

School Year: **2020-21**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Higher Learning Academy	34765050113878		

Purpose and Description

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

Schoolwide Program
Targeted Support and Improvement

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.

The SPSA has been created to meet ESSA requirements. This has been done by completing a school level needs assessment which has led to the use of evidence based interventions and assuring all state indicators are addressed, including student performance against state-determined long-term goals. It has been identified that no resource inequities exist. The SPSA will meet ESSA requirements to support student academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards and California Dashboard Indicators. School goals will influence the entire educational program of the school and are aligned with the goals of the 2019-20 LCAP regarding student outcomes and student and parent engagement. Goals will support the school in improving state Dashboard indicators related to: school climate, academic achievement, college and career readiness, and local indicators as defined in the Dashboard.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 5
 - Analysis of Current Instructional Program..... 6
- Stakeholder Involvement 10
- Resource Inequities 10
- School and Student Performance Data 11
 - Student Enrollment..... 11
 - CAASPP Results..... 13
 - ELPAC Results 17
 - Student Population 20
 - Overall Performance 21
 - Academic Performance 22
 - Academic Engagement 28
 - Conditions & Climate..... 31
- Goals, Strategies, & Proposed Expenditures..... 33
 - Goal 1..... 33
 - Goal 2..... 43
 - Goal 3..... 48
 - Goal 4..... 56
 - Goal 5..... 61
- Budget Summary 63
 - Budget Summary 63
 - Other Federal, State, and Local Funds 63
- Budgeted Funds and Expenditures in this Plan 64
 - Funds Budgeted to the School by Funding Source..... 64
 - Expenditures by Funding Source 64
 - Expenditures by Budget Reference 64
 - Expenditures by Budget Reference and Funding Source 64
 - Expenditures by Goal 65
- School Site Council Membership 66
- Recommendations and Assurances 67

Instructions.....68
 Instructions: Linked Table of Contents.....68
 Purpose and Description.....69
 Stakeholder Involvement.....69
 Resource Inequities69
Goals, Strategies, Expenditures, & Annual Review70
 Annual Review71
 Budget Summary72
 Appendix A: Plan Requirements74
 Appendix B:.....77
 Appendix C: Select State and Federal Programs79

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Parents are asked to participate in a yearly survey. Below are the results from the beginning of the 2020 school year 2020 parent survey with 69 responses. The data will be used to inform decisions. The data shows that:

95.7% of parents believe that HLA promotes academic success for all students

88.2% of parents believe that HLA's education program is of high quality and meets their expectation as a parent

87.0% of parents believe that their child has gained skills in technology

89.9% of parents believe that their child knows and understands the behavior expectations of the school

94.2% of parents believe that their child's teacher truly cares about the students

91.2% of parents believe their child has been given access to the necessary technology and materials they need to be successful with online learning

TRAINING NEEDS:

- 23% want student work packets
- 23% want student books for reading
- 16.7% want parent training on creating learning schedules
- 14.6% want parent training on technology
- 12.5% want parent training on behavior management and de-escalation

In addition, 3rd-8th grade students participate in a yearly survey. Below are the results from the beginning of the 2020 school year 2020 parent survey with 224 responses. The data will be used to inform decisions. The data shows that:

96.4% of students like the way their teacher treats them when they needs help

78.9% of students believe that their classmates act in a way their teacher likes

67.0% of students believe their school work is interesting

86.8% of students believe their teacher treats them nicely when they ask a question

95.5% of students believe they do their work and go to class almost every day

96.9% of students believe their teacher wants them to do their best

95.5% of students believe their teacher makes them feel they care about them

SCHOLARS WOULD LIKE:

- 21.4% want student books for reading
- 17.5% want teacher created learning schedules
- 17% want wifi
- 16% want work packets
- 15.5% want parent training on technology
- 14.1% want a computer

Also, HLA staff has participated in a survey. Below are the results from the beginning of the 2020 school year 2020 parent survey with 45 responses. The data will be used to inform decisions. The data shows that:

97.7% of the staff believe that the school culture is one of trust and respect between staff members

95.4% of the staff believe that the school culture is one of trust and respect between staff and parents

100% of the staff believe that the school culture is one that embodies CKH principles/components

97.7% of the staff believe that the school values and seeks to utilize parent involvement

100% of the staff believe that the school seeks input/involvement of staff

100% of the staff believe that the school staff embraces change

97.7% of the staff believe that the school staff embraces collaboration

100% of the staff believe that the school staff embraces diversity

Classroom Observations

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

Teachers who have been employees of the Gateway Community Charters for more than 5 years are evaluated every 2 years. All other teachers are evaluated yearly. Teachers receive a minimum of 3 scheduled observations and various unannounced observations throughout the school year. Findings will show the implementation of school initiatives, professional development, adopted curriculum, use of assessment to drive instruction, and use of technology to provide a safe and nurturing environment for learning.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

HLA uses CAASPP data, ELPAC data, and site level assessment data to base school wide goals. Renaissance STAR tests for English Language Arts and Mathematics are administered in the beginning, middle, and end of each school year. Benchmark testing based on pacing guides and that are aligned to Common Core State Standards are used throughout the year to determine progress of individual students. Teachers use the results to create leveled groups and reteach standards. Writing assessments are given three times a year. Teachers norm on prompts and rubrics. Teachers have designated small group time with a para educator entering the classroom to help with small group instruction. Some of the lowest performing students in each grade level are pulled out in a small group and work with the intervention teacher on skills needed. Teachers also tutor scholars before and after school to help close achievement gaps.

