or Buck Institute, and CTE online or site-based consulting (\$4,000 – Title I).

(CTE) - (Fall 2021) - (administrator, counselors, teacher) No cost

(PLC) - (Fall 2021) - (administrator, counselors, teacher) 10 attendees \*700/person = \$7000 – Title I

(PBL) - (Fall 2021) - (administrator, counselors, teacher) 10 attendees \*800/person = \$8000 – Title I

Substitutes to release teachers for full day collaboration, lesson studies, and Cross Curricular integration PD. Teachers will be provided 1 day during the school year for 23 teachers

23 teachers X 1 days X \$200= \$4,600 – Title I

Use common formative assessments in all content areas as the basis for continuous cycle of improvement.

Collaboration, data reviewing, and instructional practices will be shared on a weekly basis. Teacher Additional Comp for data review in support of instructional practices.

23 teachers X 4 hours X \$60 = \$5,520 – Title I (Allocating \$5,000)

## 2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
8,600	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
19,000	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Strategy/Activity 2

### 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

### 2021-2022 Strategy Adjustment

To provide students with resources and support to increase reading and writing proficiency across all disciplines. Teachers will be provided with access to software that increases the engagement and ability to assess evidence of learning across all subject areas over Zoom or Google Meet. These programs allow teacher other tools to measure whether students have learned or are learning the content being presented to them during distance learning.

License Agreement - \$4,000 – Title I: Edpuzzle, Quizziz, etc. Ed puzzle 2000 Quizz - 2000 To provide students with resources and support to improve literacy skills (e.g., fluency, accuracy, vocabulary, and comprehension, and listening), improve basic math computation and solving word problems (e.g., fluency, computation, accuracy and comprehension) using Academy specific cross curricular projects to increase interest and rigor (such as emerging level for English Learner students) and meet grade level expectations (e.g., level 2 and 3 question development, web-based programs that supports student collaboration (e.g., pair-share,). EL students who need to be reclassified will be placed in appropriate ELD classes.

Students will be provided with targeted one-on-one or small group instruction, hands-on instruction and after school tutoring.

Supplemental materials and readings will be provided to students to support learning and instruction.

1 X 10 hours X \$60 rate of pay = \$600 – Title I

Through the PLC process, teachers will collaborate about their instruction and monitor student achievement through common formative assessments.

Opportunities for reteaching and mastery of standards will be identified through data analysis within the PLC. Teacher Additional Comp Pay Calculation (Object Code 11500) for collaboration:

# 5 teachers X # 10 hours X \$60 rate of pay = \$ 3000 – Title I

Additional support for students will be provided through in class interventions and after school tutoring. After school tutoring will be provided three times a week for one hour. Teachers will provide students with support and resources needed for the mastery of skills. Reteaching of concepts and

standards through targeted small group intervention or one-on-one instruction will be provided to students during this time so that they can complete their homework or assignments.

#of common formative assessments, # of data cycles, # of students failing/passing assessments, # of students participating in after school tutoring

Instructional Materials/Supplies - \$5,292 – Title I, \$5,000 - LCFF: Applicable supplemental instructional materials include notebooks, binders, paper for graphic organizers, journals, writing tools-whiteboard/chart paper and technology.

Equipment \$15,200 – LCFF: Smartboards...

Bilingual Assistant (.4375 FTE) will work with students in class (small group or one-on-one) practicing content learned during instruction. Tutoring will also be offered and available for EL students after school. (District funded)

Teachers will use various equipment such as the copier.

Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. Maintenance Agreement Cost

## 2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
3,600	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
5,292	4000 Series	Books & Supplies
4,000	5000 Series	Services

### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	2000 Series	Classified Personnel Costs (including benefits)
20,200	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

**Strategy/Activity 3**

## 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

## 2021-2022 Strategy Adjustment

To provide students with College and Career Readiness strategies by implementing rigor in classroom instruction and 21st century skills, monitoring completion of graduation requirements (A-G) and utilizing a comprehensive guidance program to support student achievement. The counselor will meet with students to discuss transcripts and establish semester goals. Counselor and students will complete an Individualized Student Four Year Plans.

The counselor will monitor student achievement and schedule coursework to meet district graduation and A-G requirements. Opportunities for grade recovery are identified by the counselor to support students who are not on track to meet graduation requirements. Grade level advisors will also monitor student achievement through continuous academic evaluations and refer students to the counselor based on academic need and support.

Credit recovery and the achievement of graduation and A-G requirements may also be completed through the Cyber High program. Students will be placed in Academic support classes by the school counselor.

2 teachers X 1 section X .16 FTE salary = \$42,200 (LCFF)

Students will be provided with opportunities to participate in grade level College Entrance Examinations, i.e PSAT for 10th graders and SAT/ACT for 11th and 12th graders. Grade level advisors will provide students with opportunities to practice exam questions using resources provided by Khan Academy and College Board. All grade levels will be provided with Grade Level Academic Boot Camps which will provide students with the opportunity to review transcripts and learn about graduation, A-G and college requirements.

All grade levels will be provided with one grade level, college field trips to explore first hand (UC, CSU, Technical and Private) school offerings and majors. Students will also go on fieldtrips to expose them to the work environment for their chosen academy.

Transportation \$6,000 – Title I

# of students meeting graduation requirements, # of students meeting A-G requirements, # of students participating in PSAT, SAT and ACT, # of students participating in college tours/field trips# of students completing courses through Cyberhigh.

## 2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:



\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
6,000	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
42,200	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Discontinue – merged actions/tasks with existing strategies.

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

**Strategy/Activity 5**

## 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Everything in the strategy will remain the same except, Library Media Assistant.

## 2021-2022 Strategy Adjustment

Provide students opportunities to:

- \*interact with their peers who will attend their kindergarten class promoting social skills,
- \*establish a connection between the kindergarten teacher and preschooler,
- \*practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and

\*attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

#### 2021-2022 Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

##### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

##### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

##### Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Goal 2:

Suspension: 3 students were suspended at least once

By June 2022, obtain a 0% suspension rate for all students.

Expulsion: 0 students were expelled

By June 2022, maintain a 0% expulsion rate for all students.

School Goal for Attendance/Chronic Truancy:

By the end of the 2022 school year, Weber will reduce chronic truancy by 3%.

By the end of the 2022 school year, Weber will increase school wide attendance by 3%.

School Goal for School connectedness

By the end of the 2022 school year, have at least 50% of students attend a school event.

By the end of the 2022 school year, have at least 10 school events this school year.

## Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Through Weber's MTSS system, students will be provided with academic, social and emotional interventions to improve student behavior that promotes increased learning opportunities. Weber will provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities, etc.

Through the PLC process, teachers will identify students with academic and social emotional needs. They will be referred to the counselors and SWAB team for further intervention. Students will be referred to the school counselor by a staff member or teacher. Counselor will review student data in reference to discipline, grades, attendance and SPED Services. The school counselor will meet with students and provide guidance in areas of concern. Documentation will be kept for these meetings.

The SWAB team meet to discuss the student's progress and what further interventions will be provided to support the students. Students experiencing school connectedness and mild social emotional issues are referred to the PLUS team to participate in PLUS forums.

# of academic referrals, # of students placed on academic probation# of students who referred to SWAB Team # of students referred outside agencies for intervention. # of PLUS forums

#### 2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

##### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

##### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

##### Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

**Strategy/Activity 2**

## 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

## 2021-2022 Strategy Adjustment

The Leadership and PLUS programs support initiatives to increase attendance. The ASB/Leadership classes promote a positive school culture and climate through the use of lunch time events, activities and sporting events that celebrate school spirit, attendance, and engagement.

Students identified as having attendance concerns are invited to participate in PLUS forums to discuss barriers to attendance and potential solutions. Students are able to take ownership of their discussions and actively engage in the collaborative experience offered by PLUS forums. Additionally, students are able to highlight some of the concerns they have and provide feedback through the PLUS survey regarding their connectedness to the staff and campus at large. The Leadership/PLUS teacher will attend CADA conference to bring back idea of how to improve our school climate. These ideas will be implemented by the PLUS/Leadership classes.

Conference attendance = \$1,600 - LCFF



The Plus team will coordinate school wide surveys in order to identify student areas of concern. The Plus Advisor will report and share survey data with school staff. Staff will use data as part of the referral and intervention process. The Plus team will also facilitate quarterly forums for each grade level and provide students with an opportunity to share out and express areas of concern.

Prep Period Additional Comp Pay Calculation (Object Code 11500):

1 teacher X .16 FTE salary = \$21,000 total cost (including benefits) - LCFF

Students who are successful in displaying Weber's Expected School Wide Learning Results will be recognized during the "Academy Award" Celebration assembly held at the end of each semester.

We will use HERO to track student participation and how to celebrate our students based on set criteria. HERO \$1800/ year – LCFF

\*\*\*\*Incentives/gifts/appreciation "events"/entertainment is not allowable using State and Federal funds.

## 2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
21,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
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3,400	5000 Series	Services
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Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
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0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
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0	2000 Series	Classified Additional Comp (including benefits)
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0	4000 Series	Books & Supplies
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0	5000 Series	Services
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Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Goal 3:

School Goal for Meaningful Partnerships:

By June 2022, increase participation by 10% at Parent Night and other events to create meaningful partnerships with stakeholders.

By June 2022, establish 2 new opportunities for stakeholders to be engaged with the school community.

Provide more opportunities for Business partners to engage with the school/students.

### Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Total Goal 3, Strategy 1 – Title I Parent Involvement allocation is \$1,947.

2021-2022 Strategy Adjustment

Maintain, and expand on the amount and scope of parent participation and engagement to ensure that parents have a voice and are informed of school policy, A-G, college funding resources, student academic achievement, student behavior, school programs and district goals. Parent engagement events are available throughout the school year to communicate information that will support students in achieving success. These events include monthly “Coffee Hour” with the principal, counselor and other staff members. The monthly “Coffee Hour” is held in both the morning and the evening in order to encourage parent participation. Parents are also encouraged to attend a Title I Parent Meeting which is held during Back to School Night, Winter and Spring Open House, ELAC meetings and serve on the School Site Council. In order to communicate effectively about all the events by and with the school we would like to use REMIND.

REMIND license- \$2000 - Title 1 - 50672

Parent Meeting - \$600 – Title I - 50647: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.

Non-Instructional Materials - \$300 – Title I - 50647: Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are

essential to provide hands-on activities for our families to learn together and build a community of learning.

