2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: _____

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 School 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:

   English Learner Advisory Committee

   _____
   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 _____.
                                                        Date of Meeting

(Optional)
Other committees included in the Comprehensive Needs Assessment and SPSA review include:

| _____ | _____ |
| Committee | Date of Meeting |

| _____ | _____ |
| Committee | Date of Meeting |

| _____ | _____ |
| Committee | Date of Meeting |

Attested:

_____   _____   _____
Typed Named of School Principal   Signature of School Principal   Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Weber High	39686763930427	05/25/2023	06/20/2023

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Weber Institute of Applied Science and Technology is implementing a Schoolwide Program.

Description

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.

All Site goals, strategies and activities are in alignment with Stockton Unified School Districts LCAP Goals.

Engaging Educational Partners

Refer to the Comprehensive Needs Assessment.

Resource Inequities

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

Refer to the Comprehensive Needs Assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Surveys

Healthy kids survey
School Climate Survey
ELAC needs survey
WASC survey
Specialty School Survey

Classroom Observations

Yes

Analysis of Current Instructional Program

 Student Leadership Class
Weber Leadership Team
ELAC
SSC

Standards, Assessment, and Accountability

Pathway completetion
SBAC scores
Failure rates

Staffing and Professional Development

Staffing and Professional Development Summary

At Weber 22 teachers are highly qualified out of 23 teachers. All of our teachers are fully credentialled. They all attend professional development through the district. We provided Design learning PD for the staff in July and we have been providing PLC staff development at our monthly staff meetings. We also have a half time coach that meets with teachers to address their individual needs. Teachers collaborate by department once a month and by academy once a month. The Design learning PD was not well recieved and we did not continue after one session.

Staffing and Professional Development Strengths

Starting in January the Guiding Coalition began faciliting the staff meetings. The staff has been very receptive to the PD provided by our guiding coalition team. ?In additoin to their monthly collaboration meetings, each academy team met for a full day to collaborate in order to enhance the Academy project products and ensure students are meeting our school wide learning objectives.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1: 83 students completed pathways in 2022. **Root Cause/Why:** Teachers have not been trained in PBL or the PLC process and have not met enough to implement strategies and assessments to measure our School Wide Learning Results.

Needs Statement 2 (Prioritized): 15% of our students were proficient in Math. **Root Cause/Why:** Teachers have not been trained in PBL or the PLC process and have not met enough to implement strategies and assessments to measure our School Wide Learning Results.

Needs Statement 3 (Prioritized): 59% of our students were proficient in ELA **Root Cause/Why:** Teachers have not been trained in PBL or the PLC process and have not met enough to implement strategies and assessments to measure our School Wide Learning Results.

Teaching and Learning

Teaching and Learning Summary

Need: Increase in meeting ELA standard by 5% points from 62% to 67%. Increase in meeting Math standard by 5% from 23% to 28%. The number of students failing one class will decrease by 10%

Weber continues to search for ways to increase growth in meeting ELA and math standards and to increase the number of students that are profficient in classes as measured by their grade in the class.
The teachers at Weber are using the state adopted curriculum for all subject areas on campus and teachers are delivering instruction to the best of their ability. Teachers meet once a month to discuss student achievement or lack there of. The discussion are not about specific content and how students are meeting common academic goals.

Teaching and Learning Strengths

Teachers teach to the best of their ability and their are few disruptiions that hinder the teaching and learning inside the classrooms. Teachers also make themselves available to assist students outside of the regular classroom hours to provide extra support. Seven teachers have official office hours and others help students when help is requested. Our guidance technician makes phone calls home also to assist in communicating wth families about the teaching and learning going on in the classroom when requested to do so.

Our ELA SBAC scores are above the district average.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): 29% of our freshmen failed at least 1 course 1st semester of the 22-23 school year.   **Root Cause/Why:** Freshmen have not been sufficiently connected to the school and do not understand the gravity of their decisions or lack thereof . Intervention is not provided systematically during the school day to assist struggling students.

Needs Statement 2: 41% of students did not meet standards in ELA   **Root Cause/Why:** It is happening because there is a lack of consistency and direction in the PLC meeting .

Needs Statement 3: 85% of students did not meet standards in Math   **Root Cause/Why:** It is happening because there is a lack of consistency and direction in the PLC meeting .

Parental Engagement

Parental Engagement Summary

Parents are invited to participate in our Parent Coffee hours. They have also been invited to a coffee hour every month of the 2022-2023 school year. Senior parents have been invited to FAFSA completetion workshops. Parents have also been invited to ELAC meeting and given a parent survey. Students were also surveyed about how to best include parents in the school environment.