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

Curriculum embedded assessments are administered at regular intervals for English Language Arts and Mathematics and entered into Aeries. This data is available by school, teacher, and students. Administration and teachers review assessment results to determine trends or needs by teacher, student or grade level at least 3 times per school year. Teachers work as grade level teams or with a teacher in the next grade level to analyze student data, develop lessons, and discuss best teaching practices and student needs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Higher Learning Academy staff are highly qualified per ESEA.

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

Teachers are provided SBE-adopted curriculum and have curriculum training in both English Language Arts and Math.

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

Staff development is based upon GCC initiatives, International Baccalaureate (IB) requirements, and school and teacher needs. Student performance data, principal observations, and teacher input will help determine need for professional development. The focus for the HLA professional development this year has been to support the technology needs and online teaching needs of our staff and families to ensure high quality instruction and teaching of our IB units. We have been working on creating strong classroom and home to school communities where less behavioral issues arise. HLA teachers are being trained in SEL integration, Capturing Kids' Hearts implementation, IB implementation, equity goals creation and implementation, writing teaching and implementation, and instructional strategies implementation.

<https://docs.google.com/document/d/1iDNvHZ6Q6XLziv52OQUQKXBK0159nxtZnwEhBUYf4lo/edit?usp=sharing>

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

HLA has a full time principal and Vice Principal of Academics and Instruction who both observe and support teachers regarding curriculum and instructional techniques. HLA also has four lead teachers who serve as a support for new and newer HLA classroom teachers. New teachers are provided Teacher Induction Program (TIP) coaches and attend county sponsored professional development workshops. Teachers have staff support as well with a full time RSP teacher, and Title I paraeducators who push into classrooms for instructional support.

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

Our K-8 teachers have staff development meetings each Friday during which they work together on topics such as reflection, curriculum alignment, integration of subjects, and student support and intervention. The principal leads some meetings and attends all meetings for support.

Teaching and Learning

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

All teachers use state adopted textbooks and supplementary materials that align with Common Core State Standards, grade level expectations, and pacing charts. Teachers prepare IB Unit plans and weekly lesson plans for all grade levels and subjects. Support structures are aligned with Common Core expectations. HLA has an ELA and Math intervention program for grades K-8 which is part of our ELA and Math curriculum. We also use common core aligned supplementary materials to deliver supports to scholars who require different modalities to learn content. HLA Staff works hard to prepare and deliver the CCSS to meet the individual needs of all our learners.

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

Our school follows the California Framework for recommended instructional minutes. Every teacher has a daily plan to ensure that students receive the appropriate amount of instructional time for each subject. During distance learning we keep track of this in our daily engagement logs to keep track of virtual instructional minutes which aligns to grade level schedules.

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

Teachers create and follow the core subjects pacing guide created each year. Since we are an IB Candidate school, we use the Programme of Inquiry (POI) for the K-5th grade classes. The master schedule allows enough flexibility for intervention at all grade levels.

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

All standards-based and CA Adopted instructional materials are available to all student groups.

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

All curriculum at HLA is SBE-adopted and aligned to Common Core State Standards.

Opportunity and Equal Educational Access

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

All students receive standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. During reading intervention, students are grouped by instructional level, assessed and regrouped appropriately. Teachers examine student assessment data and meet in grade level TEAMS to collaborate and ensure that students are mastering standards. They also determine student needs, adjust instruction and plan reteaching. When students are not making sufficient progress at grade level, teachers must refer them to the Student Study Team. This team meets to determine best practices for support individual students in collaboration with the family. This team also monitors student progress per the team suggestion. HLA utilizes a full-inclusion model for special education services and pulls out individual students for instruction per their IEP.

Evidence-based educational practices to raise student achievement

HLA utilizes research-based practices as follows: Explicit Direct Instruction, Specially Designed Academic Instruction in English, Capturing Kids' Hearts, Guided Language Acquisition and Development, Teach Like a Champion, and differentiated instruction.