### 2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
900	4000 Series	Books & Supplies
2,000	5000 Series	Services

#### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

#### Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

**Strategy/Activity 2**

## 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

## 2021-2022 Strategy Adjustment

Increase communication to parents about school activities, student grades, assignments, programs, activities, events, and informational meetings.

Variety of and frequency of communication types to parents including school messenger calls, website, flyers, marketing, video, marquee and monthly newsletters Parents routinely receive communications through Blackboard that advise of upcoming activities. These communications enable the school to send targeted information (based on grade level, tiered GPAs for school activities, events and informational meetings.) and information to parents of the entire student body. The school website and marquee is regularly updated to reflect activities that occur on campus and opportunities available in the evenings for parents to attend.

ParentView access is available to all parents and students for the purpose of live grade monitoring.

Additionally, parents can communicate with their student's teachers via district email or Google Classroom and request homework in the event of an absence. Develop and administer a series of mandatory surveys for both students and parents in order to obtain greater understanding of student and parent needs and perceptions.

#### 2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

##### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

##### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

##### Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

#### CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

**Strategy/Activity 3**

## 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

## 2021-2022 Strategy Adjustment

School site will hire a full time Community Assistant to serve in a liaison capacity between school and community to secure parent involvement and share information related to school programs and events. The Community Assistant will be asked to work outside of the normal work hours to run evening family engagement events. The cost for the Community Assist with Benefits is approximately \$49,000 – Title I - 50672

The Community Assist will work evening coffee hours and back to school events, and parent communication paraphernalia outside of the normal work hours.

Community Assistant Additional Comp Pay Calculation #120 hours X \$50 rate of pay = \$6000 total cost. – Title I - 50672

Counselor Additional Hourly Pay Calculation (Object Code 12500): 2 counselors X 6 hours X \$60 rate of pay = \$720 total cost - Title 1 Parent – 50647 (Allocating \$747)

## 2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
747	1000 Series	Certificated Personnel Costs (including benefits)
55,000	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)



\$ Amount(s)	Object Code	Description
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

### Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Build relationships with local businesses in order to provide internships and on site job training for students in the CTE pathways.

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

WEBER								INITIAL BUDGET/DATE				REVISED BUDGET/DATE									
TITLE I		TOTAL ALLOCATION		\$	104,492	LCFF		TOTAL ALLOCATION		\$	75,140	TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$	1,947				
		TOTAL BUDGET DISTRIBUTED BELOW		\$	104,492			TOTAL BUDGET DISTRIBUTED BELOW		\$	75,140			TOTAL BUDGET DISTRIBUTED BELOW		\$	1,947				
		TO BE BUDGETED (Should be \$0.)			0			TO BE BUDGETED (Should be \$0.)			0			TO BE BUDGETED (Should be \$0.)			0				
Object	Description	FTE	50643 GOAL #1 STUDENT ACHIEVEMENT	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT	FTE	23034 GOAL #2 LEARNING ENVIRONMENT	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET
			LOW INCOME		LOW INCOME		ENGLISH LEARNERS		ENGLISH LEARNERS		SCHOOL CLIMATE		SCHOOL CLIMATE		COMMUNITY/PARE NTS		COMMUNITY/PARE NTS		PARENTS		
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)	0.000	\$ 22,707	0.400	\$ 3,000	0.000	\$ 371	0.000		0.000		0.000	\$ 20,000	0.000		0.000		0.000	0.400	\$ 46,078	
11700	Teacher Substitute (incl benefits)	0.000	\$ 2,000			0.000	\$ -		\$ 200	0.000		0.000		0.000		0.000		0.000	0.000	\$ 2,200	
12151	Counselor	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	\$ -	
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	\$ -	
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 200	\$ 200	
11101	Teacher	0.000		0.000	\$ 31,761	0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	\$ 31,761	
30000	Statutory Benefits	0.000		0.000	\$ 12,179	0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	\$ 12,179	
19101	Program Specialist	0.000	\$ -	0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	\$ -	
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	\$ -	
19500	Prog Spec+Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	\$ -	
19101	Instructional Coach	0.000	\$ -	0.000		0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000	0.000	\$ -	
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	\$ -	
19500	Instr Coach+Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	\$ -	
21101	Instructional Asst/CAI	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	\$ -	
30000	Statutory Benefits	0.000		0.000		0.000															

# 2021-2022 Budget Spreadsheet

## 2021-2022 BUDGET WEBER TECH INST.(9-12) - 528 - 66 PRELIMINARY - 04/16/2021

TITLE I		TOTAL ALLOCATION		\$ 104,492		LCFF		TOTAL ALLOCATION		\$ 86,800		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 1,947					
TOTAL BUDGET DISTRIBUTED BELOW		\$ 104,492				TOTAL BUDGET DISTRIBUTED BELOW		\$ 86,800				TOTAL BUDGET DISTRIBUTED BELOW		\$ 1,947							
TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0							
Object	Description	FTE	50643	FTE	23030	FTE	50650	FTE	23020	FTE	50671	FTE	23034	FTE	50672	FTE	23035	FTE	50647	TOTAL FTE	TOTAL BUDGET
			GOAL #1 STUDENT ACHIEVEMENT LOW INCOME		GOAL #1 STUDENT ACHIEVEMENT LOW INCOME		GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS		GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS		GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE		GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE		GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS		GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS		GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS		
Personnel Cost-Including Benefits																					
* 11500	Teacher - Add Comp (incl benefits)	0.000	\$ 8,600	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 8,600
11700	Teacher Substitute (incl benefits)	0.000	\$ 4,600	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 4,600
12151	Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	-
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 747	0.000	\$ 747
11101	Teacher (incl benefits)	0.000		0.000	\$ 42,200	0.000		0.000		0.000		0.000	\$ 21,000	0.000		0.000		0.000		0.000	\$ 63,200
13201	Assistant Principal (incl benefits)			0.000				0.000				0.000			0.000					0.000	\$ -
13201	Assistant Principal-add Comp (incl benefits)			0.000				0.000				0.000			0.000					0.000	\$ -
19101	Program Specialist (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19101	Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21101	Instructional Asst/CAI (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21101	Bilingual Assistant (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
21500	Bl Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
22601	Library Media Assistant (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
22500	Lib Med Asst-Addl Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
22901	Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 49,000	0.000		0.000		0.000	\$ 49,000
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 6,000	0.000		0.000		0.000	\$ 6,000
29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
Sub Total - Personnel/Benefits			\$ 13,200		\$ 42,200		\$ -		\$ -		\$ -		\$ 21,000		\$ 55,000		\$ -		\$ 747		\$ 132,147
Books & Supplies																					
** 43110	Books/Supplies/Materials (less than \$500 per item)		\$ 5,292		\$ 5,000													\$ 300			\$ 8,600
43400	Parent Meeting																	\$ 600			\$ 747
44000	Equipment (\$500 - \$4999.99 per item)				\$ 15,200																\$ -
Sub Total - Books & Supplies			\$ 5,292		\$ 20,200		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 900		\$ 9,347
Services																					
57150	Duplicating																	\$ 300			\$ 8,600
57250	Field Trip-District/Non-District Trans		\$ 6,000																		\$ 4,600
56590	Maintenance Agreement																				\$ -
52150	Conference		\$ 15,000										\$ 1,600								\$ 747
58450	License Agreement		\$ 4,000										\$ 1,800		\$ 2,000						\$ -
58920	Pupil Fees																				\$ -
58100	Consultants-Instructional/Non-Instructional		\$ 4,000																		\$ -
Sub Total - Services			\$ 29,000		\$ -		\$ -		\$ -		\$ -		\$ 3,400		\$ 2,000		\$ -		\$ 300		\$ -
GRAND TOTAL			\$ 47,492		\$ 62,400		\$ -		\$ -		\$ -		\$ 24,400		\$ 57,000		\$ -		\$ 1,947		
Assumptions:																					
* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.																					
** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.																					
***State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.																					
****State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.																					
***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSA and budget consultants will be identified as 58100.																					

## 2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

### Stockton Unified School District State & Federal Strategic Preliminary Action List

LOCATION: 66

WEBER INSTITUTE

RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30013326	6TH PERIOD SECONDARY	0090	1230341066	11101	0.2000	1.0000
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30255816	TEACHER SECONDARY	0090	1230301066	11101	0.2000	0.2000
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30255814	TEACHER SECONDARY	0090	1230301066	11101	0.2000	0.2000
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70507358	COMMUNITY ASST	3010	1506722666	22901	1.0000	1.0000
TOTALS, THIS LOCATION:										528	1.6000

RETAIN = No changes / Personnel Authorization not needed.

ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.

FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN \_\_\_\_\_ New Fund \_\_\_\_\_

Fund Change for PCN \_\_\_\_\_ New Fund \_\_\_\_\_

Fund Change for PCN \_\_\_\_\_ New Fund \_\_\_\_\_

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

#### NEW POSITIONS:

	POSITION	FTE	ORG KEY & OBJECT
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On Feb. 16, 2021 School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the 2021/2022 school year.

Site Administrator's Approval: \_\_\_\_\_

DATE: 2/16/2021

Report ID: Staff\_Position\_Listing\_NO\_SALARY\_STATE\_FED\_Landsca  
Report Location: CDD \ Accounting \ State and Federal  
User ID: TOWNLEY, KELLY LEIGH