Parental Engagement Strengths

The number of participants has grown over the year.   By the end of the year there were approximately 25 parents participating in the meetings. Parents and staff are communicating using Remind. Parent volunteers have been great advocates for increased saftey measures and met with the district safety cordinator.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): About 20 parents consistently attend parent coffee hours.   **Root Cause/Why:** Many parents work and cannot attend during the day and are unable or unwilling to attend in the evening.

School Culture and Climate

School Culture and Climate Summary

Conversations were held with student leadership certificated and classified staff, surveys were taken with the staff, students and parents.

School Culture and Climate Strengths

Our student leadership team has done activities for fun Fridays, held 3 dances, conducted 4 forums, done 4 spirit weeks. Our community assist has increased student involvement and connection to the school by hosting soccer and basketball tournaments throughout the year.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1: 29% of our freshmen and failed at least 1 course 1st semester of the 22-23 school year   **Root Cause/Why:** Freshmen have not been sufficiently connected to the school and do not understand the gravity of their decisions or lack thereof .

Needs Statement 2: 45% of students are part of an extracurricular activity such as a club, sport, leadership program, or band at school   **Root Cause/Why:** Better efforts need to be made to ensure all students are connected to the school by staff and students.

Needs Statement 3: 62% of students feel that staff treat students fairly.   **Root Cause/Why:** Better efforts need to be made to ensure consistency in holding students accountable for school and classroom policies and recognizing students for abiding by those rules and policies.

Needs Statement 4 (Prioritized): 63% of students feel like they are a part of the school.   **Root Cause/Why:** Better efforts need to be make to ensure all students are connected to the school by staff and students.

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 Goal

Goal 1: Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

School Goal for ELA/ELD: By EOY 2024, per iReady Diagnostic 3 Results Report, the total number of students performing above grade level will increase by 5 %. By June 2024, the percentage of EL students meeting SUSD reclassification criteria will increase by 5 students. School Goal for Math: By December 2023 we will decrease the number of students failing Algebra 1 by 10%. School Goal for College and Career Readiness: By June 2024, 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 2024, the graduation rate will remain above 95%.

Identified Need

15% of our students were proficient in Math.

59% of our students were proficient in ELA

29% of our freshmen failed at least 1 course 1st semester of the 22-23 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
# of Students Failing Algebra 1	14	12
% of students A-G ready	38%	42%
# of EL students classifying to proficient	4	9
% of students performing above grade level for ELA	29%	34%

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

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The plan is to revisit sending teachers to relevant conferences and providing PD from CTE online and other Professional Learning Community providers to ensure our teachers are prepared to effectively collaborate on Academy-based projects that bring all of the students learning together. Looking at content providers like Corwin, Solution Tree and or Buck Institute, and CTE online or site-based consulting. (CTE) - (Fall 2022) - (administrator, counselors, teacher) No cost (Solution Tree) - (Fall 2022) - (administrator, counselors, teacher) 5 attendees *700/person = $3500 - Title I Subject specific conferences ie Asilomar Math and ELA conferences. 3 teachers @ 1500 each = $4500 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 Allocating ($5000) 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) Weber will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for parent training and building community partnerships.

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

Amount(s)	Source(s)
$5,000	50643 - Title I
$3,500	50643 - Title I

$5,000	50643 - Title I
$4,500	50643 - Title I

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

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

English Learners
Low Income
Foster Youth
All Students

Strategy/Activity

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 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) 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 Credit Recovery 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) 1 @ .5 FTE Instructional Coaches - Centralized Service) Weber will provide additional compensation/substitute costs needed for building educational partnerships, community events, and engaging parents in student support. (If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$42,000	23030 - LCFF (Site)
$6,860	50643 - Title I Salary Contingency
$4,908	23030 - LCFF Salary Contingency

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

Strategy/Activity 1.1.3

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 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. Turnitin, Ed puzzle 2000 Quizz - 2000, Quizlet. 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,). Instructional Materials/Supplies - $5,000 - 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 $5,000 - LCFF: Smartboards... $ 5000 Title 1 Books and reference materials 3732 (LCFF) Weber will provide supplemental instructional materials, books, licenses, subscriptions, software, additional compensation/substitute costs needed for parent training, community events, and building educational partnerships. # of students meeting graduation requirements, # of students meeting A-G requirements, # of students participating in college tours/field trips# of students completing courses through Cyberhigh.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$5,000	23030 - LCFF (Site)
$9,000	50643 - Title I
$5,130	50643 - Title I
$10,000	50643 - Title I
$3,732	23030 - LCFF (Site)

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

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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 All grade levels will be provided with Grade Level Academic lessons 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 $10000 - Title I # of students meeting graduation requirements, # of students meeting A-G requirements, # of students participating in college tours/ field trips# of students completing courses through Cyberhigh. 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.