Current Date: 12/14/2020  
Current Time: 04:05:14  
Page #: 43

## **2020-2021 SPSA Evaluation**

Weber Institute of Applied Sciences and Technology  
20-21 SPSA Evaluation

Goal 1	Actions/Activities (Strategies1)	What is working and why? (Effective indicators)	What's not working and Why? (Ineffective indicators)	Modifications bases on evaluation results
<p><b>School Goal for ELA/ELD:</b> By June 2021, the percentage of all students meeting or exceeding the standard in English Language Arts will remain above 70%.</p> <p>By June 2021, the percentage of EL students meeting SUSD reclassification criteria will increase by 5 percentage points.</p> <p><b>School Goal for Math:</b> By June 2021, the percentage of all students meeting or exceeding the standard in Math will increase by 5 percentage points.</p> <p>By June 2021, the percentage of EL students meeting or exceeding the standards in Mathematics will also increase by 5 percentage points.</p>	<p>1) Provide teachers with professional learning opportunities and support to supplement core instruction, such as attending conferences/training focusing on evidenced based, instructional practices, assessments, curriculum, Professional Learning Community work, Cross Curricular and ELD specific training.</p> <p>Certificated Staff will participate in CTE Online Professional Development and Project Based learning PD in the fall. The objective of this PD is to enhance students experience in the classroom and make the learning more relevant. Topics covered will be:</p> <p>Standards Alignment to CTE coursework and lesson plans <input checked="" type="checkbox"/> CTE and Academic Integration <input checked="" type="checkbox"/> Tools for developing, copying and sharing lessons, projects and course outlines <input checked="" type="checkbox"/></p> <p>2) Provide curricular and instructional support to new and experienced teachers in Math and ELA. Instructional coaches will promote teacher collaboration, conduct action</p>	<p>#1 Teachers attended PD provided by the District on the curriculum, new technology and teaching in Distance learning. ELA participated in PD for ECRW a course to enhance the college effectiveness skills in Writing.</p> <p>#2 Coaches provided support to the new teachers and helped them survive a year like no other. They also provided support to veteran teaches because teaching remotely is a new concept to them.</p> <p>#3 Some teachers did collaborate for full day collaborations, but subs were not needed and they gave their students asynchronous assignments for the day.</p>	<p>#1 Techers were not able to attend the conferences that we intended to send them to. The academy based projects were not as prevalent as they usually are and students were not able to apply the curriculum to the CTE based academy in a cohesive way.</p> <p>#4 The use of common formative assessments in math were not used as intended because the teachers were not teaching the same subject and therefore could not develop common formative assessment to compare data. The did meet to work on the project, but we unsuccessful with coming up with the assessments.</p>	<p>The plan is to revisit sending teachers to relevant conferences and providing PD from CTE online and other Project Based PD providers to ensure our teachers are prepared to effectively collaborate on Academy based projects that bring all of the students learning together.</p>



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<p><b>School Goal for Science:</b> By June 2021, the percentage of all students meeting or exceeding the standard in Science will increase by 5 percentage points.</p> <p><b>School Goal for College and Career Readiness:</b> By June 2021, increase the percentage of students who have completed courses that satisfy UC or CSU entrance requirements or programs that align with state board approved career technical educational standards by 10 percent.</p>	<p>or instructional walks with teachers as well as provide professional development relevant to teacher's subject matter. Instructional coaches will provide further support through co-teaching, co-planning or demo lessons in the classroom.</p> <p>3 Substitutes to release teachers for full day collaboration, lesson studies, and Cross Curricular integration PD. Teachers will be provided 1 day during the school year for 23 teachers (23 teachers X 2 days X \$200= \$9200)</p> <p>4 Use common formative assessments in all content areas as the basis for continuous cycle of improvement. Collaboration, data reviewing, and instructional practices will be shared on a weekly basis. (Teacher Additional Comp for data review in support of instructional practices. 30 hours X \$60 = \$1,800)</p>			
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Weber Institute of Applied Sciences and Technology  
20-21 SPSA Evaluation

Goal 1	Actions/Activities (Strategy 2)	What is working and why? (Effective indicators)	What's not working and Why? (Ineffective indicators)	Modifications bases on evaluation results
<p><b>School Goal for ELA/ELD:</b></p> <p>By June 2021, the percentage of all students meeting or exceeding the standard in English Language Arts will remain above 70%.</p> <p>By June 2021, the percentage of EL students meeting SUSL reclassification criteria will increase by 5 percentage points.</p> <p><b>School Goal for Math:</b></p> <p>By June 2021, the percentage of all students meeting or exceeding the standard in Math</p>	<p>1)To provide students with resources and support to increase reading and writing proficiency across all disciplines. Teachers will be provided with access to software that increases the engagement and ability to assess evidence of learning across all subject areas over Zoom or Google Meet. These programs allow teacher other tools to measure whether students have learned or are learning the content being presented to them during distance learning.</p> <p>License Agreement - \$6,300: Edpuzzle, Quizziz, etc.</p> <p>To provide students with resources and support to improve literacy skills (e.g., fluency, accuracy, vocabulary, and comprehension, and listening), improve basic math computation and solving word problems (e.g., fluency, computation, accuracy and comprehension) using Academy specific cross curricular projects to increase interest and rigor (such as emerging level for English Learner students) and meet grade level expectations (e.g., level 2 and 3 question development, web-</p>	<p>#1 Edpuzzle was purchased and used to enhance the instruction and provide feedback to teachers while in distance learning.</p> <p>#2 EL Students were provided with additional support 2 days a week after school and we had 9 reclassify from EL status this year.</p> <p>#3 Instructional supplies were purchased at the beginning of the year in anticipation of students returning to in person instruction. Supplies were provided to students that needed them at the beginning of the year and are being used in the return to in person instruction.</p>	<p>#1 We wanted to use Accelerated reader to provide help provide literacy support, this program was not an effective choice for distance learning. With us being out for distance learning, we were not able to check out any books from our library for students to use for independent reading to increase their literacy levels.</p> <p>#3 We were in Distance Learning for a majority of the school year. Students adopted to using Chromebooks for many of the things the supplies would have been</p>	<p>#1 We will also go back to Using Accelerated Reader when in person again. We will also continue to invest in the other technology programs that enhance the opportunities for students to demonstrate their learning.</p>

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20-21 SPSA Evaluation

<p>will increase by 5 percentage points.</p> <p>By June 2021, the percentage of EL students meeting or exceeding the standards in Mathematics will also increase by 5 percentage points.</p> <p><b>School Goal for Science:</b></p> <p>By June 2021, the percentage of all students meeting or exceeding the standard in Science will increase by 5 percentage points.</p> <p><b>School Goal for College and Career Readiness:</b></p> <p>By June 2021, increase the percentage of students who have completed courses</p>	<p>based programs that supports student collaboration (e.g., pair-share,).</p> <p>2)EL students who need to be reclassified will be placed in appropriate ELD classes. Students will be provided with targeted one-on-one or small group instruction, hands-on instruction and after school tutoring. Supplemental materials and readings will be provided to students to support learning and instruction.</p> <p>1 X 10 hours X \$60 rate of pay = \$600</p> <p>#3 Instructional Materials/Supplies - \$2,000: Applicable supplemental instructional materials include notebooks, binders, paper for graphic organizers, journals, writing tools- whiteboard/chart paper and technology.</p> <p>#4 Bilingual Assistant (.4375 FTE) will work with students in class (small group or one-on-one) practicing content learned during instruction. Tutoring will also be offered and available for EL students after school.(District funded)</p> <p>Teachers will use various equipment such as the copier. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. Maintenance Agreement Cost</p>	<p>#4 Our Bilingual Assistant worked in the EL class and in other classes, which assisted in reclassifying 9 students.</p>	<p>used for. They wrote in journals and took notes using their Chromebooks. Teachers adjusted to what they were expecting and modified instruction for students to be able to record all of their work using a digital device.</p>	
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20-21 SPSA Evaluation

that satisfy UC or CSU entrance requirements or programs that align with state board approved career technical educational standards by 10 percent.				
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Goal 1	Actions/Activities (Strategy 3)	What is working and why? (Effective indicators)	What's not working and Why? (Ineffective indicators)	Modifications bases on evaluation results
<p><b>School Goal for ELA/ELD:</b> By June 2021, the percentage of all students meeting or exceeding the standard in English Language Arts will remain above 70%.</p> <p>By June 2021, the percentage of EL students meeting SUSD reclassification criteria will increase by 5 percentage points.</p> <p><b>School Goal for Math:</b></p>	<p>#1 To provide students with College and Career Readiness strategies by implementing rigor in classroom instruction and 21st century skills, monitoring completion of graduation requirements (A-G) and utilizing a comprehensive guidance program to support student achievement.</p> <p>T#2 he counselor will meet with students to discuss transcripts and establish semester goals. Counselor and students will complete an Individualized Student Four Year Plans. The counselor will</p>	<p>#1 Counselors met with students virtually to go over their 4 year plans and provide individualized support.</p> <p>#2 Counselors have had more parent meetings that usual this year.</p>	<p>Students struggled mightily during the pandemic. Many have failed more classes than normal. There were 130 failed classes first semester 2019. There were 468 failed classes first semester 2020</p> <p>#3 Cyberhigh is our platform for credit recovery, but students and not very successful completing courses using this platform. This year only about 10 % of the students in the class</p>	<p>Evaluate CyberHigh implementation and what other options are available to provide credit recovery.</p>

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<p>By June 2021, the percentage of all students meeting or exceeding the standard in Math will increase by 5 percentage points.</p> <p>By June 2021, the percentage of EL students meeting or exceeding the standards in Mathematics will also increase by 5 percentage points.</p> <p><b>School Goal for Science:</b> By June 2021, the percentage of all students meeting or exceeding the standard in Science will increase by 5 percentage points.</p> <p><b>School Goal for College and Career Readiness:</b> By June 2021, increase the percentage of students who have completed courses that satisfy UC or CSU entrance requirements or programs that align with state board approved career technical educational</p>	<p>monitor student achievement and schedule coursework to meet district graduation and A-G requirements. Opportunities for grade recovery are identified by the counselor to support students who are not on track to meet graduation requirements. Grade level advisors will also monitor student achievement through continuous academic evaluations and refer students to the counselor based on academic need and support.</p> <p>#3 Credit recovery and the achievement of graduation and A-G requirements may also be completed through the Cyber High program. Students will be placed in Academic support classes by the school counselor.</p> <p>1 teacher X .16 salary = 16,000</p> <p>Students will be provided with opportunities to participate in grade level College Entrance Examinations, i.e PSAT for 10th graders and SAT/ACT for 11th and 12th graders. Grade level advisors will provide students with opportunities to practice exam questions using resources provided by Khan Academy and College Board.</p>		<p>have completed courses to recover credits.</p> <p>#4 We were not able to provide any college or academy related field trips. Student motivation is at an all-time low.</p>	
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Weber Institute of Applied Sciences and Technology  
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standards by 10 percent.	#4 All grade levels will be provided with Grade Level Academic Boot Camps which will provide students with the opportunity to review transcripts and learn about graduation, A-G and college requirements. All grade levels will be provided with one grade level, college field trips to explore first hand (UC, CSU, Technical and Private) school offerings and majors..			
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Goal 1	Actions/Activities (Strategy 4)	What is working and why? (Effective indicators)	What's not working and Why? (Ineffective indicators)	Modifications bases on evaluation results
<p><b>School Goal for ELA/ELD:</b></p> <p>By June 2021, the percentage of all students meeting or exceeding the standard in English Language Arts will remain above 70%.</p> <p>By June 2021, the percentage of EL students meeting SUSD reclassification criteria will increase by 5 percentage points.</p>	<p>#1 Through the PLC process, teachers will collaborate about their instruction and monitor student achievement through common formative assessments. Opportunities for reteaching and mastery of standards will be identified through data analysis within the PLC.</p> <p>Teacher Additional Comp Pay Calculation (Object Code 11500) for collaboration:</p> <p># teachers X # hours X \$60 rate of pay = \$ total cost</p>	<p>#1 Math teachers met with the math coach to ensure proper implementation of the curriculum, share best practices and they are moving toward ways to implement common formative assessment to discuss results based on data.</p> <p>#1 In Algebra and Geometry they were move at a faster pace of instruction, without a negative effect on their grades</p> <p>#2 After school tutoring happened virtually and students were able to receive one on one or small group support they</p>		No modifications

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<p><b>School Goal for Math:</b> By June 2021, the percentage of all students meeting or exceeding the standard in Math will increase by 5 percentage points.</p> <p>By June 2021, the percentage of EL students meeting or exceeding the standards in Mathematics will also increase by 5 percentage points.</p> <p><b>School Goal for Science:</b> By June 2021, the percentage of all students meeting or exceeding the standard in Science will increase by 5 percentage points.</p> <p><b>School Goal for College and Career Readiness:</b> By June 2021, increase the percentage of students who have completed courses that satisfy UC or CSU entrance requirements or programs that align with state board</p>	<p>#2 Additional support for students will be provided through in class interventions and after school tutoring.</p> <p>After school tutoring will be provided three times a week for one hour. Teachers will provide students with support and resources needed for the mastery of skills. Re-teaching of concepts and standards through targeted small group intervention or one-on-one instruction will be provided to students during this time so that they can complete their homework or assignments.</p>	<p>were missing with all classes distance learning this year. Students attending tutoring had much better grades than their counterparts that did not attend tutoring</p>		
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Weber Institute of Applied Sciences and Technology  
20-21 SPSA Evaluation

approved career technical educational standards by 10 percent.				
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Goal 2 School Climate	Actions/Activities (Strategy 1)	What is working and why? (Effective indicators)	What's not working and Why? (Ineffective indicators)	Modifications bases on evaluation results
<p><b>School Goal for Attendance/Chronic Truancy:</b></p> <p><b>By the end of the 2020-2021 school year, Weber will reduce chronic truancy by 3%.</b></p> <p><b>By the end of the 2020-2021 school year, Weber will increase school wide attendance by 3%.</b></p>	<p>#1 Through Weber's MTSS system, students will be provided with academic, social and emotional interventions to improve student behavior that promotes increased learning opportunities.</p> <p>Weber will provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities, etc.</p> <p>Through the PLC process, teachers will identify students with academic and social emotional needs. They will be referred to the counselors and SWAB team for further intervention.</p> <p>Students will be referred to the school counselor by a staff member or teacher. Counselor will review student data in reference to discipline, grades,</p>	<p>#1 Our Intervention team continued to meet weekly to monitor students needing extra support. They made extra phone calls, collaborated with CWA on attendance issues and the team did home visits to provide students with supplies and Chromebooks if needed to ensure they had access to the curriculum and to provide social emotional support.</p> <p>Our chronic absence list fell each month due to these efforts. We started out about 7% and went down to 4%</p>		



Weber Institute of Applied Sciences and Technology  
20-21 SPSA Evaluation

	<p>attendance and SPED Services. The school counselor will meet with students and provide guidance in areas of concern. Documentation will be kept for these meetings.</p> <p>The SWAB team meet to discuss the student's progress and what further interventions will be provided to support the students.</p> <p>Students experiencing school connectedness and mild social emotional issues are referred to the PLUS team to participate in PLUS forums.</p>			

Goal 2 School Climate	Actions/Activities (Strategy 2)	What is working and why? (Effective indicators)	What's not working and Why? (Ineffective indicators)	Modifications bases on evaluation results
<p><b>School Goal for Attendance/Chronic Truancy:</b></p> <p><b>By the end of the 2020-2021 school year, Weber will</b></p>	<p>#1 The Leadership and PLUS programs support initiatives to increase attendance. The ASB/Leadership classes promote a positive school culture and climate through the use of lunch time events, activities and sporting events that celebrate school spirit,</p>	<p>#1 The Leadership/Plus class provided spirit weeks, game nights, make up sessions, and a wellness center Wednesday room. Students participated in all the events, with the game</p>	<p>#1 It was hard to motivate students through distance learning. Many Freshmen that have not been on campus struggled</p>	



Weber Institute of Applied Sciences and Technology  
20-21 SPSA Evaluation

<p><b>reduce chronic truancy by 3%.</b></p> <p><b>By the end of the 2020-2021 school year, Weber will increase school wide attendance by 3%.</b></p>	<p>attendance, and engagement. Students identified as having attendance concerns are invited to participate in PLUS forums to discuss barriers to attendance and potential solutions. Students are able to take ownership of their discussions and actively engage in the collaborative experience offered by PLUS forums. Additionally, students are able to highlight some of the concerns they have and provide feedback through the PLUS survey regarding their connectedness to the staff and campus at large.</p> <p>The Plus team will coordinate school wide surveys in order to identify student areas of concern. The Plus Advisor will report and share survey data with school staff. Staff will use data as part of the referral and intervention process. The Plus team will also facilitate quarterly forums for each grade level and provide students with an opportunity to share out and express areas of concern.</p> <p>Teacher Additional Comp Pay Calculation (Object Code 11500):</p> <p>1 teachers X .16 salary = 21000 total cost (including benefits)</p> <p>Counselor Additional Hourly Pay Calculation (Object Code 12500):</p>	<p>nights being the most popular. The PLUS students also attempted to provide support to their fellow students through email.</p> <p>The PLUS program has been innovative in addressing the needs of students during distance learning. About 300 students and staff participated in Youth Speak, a webinar led by PLUS students to discuss strategies for coping with academic and emotional stress during COVID, as well as addressing campus issues.</p> <p>In additions to the Youth Speak, the PLUS class implemented PLUS forums with classes, which are activities to engage students in school and find out what issues they are experiencing that need to be addressed. Forums were conducted in 3 classes this year.</p>	<p>socially and academically.</p> <p>COVID has greatly impacted student academic and social/emotional well being as noted by parent and student communications, requests for services, and School Climate Survey data.</p> <p>#4 We did not conduct Academy Awards during distance learning.</p>	
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Weber Institute of Applied Sciences and Technology  
20-21 SPSA Evaluation

	<p>2 counselors X 5 hours X \$60 rate of pay = \$600 total cost</p> <p>#4 Students who are successful in displaying Weber's Expected School Wide Learning Results will be recognized during the "Academy Award" Celebration assembly held at the end of each semester.</p> <p># of students attending clubs and after school activities. # of students participating in spirit days</p> <p># of students who qualify for off campus lunch pass, # of responses on the PLUS survey. # of students enrolled in PLUS. # of Forums held yearly. # of non-duplicated students attending forums.</p>	In our school climate survey about 75% of our students feel they are a part of the school.		

Goal 3 Meaningful partnerships	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What's not working and Why? (Ineffective indicators)	Modifications bases on evaluation results
By June 2021, increase participation by 10% at Parent Night and other events to create meaningful	#1 Maintain, and expand on the amount and scope of parent participation and engagement to ensure that parents have	#1 Parent coffee hours are hosted once a month. Parents are given information to support their student in being successful in school. The number of	#1 The pandemic did not allow us to have in person meetings.	# 1 Parents will be provided with binders they keep for the 4 years their student is at Weber. They will add to it information they receive at

Weber Institute of Applied Sciences and Technology  
20-21 SPSA Evaluation

<p><b>partnerships with stakeholders.</b></p> <p><b>By June 2021, establish 2 new opportunities for stakeholders to be engaged with the school community.</b></p>	<p>a voice and are informed of school policy, A-G, college funding resources, student academic achievement, student behavior, school programs and district goals. Parent engagement events are available throughout the school year to communicate information that will support students in achieving success. These events include monthly “Coffee Hour” with the principal, counselor and other staff members. The monthly “Coffee Hour” is held in both the morning and the evening in order to encourage parent participation. Parents are also encouraged to attend a Title I Parent Meeting which is held during Back to School Night, Winter and Spring Open House, ELAC meetings and serve on the School Site Council.</p> <p>Parent Meeting - \$500: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.</p>	<p>parents more than tripled from the beginning of the year to the end of the year. More parents are also participating in ELAC and school site council also. The Remote meetings allowed more people to participate. I believe we will continue with in person/virtual meetings in the future.</p>		<p>the monthly meetings so they always have it as a reference.</p>
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Weber Institute of Applied Sciences and Technology  
20-21 SPSA Evaluation

	Non-Instructional Materials - \$500: Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.			

## **Comprehensive School Profile Data:**

<b><u>SPSA DMM:</u></b>					
Continuous Improvement: Decision Making Model -- Essential Questions					
--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	
<b>Performance</b>	<b>Results</b>	<b>Results</b>	<b>Improvement</b>	<b>Assurances</b>	<b>Evaluation</b>
<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i>	<i>Do I know what I need to do to confirm what I do works?</i>
data	analysis	why	strategy	resources	What data will I collect to show the strategy is successful.
Illuminate, synergy MAP , walkthrough, counselor data, FAFSA etc					
ELA % met standards 2016 – 41 2017 – 49.49 2018 – 33.93 2019 – 73.33	Standards with the lowest scores schoolwide were listening and writing	Excessive scaffolding; excessive frontloading of vocabulary; material is presented to students in lieu of them reading; gamification of instruction; lack of stamina in reading and listening	Standards-based instruction with emphasis on listening standards; quality and quantity of listening materials; project-based learning; nonfiction texts; and research to maintain and increase achievement scores.	Pearson MyPerspectives; online digital content including audio content; database research and research writing; Sora; Accelerated Reader	

<p>Math % met standard SBAC: 2016 – 16 2017 – 18.18 2019 – 12.5 2019 – 22.22</p> <p>I-Ready: 2021 - 29%</p> <p>MAP:</p>	<p>Would like to have at least 50% students proficient in math</p>		<p>Improved support for students coming in not at grade level.</p> <p>Teacher collaboration to share best practices with each others improve classroom instruction.</p> <p>Algebra support and additional class/course to reteach the classroom instruction.</p>	<p>Intervention courses with curriculum to scaffold students up.</p> <p>Resources: Teacher Add Comp</p>	<p>Higher IReady and SBAC test scores</p> <p>Grades Teacher Observation Formative/Summative Assessments</p>
<p>2019 ELPAC Level 1 - 8.7 Level 2 – 39.13 Level 3 – 34.78 Level 4 - 11.39</p>	<p>We would like to see all students reclassify</p>				
<p>Chronic Absenteeism 2019 - 10</p>	<p>We would like to have less than 10 % chronic absenteeism rate</p>	<p>Students cutting that are do not feel connected to school or a specific class</p>			
<p>Suspension Rate 2016 – 1.10 2017 – 0.7 2018 – 0.2 2019 – 0.69</p>	<p>Consistently low suspension rate</p>		<p>Student Forums and activities that make students want to go to and stay at Weber.</p>	<p>Continue PLUS Class</p>	

Graduation Rate 2016 – 97.8 2017 – 97.5 2018 - 97.7 2019 – 98.10 2020 - 98.77	Consistently high graduation rate Above 97%				
College Career Prepared 2016 – 30 2017 – 50.60 2018 – 55.70 2019 - 49.5	Would like to see 100% of our students College and Career prepared				
College Going Rate 2016 – 66 2017 – 66 2018 – 68			Provide better proactive intervention to ensure students are ready and qualified to go to college after graduating from Weber.		