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

Amount(s)	Source(s)
$10,000	50643 - Title I

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Strategy 1 Implementation: We were not able to attend many conferences, and the company we attempted to work out virtual PBL training could not accommodate our PD schedule without requiring many substitutes. We were able to release teachers for site collaboration within the academies. We did not facilitate collaboration days for Departments. Design Leaning PD was conducted in the Fall. Teachers did not find much value in the PD, we did not do a second half in the spring. We began to focus more on incorporating a better PLC process for our teachers. Strategy 2 We were able to have teachers collaborate and were able to provide teachers with Smart Board Technology and supplies to address students instructional needs. We also purchased other software programs to assist teachers in instruction and assessment. The site as a whole was not trained in the programs and they made a difference for the few teachers that used them. Strategy 3 Students were provided an opportunity to make up credits in Academic Support Classes, although the method of credit recovery is not as successful as we would like for it to be. Seniors were provided with fieldtrips to colleges and students were provided academy based field trips. Our freshmen were not included in many of the fieldtrips that were planned.

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

Much less was spent on Professional development this year and more was spent on instructional supplies to enhance the learning in the classroom.

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.

Few changes will be made as we intend to go back to the original plan.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

Suspension: 4 students were suspended at least once By EOY 2024, obtain a 0% suspension rate for all students. Expulsion: 1 student was expelled By EOY 2024, have a 0% expulsion rate for all students. School Goal for Attendance/Chronic Truancy: By the end of the 2024 school year, Weber will reduce chronic truancy by 3%. By the end of the 2024 school year, Weber will increase school wide attendance by 3%. School Goal for School connectedness By the end of the 2024 school year, have at least 50% of students attend a school event. By the end of the 2024 school year, have at least 10 school events this school year.

Identified Need

29% of our freshmen failed at least 1 course 1st semester of the 22-23 school year.

63% of students feel like they are a part of the school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
# of students chronic absent	11%	8%
# of suspension	4	0
% of students that feel connected to the school	63%	80%

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

Strategy/Activity 2.1.1

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 Leadership/PLUS teacher will attend CADA conference to bring back idea of how to improve our school climate. These ideas with be implemented by the PLUS/Leadership classes. Conference attendance = $6000 - LCFF

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

Amount(s)	Source(s)
$6,000	23030 - LCFF (Site)

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

Strategy/Activity 2.1.2

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. 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 # 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

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.

Amount(s)	Source(s)
$21,000	23030 - LCFF (Site)

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

Strategy/Activity 2.1.3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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 $5000/ year - LCFF

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$5,000	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Our PLUS/Leadership team conducted more than 10 events this year. We did not do a great job recording data on how many students attended. Our suspension numbers were up. There were incidents were suspension seemed like the best consequence for the actions. Our School climate survey still states that over 20 % of our students do not feel safe on campus. That will be concerted effort in the next year. HERO was not implemented fully and did not produce the results expected. It was used as an accountability tool and not a celebratory tool as expected.

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

No major differences.

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.

No major changes

LCAP Goal

Goal 3: Meaningful Partnerships Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

School Goal for Meaningful Partnerships: By June 2024, increase participation by 10% at Parent Night and other events to create meaningful partnerships with stakeholders. By June 2024, 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.

Identified Need

About 20 parents consistently attend parent coffee hours.

63% of students feel like they are a part of the school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academy Expo	2	3
Mock interviews	1	More than 1
Participation at Parent coffee hours	Average of 20 parents in attendance	Average 22 parents in attendance

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

Strategy/Activity 3.1.1

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. Weber will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for parent training and building community partnerships. Parent workshop/conference $ 300

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

Amount(s)	Source(s)
$300	50647 - Title I - Parent

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

Strategy/Activity 3.1.2

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. 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 $65,000 - 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 #11 hours X $50 rate of pay = $550 total cost. - Title I - 50672 Allocating ($579) Weber will provide additional compensation/substitute costs needed for building educational partnerships, community events, and engaging parents in student support. Counselor Additional Hourly Pay Calculation (Object Code 12500): 2 counselors X 8 hours X $60 rate of pay = $960 total cost - Title 1 Parent - 50647 (Allocating $1000)

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

Amount(s)	Source(s)
$1,000	50643 - Title I
$65,000	50643 - Title I
$579	50647 - Title I - Parent

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

Strategy/Activity 3.1.3

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. Duplicating- $250 - 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. Weber will provide supplemental instructional materials, books, licenses, subscriptions, software, additional compensation/substitute costs needed for parent training, community events, and building educational partnerships.