# Progress

school search

Weber Technology High School

2020-2021

**Overview:** The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

February



403

Count

83.6%

2.7% 2.2% 4.5% 2.5% 0.7% 0.3% 3.5%

AA

AI

AS

FI

HI

MR

PI

WH

January



CWA

1

Parent Outreach

## Engagement

4.10%

0.0%

100.0%

Chronic Absenteeism

Winter

## Academics



Participation

96%

ELA: K-11

On-Track K-8  
(Blank)

Percent



Participation

0%

Math: K-8

On-Track K-8  
(Blank)

Percent



Participation

96%

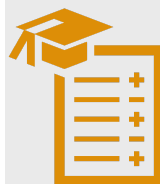
MDTP-Fall

Nearly + Ready

27%

Percent-Fall

High School: No Credits Earned



1

9

1

10

3

11

English Learners February

ELPAC IA

(Blank)

Percent GL Tested

ELPAC IA

(Blan...

Total Tested

Reclassification

9

RFEP ● Eligible

## Curriculum:

Tests Administered Through Feb 1st

Benchmark

(Blank)

Total Test Count

Ready Class

(Blank)

Total Test Count

Saavas

(Blank)

Total Test Count



PLUS Winter 2021

## School Climate

16.8%

83.2%

At my school, there is a teacher or other adult who really cares about me.

26.2%

73.8%

I feel like I am part of this school.



# Enrollment

school search

Weber Technology High School

Month

All

Student G...

All

2020-2021

## Change: All Enrollment

(current-previous month)

0

Dec-Jan change

01-Aug

412

Enrollment

06-Jan

407

Enrollment

02-Sep

409

Enrollment

07-Feb

403

Enrollment

03-Oct

408

Enrollment

04-Nov

408

Enrollment

05-Dec

407

Enrollment

SUSD RA v2

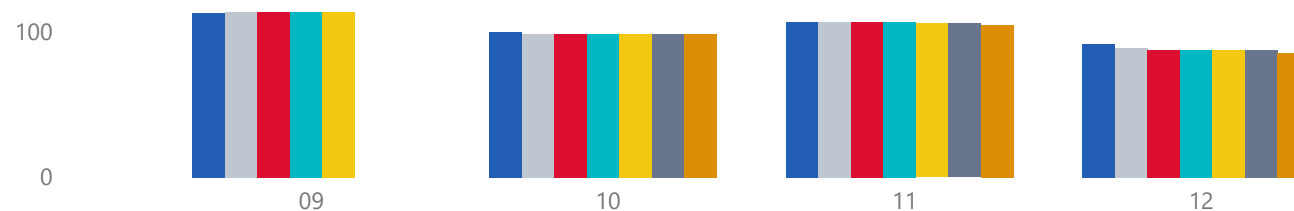
**Overview:** Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

**Navigation:** All months and students groups are on display, use month and/or student group filters to change displays. Ctrl for multiple selections.

**Source:** Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021

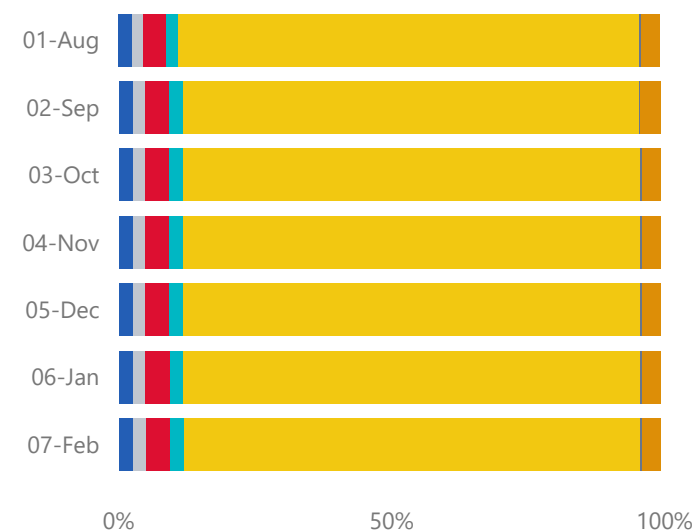
### Grade Level: Student Count

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan ● 07-Feb



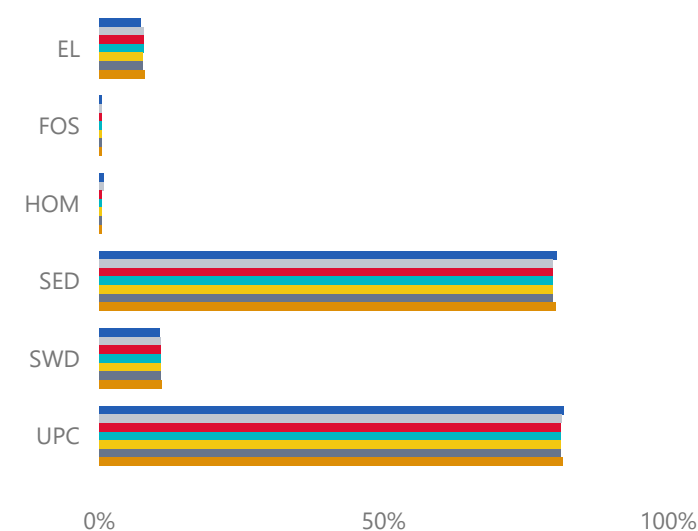
### Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH



### Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov



Engagement

school search

Weber Technology High School

Month

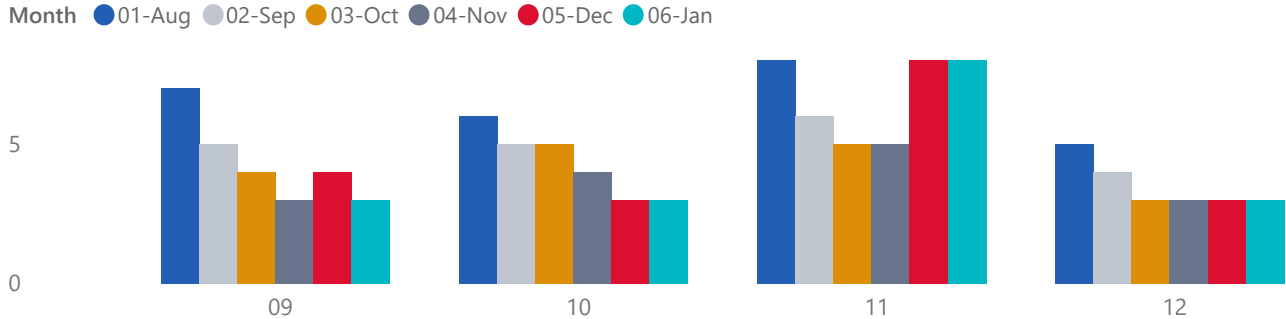
All

2020-2021

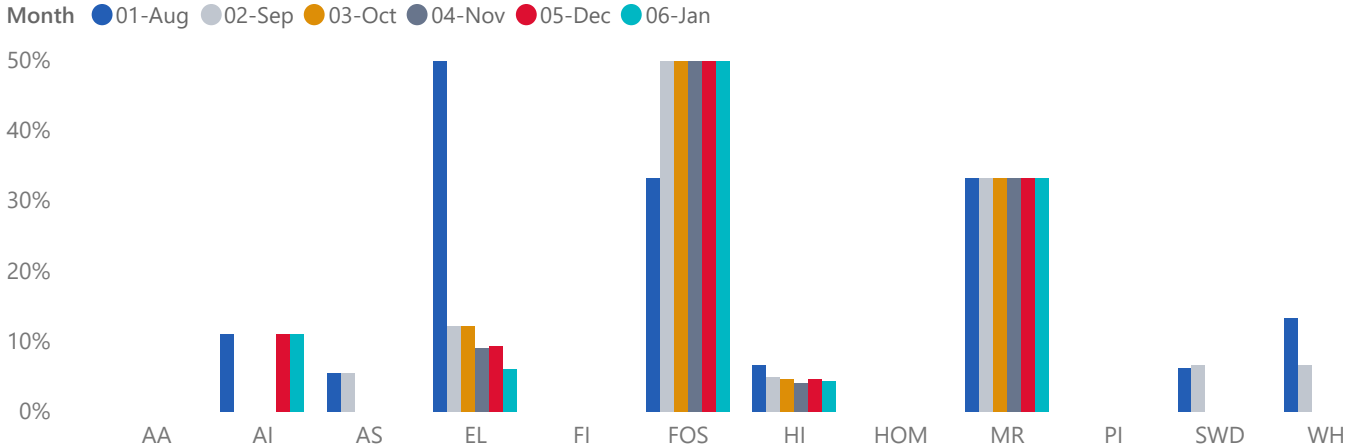
Connections

**Overview:** Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).  
**CWA outreach** includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2:** student check in, attendance contracts, referrals for services. .  
**Navigation:** All months and students groups are on display, use month filter to change displays. Ctrl for multiple selections.  
**Source:** Student Support Services; **Frequency:** Reports are updated monthly; **Updated:** January 2021

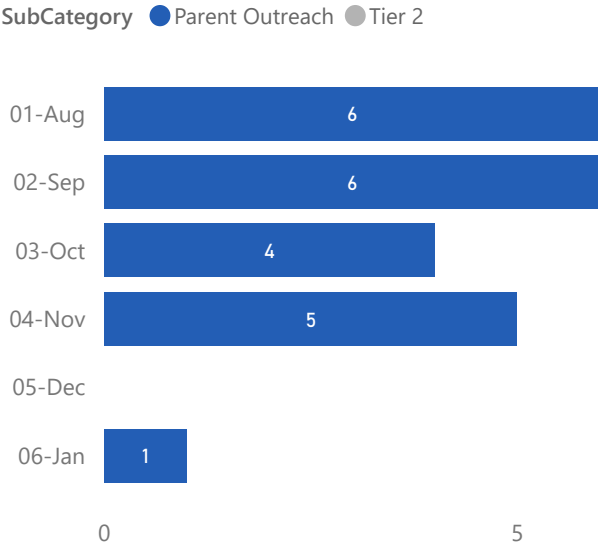
Chronic Absenteeism: Student Group



Chronic Absenteeism: Student Group



CWA Connections



counselors : coming soon!

<div>Participation</div> <div><div>96%</div><div>96%</div><div></div></div> <div><div>Fall</div><div>Winter</div><div>Spring</div></div>			<div>iReady Percent On-Track</div>			<div><div>F-W Growth</div><div>(Blank)</div><div>All</div></div> <div><div>F-S Growth</div></div>	
<div>Overview: Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments: * <b>iReady</b> (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as: 1. <b>On-Track for Grade Level</b>: percent of students on track to score grade level at the end of the year if they meet the typical growth target. 2. <b>Two or More Years Below</b>: (2 + Below) percent of students who are 2 or more years below grade level. 3. <b>No Growth</b>: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic  <div>Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow Source: Research; Program Exports Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter. High School Data Currently Not Reported</div><div>SUSD RA v1.1</div></div>			<div>On Track</div> <div>(Bla...</div> <div>Fall</div> <div>(Bla...</div> <div>Winter</div> <div>Spring</div>			<div>iReady F-W Typical Growth</div>	
			<div>iReady Percent Two or More Years Below Grade Level</div>				
			<div>2+ Below</div> <div>(Bla...</div> <div>Fall</div> <div>(Bla...</div> <div>Winter</div> <div>Spring</div>				
			<div>No Gro...</div> <div>(Bla...</div> <div>All</div> <div>(Bla...</div> <div>Winter</div> <div>Spring</div>				
			<div>iReady Percent No Growth (since Winter 2019)</div>				

<div>Participation</div> <div><div>0%</div><div>0%</div><div></div></div> <div>FallWinterSpring</div>			<div>On Track</div> <div>(Bla...</div> <div>Fall</div> <div>(Bla...</div> <div>Winter</div> <div>Spring</div>			<div>F-W Growth</div> <div>(Blank)</div> <div>All</div> <div>F-S Growth</div>		
<div>Overview: Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments: * <b>iReady</b> (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as: 1. <b>On-Track for Grade Level</b>: percent of students on track to score grade level at the end of the year if they meet the typical growth target. 2. <b>Two or More Years Below</b>: (2 + Below) percent of students who are 2 or more years below grade level. 3. <b>No Growth</b>: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic  <div>Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow Source: Research; Program Exports Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter. High School Data Currently Not Reported</div><div>SUSD RA v1.1</div></div>			<div>iReady Percent On-Track</div>			<div>iReady F-W Typical Growth</div>		
			<div>2+ Below</div> <div>(Bla...</div> <div>Fall</div> <div>(Bla...</div> <div>Winter</div> <div>Spring</div>					
			<div>iReady Percent Two or More Years Below Grade Level</div>					
			<div>No Gro...</div> <div>(Bla...</div> <div>All</div> <div>(Bla...</div> <div>Winter</div> <div>Spring</div>					
			<div>iReady Percent No Growth (since Winter 2019)</div>					

**Overview:** Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

- \* **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).
- \* **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).
- \* **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.

- \* 30 minutes: percent of students averaging 30 minutes per subject per week
- \* Passed Lesson: percent of students passing online instruction (<70%)

**Navigation:** N/A  
**Source:** Research; Curriculum Exports, Illuminate  
**Frequency:** Reports are updated periodically; **Updated:** February 2021

Feb 2021	Ready Class	Saavas	Benchmark
Curriculum Assessments	(Blank)	(Blank)	(Blank)
	Total Test Count	Total Test Count	Total Test Count

Curriculum: Test Count

Curriculum: Average Test Count

Sequence	Reporting Week
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Online Instruction: 30+ minutes
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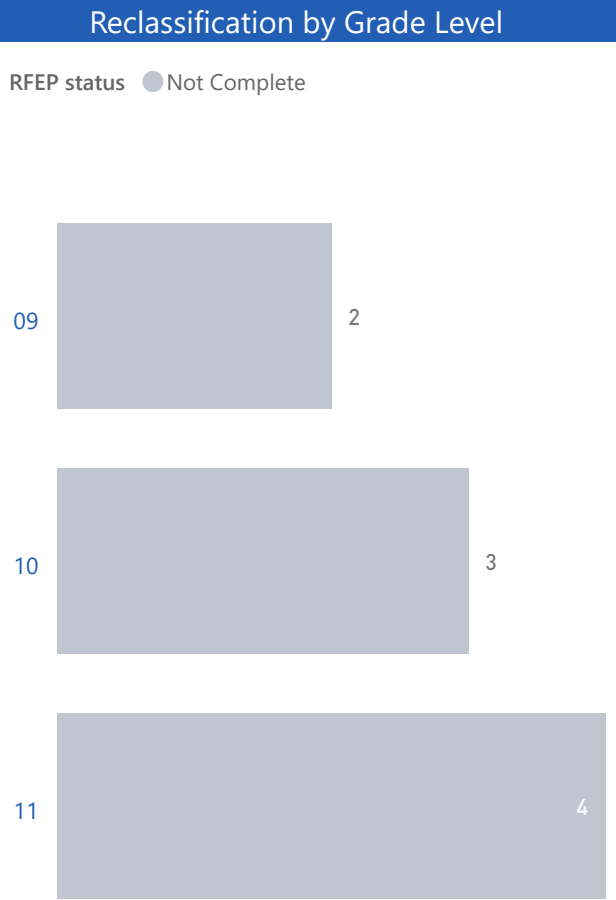
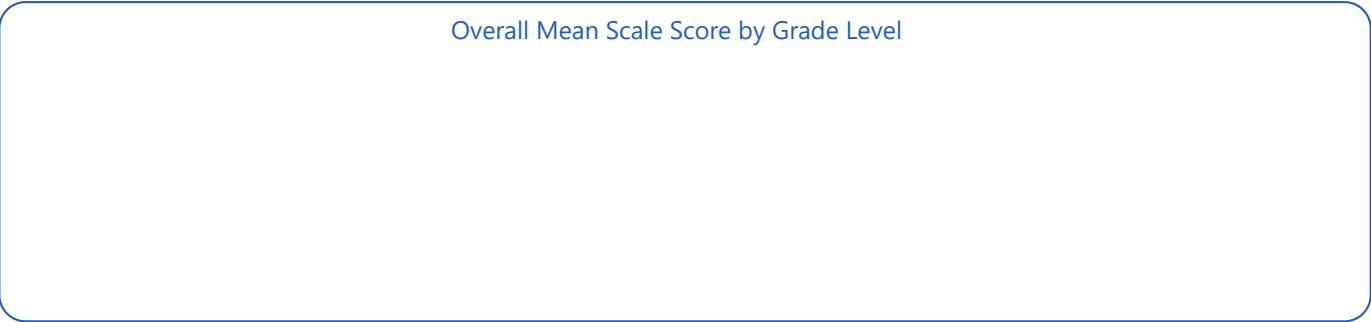
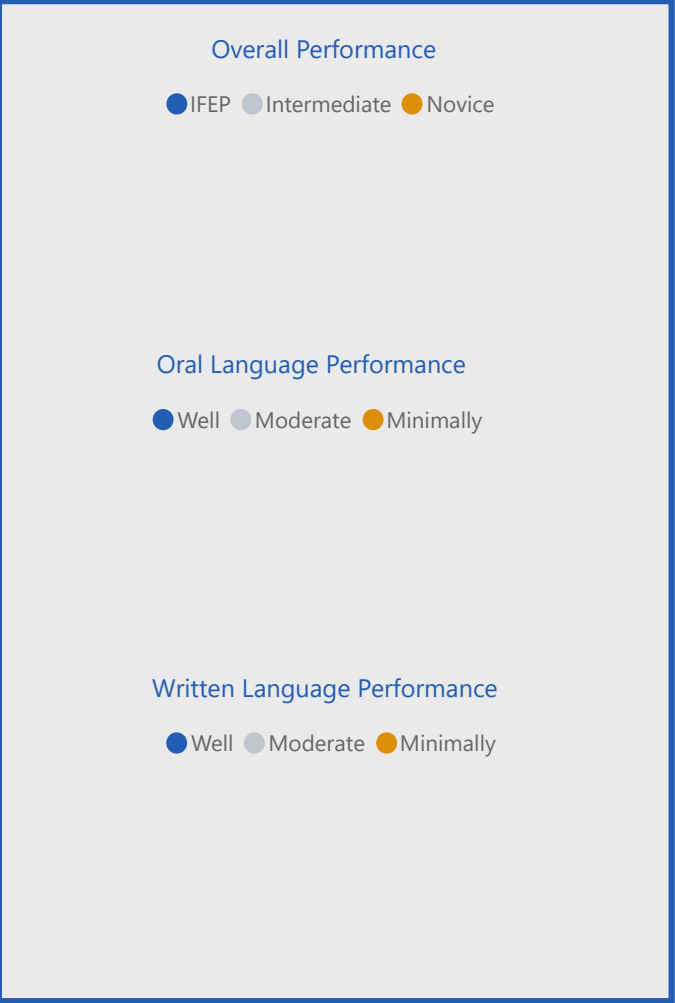
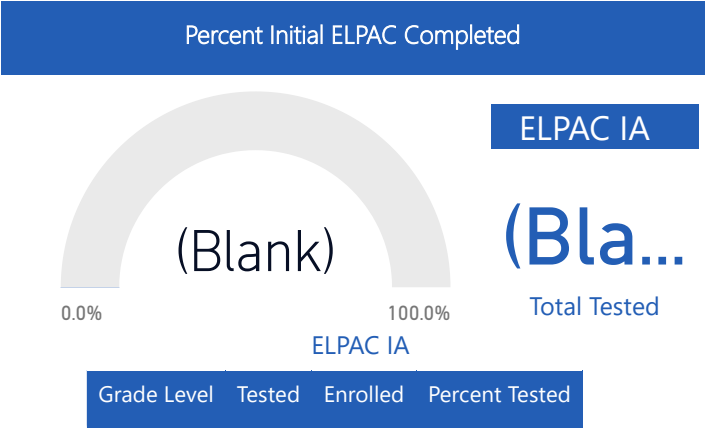
Online Instruction: Passed Lessons 70%+
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**Overview:** English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