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

Amount(s)	Source(s)
$250	50647 - Title I - Parent

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

Strategy/Activity 3.1.4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners
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. 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 - $1000 - 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. Weber will pay student fees, professional services, and duplicating costs associated with building CTE pathways, SEL development, and PBIS implementation to improve school climate.

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

Amount(s)	Source(s)
$2,000	50643 - Title I
$1,000	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Coffee hours were back in person this year. There were about 20 people attending on average. They were held in person and through zoom. The evening coffee hours still do not get a great turnout if any.

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

The position has been a success with getting more parents involved and communicating with them about school and students business.

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.

No major changed to the goal or plan.

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	$129,119.00
Total Federal Funds Provided to the School from the LEA for CSI	$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$216,759.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
50643 - Title I	$120,130.00
50647 - Title I - Parent	$2,129.00
50643 - Title I Salary Contingency	$6,860.00

Subtotal of additional federal funds included for this school: $129,119.00

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

State or Local Programs	Allocation ($)
23030 - LCFF (Site)	$82,732.00
23030 - LCFF Salary Contingency	$4,908.00

Subtotal of state or local funds included for this school: $87,640.00

Total of federal, state, and/or local funds for this school: $216,759.00

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	[Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)](#)
CARS	[Consolidated Application and Reporting System](#)
CASBO	[California Association of School Business Officials](#) (Outside CDE Source)
CBEDS	[California Basic Educational Data System](#)
CBEST	[California Basic Educational Skills Test](#) (Outside CDE Source)
CCC	[California Community Colleges](#) (Outside CDE Source)
CCCCO	[California Community Colleges Chancellor's Office](#) (Outside CDE Source)
CCEE	[California Collaborative for Educational Excellence](#) (Outside CDE Source)
CCI	[College/Career Indicator](#)
CCR	[California Code of Regulations](#)
CCSESA	[California County Superintendents Educational Services Association](#) (Outside CDE Source)
CCSS	[Common Core State Standards](#)
CCSSO	[Council of Chief State School Officers](#) (Outside CDE Source)
CCTD	[Career and College Transition Division](#) – CDE
CDC	[Centers for Disease Control and Prevention](#) (Outside CDE Source)
CDE	[California Department of Education](#)
CDS Code	[County/District/School Code](#)
CEI	[Community Engagement Initiative](#) (Outside CDE Source)
CFIRD	[Curriculum Frameworks, and Instructional Resources Division](#) – CDE
CFR	[Code of Federal Regulations](#) (Outside CDE Source)
CFT	[California Federation of Teachers](#) (Outside CDE Source)
CHKRC	[California Healthy Kids Resource Center](#) (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	[California High School Proficiency Examination](#)
CLAD	[Crosscultural, Language, and Academic Development](#) (Outside CDE Source)
CMD	[Clearinghouse for Multilingual Documents](#)
CMT	[California Department of Education Monitoring Tool](#)

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	[Early Learning and Care Division](#) – CDE
ELD	[Expanded Learning Division](#) – CDE
ELPAC	[English Language Proficiency Assessments for California](#)
ELPI	[English Learner Progress Indicator](#)
EL Roadmap	[English Learner Roadmap Policy](#)
ELSB	[Early Literacy Support Block](#)
ELSD	[English Learner Support Division](#) – CDE
ESEA	[Elementary and Secondary Education Act of 1965](#) (Outside CDE Source)
ESSA	[Every Student Succeeds Act](#)
ESSER	[Elementary and Secondary School Emergency Relief Fund](#)
ETS	[Educational Testing Service](#) (Outside CDE Source)
EWIG	[Educator Workforce Investment Grant](#)

F

Acronym	Description
FASD	[Fiscal and Administrative Services Division](#)
FM	Fiscal Monitoring
FPM	[Federal Program Monitoring](#)
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	[Foster Youth Services](#)

G

Acronym	Description
GAD	[Government Affairs Division](#) – CDE
GATE	[Gifted and Talented Education](#)
GED	[General Educational Development Test](#)

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description

I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description

K

Acronym	Description

L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description

Acronym	Description
MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs

S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	[Western Association of Schools and Colleges](#) (Outside CDE Source)
WestEd	[WestEd](#) (Outside CDE Source)
WIC	[Women, Infants, and Children](#) (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	[Year-round Education](#)

Questions: Felicia Novoa | fnovoa@cde.ca.gov