\* **IA ELPAC:** The Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:  
**IFEP:** Initial Fluent English Proficient  
**Intermediate English Learner**, and **Novice English Learner**.  
Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

\* **RFEP Eligible:** Count of all English Learners eligible for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:  
1. Not Completed (met all criteria), documents not processed, designation is not complete  
2. Completed: documentation has been processed and students are designated as RFEP.  
**Navigation:** NA  
**Source:** Research; ELPAC; Illuminate  
**Frequency:** Reports are updated periodically;  
**Updated:** February 2021



# School Climate

school search  
Weber Technology High School

Grade Span  
All

2020-2021

Question Priority  
All

Term  
1-Fall

**Overview:** School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.

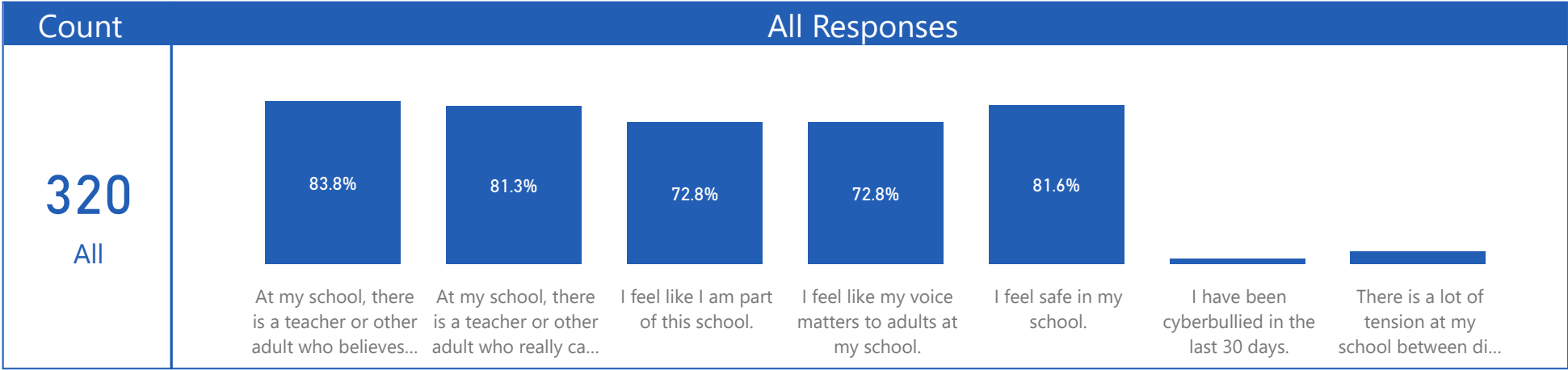
**Navigation:** Use Filters to select Term, Grade Span, Question

**Source:** Student Support Services - PLUS program

**Frequency:** Reports are updated after administration (3x a year);

**Updated:** Win2021

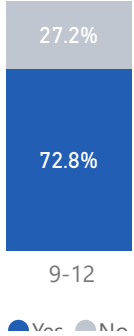
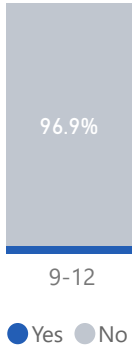
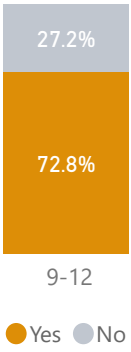
Count  
(Blank)  
Grade 4-5  
Count  
(Blank)  
Grades 6-8  
Count  
320  
Grades 9-12



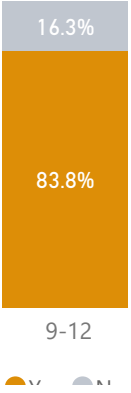
I feel like I am part of this school.

I have been cyberbullied in the last 30 days.

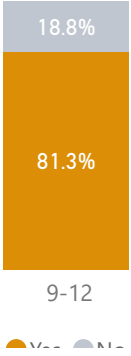
I feel like my voice matters to adults at my school.



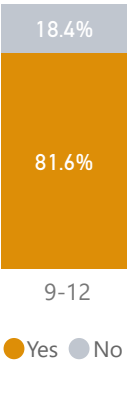
At my school, there is a teacher or other adult who believes that I will be a success.



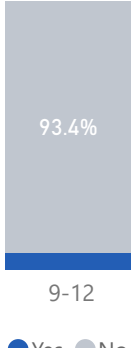
At my school, there is a teacher or other adult who really cares about me.



I feel safe in my school.



There is a lot of tension at my school between different cultures, races, or ethnicities.



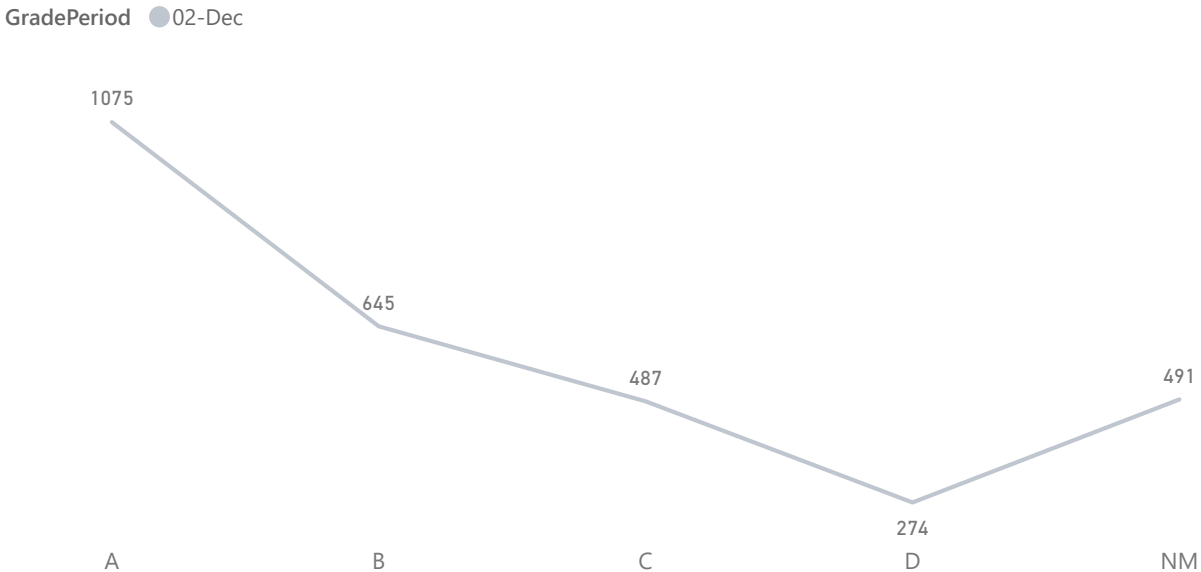


Overview: Distribution of transcript grades reported by grade, course, and credits earned.

- Transcript Grades:
- \* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)
  - \* Credits Earned: Credits earned as indicated on transcript
  - Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.
  - \* All: all credits attempted were earned
  - \* Half: more than half of credits attempted were earned
  - \* Less than half: less than half of credits attempted were earned
  - \* None: no attempted credits were earned

Navigation: NA; Source: Research; IS, Synergy  
Frequency: Reports are updated after end of term, test; Updated: January 2021

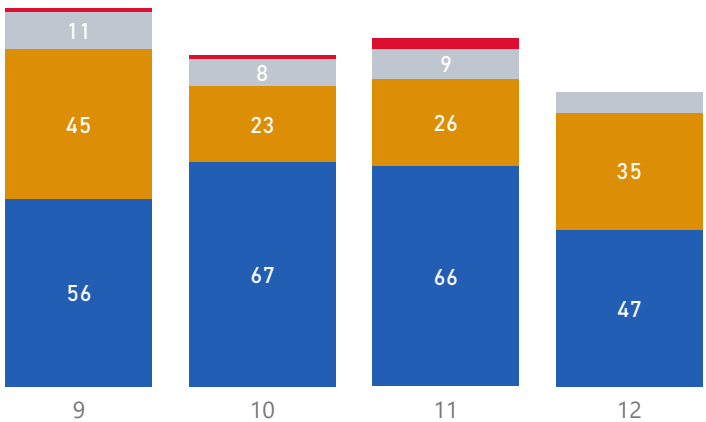
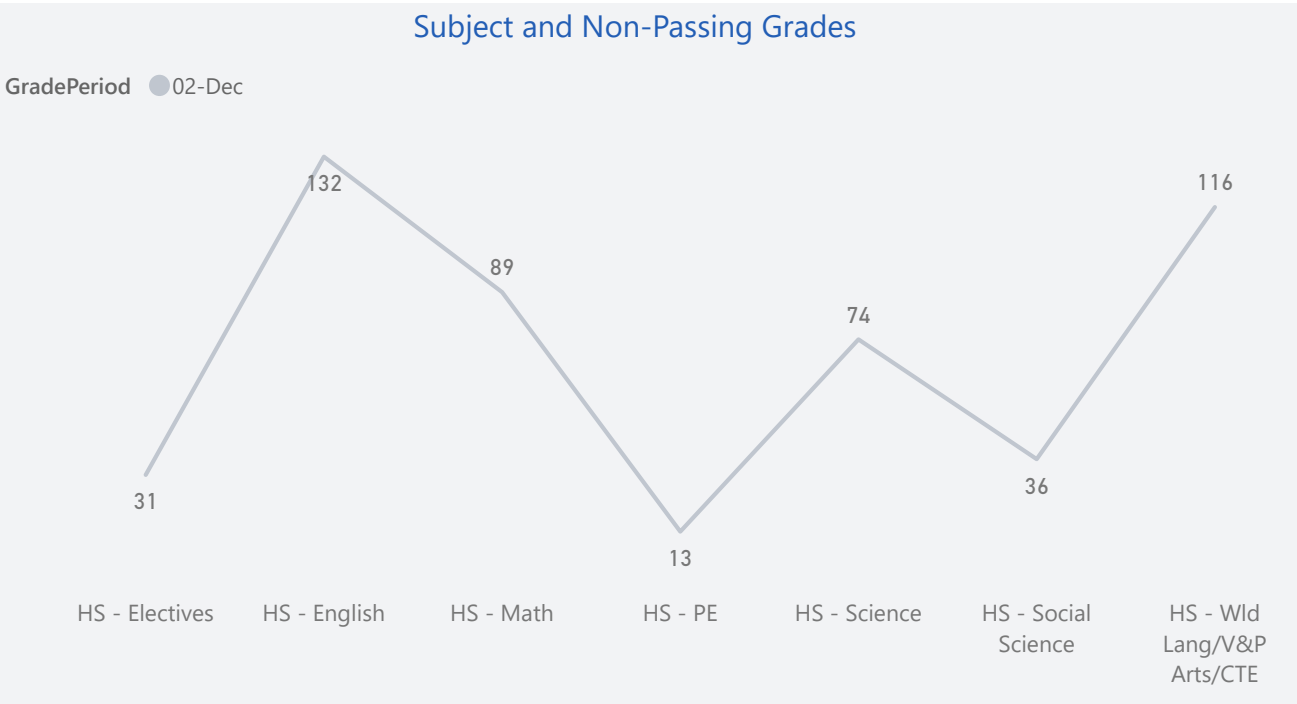
Grade Distribution and Term



Credits Earned (October)

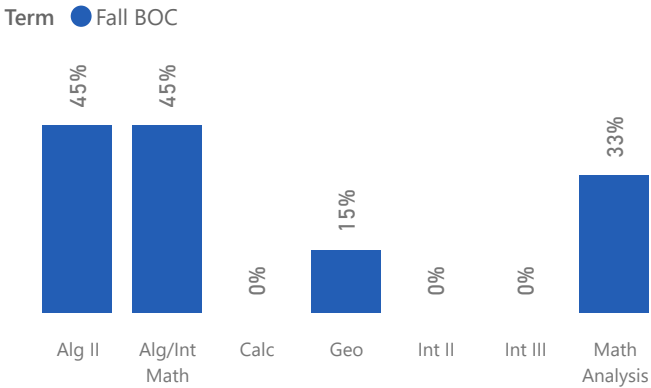
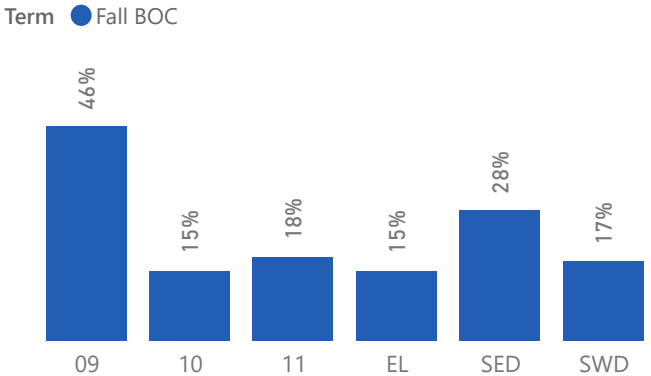
Credits Earned (December)

CreditLevel all half less than half none

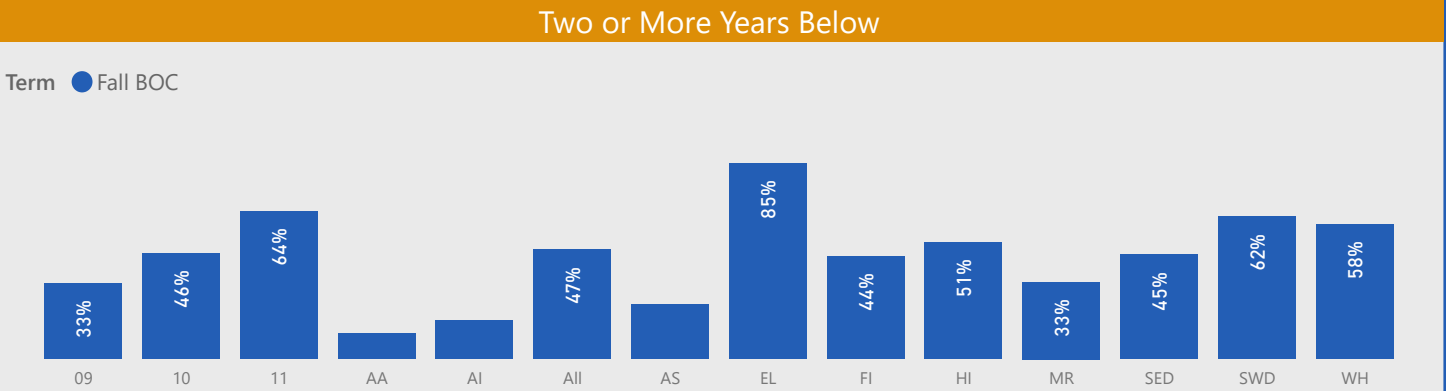


MDTP (9-12 math course enrollment) The Mathematics Diagnostic Testing Project (MDTP) is administered at the beginning of course (BOC) and indicates students readiness for currently enrolled math course.  
-- Readiness is indicated as **Near/Ready**: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30) Updated March 2021

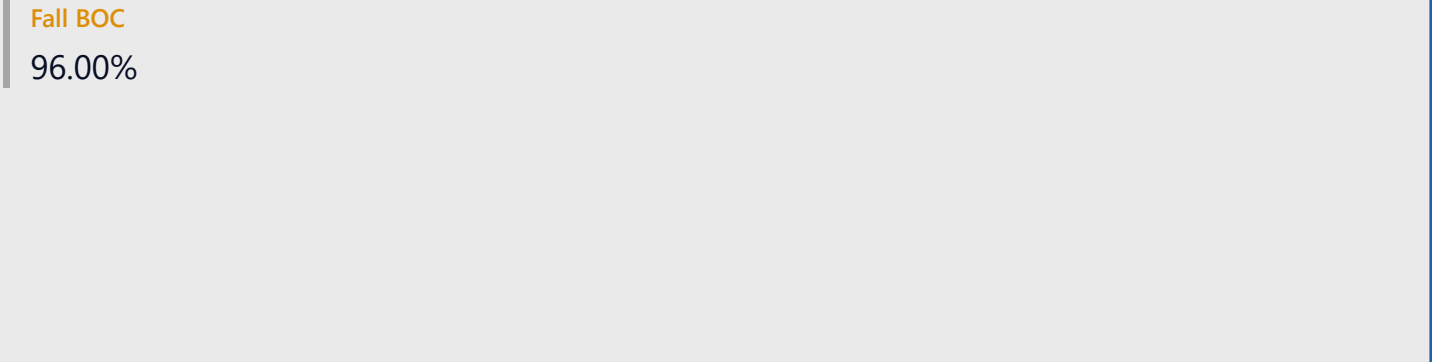
Fall BOC	Fall BOC	Winter B...	Winter B...
96%	27%	(Bla...	(Bla...
Participation	Near/Ready	Participation	Near/Ready



iReady ELA (9-11) ELA diagnostic is administered 2x in each term (Beginning and End of Course -- BOC/EOC) for students enrolled in grade level ELA course. Updated March 2021



Participation Participation End of Year Typical Growth



Math HS Course Exams: midterm and end of course exams. Navigation: NA; Source: Illuminate; Updated: February 2021

Math Assessment Administered b...

Average Math Assessment by Co...

## Report Log

- \* v1 01122021: preliminary review
- \* v1.1 01212021 administrators - published
- \* v2 020521 update: Enrollment; Engagement, English Learners
- \* v2.2 021821 update: Curriculum Assessment; PLUS winter;
- \* v2.3 022521 redesigned HS grades/test

## Report Content

### Student Level Reports

- \* [iReady](#) (portal), [Student Level](#) (Illuminate)
- \* [RFEP eligibility](#) (Illuminate)
- \* [ELPAC IA testing list](#)
- \* [Benchmark Universe](#)
- \* MDTP
- \* [Saavas](#) (portal)
- \* HS Math Course Exams: Algebra 1, Algebra 1A, Geometry, Algebra II (Illuminate)

## Acronyms

### Student Groups

- ALL – all students
- AA – Black/African American
- AI-American Indian/Native Alaskan
- AS-Asian
- FI-Filipino
- HI-Hispanic
- MR-Two or More
- PI-Pacific Islander/Native Hawaiian
- WH-White
- EL-English Learner
- FOS-Foster Youth
- HOM-Homeless Youth
- SED-socioeconomically disadvantaged, SWD-students with disabilities.

### Metrics

**Feedback Suggestions Comments**  
**Questions Ideas**

Share your thoughts with our team!

<div>Participation</div> <div><div>0%</div><div>0%</div><div></div></div> <div>FallWinterSpring</div>			<div>On Track</div> <div>(Bla...)</div> <div>Fall</div> <div>(Bla...)</div> <div>Winter</div> <div></div> <div>Spring</div>			<div>iReady Percent On-Track</div>			<div>F-W Growth</div> <div>(Blank)</div> <div>All</div> <div>F-S Growth</div> <div></div>		
<div>Overview: Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments: * <b>iReady</b> (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as: 1. <b>On-Track for Grade Level</b>: percent of students on track to score grade level at the end of the year if they meet the typical growth target. 2. <b>Two or More Years Below</b>: (2 + Below) percent of students who are 2 or more years below grade level. 3. <b>No Growth</b>: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic  <div>Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow Source: Research; Program Exports Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter. High School Data Currently Not Reported</div><div>SUSD RA v1.1</div></div>			<div>2+ Below</div> <div>(Bla...)</div> <div>Fall</div> <div>(Bla...)</div> <div>Winter</div> <div></div> <div>Spring</div>			<div>iReady Percent Two or More Years Below Grade Level</div>			<div data-cs="3" data-kind="parent">iReady F-W Typical Growth</div> <div data-kind="ghost"></div> <div data-kind="ghost"></div>		
			<div>No Gro...</div> <div>(Bla...)</div> <div>All</div> <div>(Bla...)</div> <div>Winter</div> <div></div> <div>Spring</div>			<div>iReady Percent No Growth (since Winter 2019)</div>					

## Recommendations and Assurances:

Site Name: Weber Institute

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) 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 sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

English Learner Parent Involvement Committee

4/22/2021  
Date of Meeting

Other committees established by the school or district (list):

Student leadership 3/12/2021  
Date of Meeting

4. 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.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/6/2021  
Date of Meeting

Attested:

Osman Zarif

Typed Name of School Principal

  
Signature of School Principal

6/28/21  
Date