Parental Engagement

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

District, community, family, and school resources available to assist underachieving students:

- District Nurse
- Resource Specialist Teacher
- Instructional Assistants
- Translators
- Parent Volunteers
- Intervention program
- After school program (ASES)
- School Counselor
- Behavior Intervention Specialist
- Behavior Technician
- Student Services Support
- Student and Attendance Review TEAM
- Student Support TEAM

Our school communicates with parents through:

- School web site
- Teacher web pages
- Twitter account
- Facebook Account
- Class Dojo
- Grades online-Aeries Parent Portal
- Report Card every trimester
- Progress reports at mid-trimester plus middle school bi-weekly progress checks
- Back to School Night
- Parent Teacher Conferences
- School Site Council
- District English Learner Advisory Committee
- School Newsletter/Magazine
- Teacher Newsletters

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

Our School Site Council, District English Learner Advisory Committee, and PFO meets monthly and meets all state law requirements. At meetings, we review current school program, school data, set school wide goals, plan budget, and monitor and evaluate goals. Every year, the SSC and DELAC are trained in their roles and responsibilities.

Funding

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

Categorical services focus on the under performing students at this school. Instructional assistants are provided that work with targeted students. Funds are also used to create a school library that supports student reading at home. Translation services are also provided.

Fiscal support (EPC)

HLA also receives general funding in addition to categorical funding.

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

The SPSA is created by the school based on stakeholder input via surveys and stakeholder meetings. All families, 3rd-8th grade scholars, and all staff are surveyed twice a year. The survey helps identify what is working and where we need to place more focus in this plan. The SPSA plan is then reviewed and updated by teachers. Next, the SSC and DELAC review and edit the plan. The HLA SPSA is then brought before the GCC Board for final approval.

Resource Inequities

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

There are no resource inequities based on the needs assessment.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	1.82%	0.62%	0.66%	4	2	3
African American	50.00%	34.15%	26.93%	110	111	122
Asian	4.09%	4.62%	9.27%	9	15	42
Filipino	0.45%	1.54%	1.32%	1	5	6
Hispanic/Latino	30.91%	37.85%	42.38%	68	123	192
Pacific Islander	0.91%	1.23%	1.55%	2	4	7
White	8.18%	16%	13.91%	18	52	63
Multiple/No Response	0.91%	2.15%	0.88%	2	7	4
Total Enrollment				220	325	453

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	25	45	52
Grade 1	26	37	47
Grade 2	31	34	49
Grade 3	30	43	49
Grade 4	35	33	56
Grade 5	19	43	54
Grade 6	18	30	57
Grade 7	19	30	55
Grade 8	17	30	34
Total Enrollment	220	325	453

Conclusions based on this data:

1. We need to have 3 Kindergarten classes to support our large Kindergarten enrollment.
2. Our enrollment continues to grow by over 100 students each year.
3. We have a very diverse student body.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	27	75	121	12.3%	23.1%	26.7%
Fluent English Proficient (FEP)	4	17	35	1.8%	5.2%	7.7%
Reclassified Fluent English Proficient (RFEP)	4	0	0	14.8%	0.0%	0.0%

Conclusions based on this data:

1. Each year HLA has more ELL students enrolled at the school.
2. HLA has improved our RFEP numbers each year.
3. HLA has work to do to support the English language proficiency of our ELL scholars.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	37	26	43	37	25	41	36	25	41	100	96.2	95.3
Grade 4	27	31	30	27	31	30	26	31	30	100	100	100
Grade 5	27	22	41	27	22	39	27	22	39	100	100	95.1
Grade 6	18	21	28	16	19	28	15	19	28	88.9	90.5	100
Grade 7	17	20	26	17	20	25	17	20	25	100	100	96.2
Grade 8	15	19	28	15	19	28	15	19	28	100	100	100
All	141	139	196	139	136	191	136	136	191	98.6	97.8	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2382.	2392.	2387.	16.67	12.00	7.32	13.89	20.00	24.39	25.00	32.00	31.71	44.44	36.00	36.59
Grade 4	2374.	2399.	2404.	7.69	3.23	6.67	11.54	16.13	16.67	11.54	29.03	23.33	69.23	51.61	53.33
Grade 5	2406.	2424.	2467.	3.70	4.55	5.13	18.52	18.18	30.77	7.41	13.64	30.77	70.37	63.64	33.33
Grade 6	2428.	2433.	2441.	0.00	5.26	0.00	6.67	10.53	14.29	20.00	15.79	32.14	73.33	68.42	53.57
Grade 7	2421.	2451.	2479.	0.00	0.00	12.00	0.00	20.00	16.00	23.53	15.00	20.00	76.47	65.00	52.00
Grade 8	2437.	2473.	2494.	0.00	0.00	0.00	0.00	10.53	17.86	20.00	26.32	32.14	80.00	63.16	50.00
All Grades	N/A	N/A	N/A	6.62	4.41	5.24	10.29	16.18	20.94	17.65	22.79	28.80	65.44	56.62	45.03

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.44	16.00	7.50	36.11	44.00	62.50	44.44	40.00	30.00
Grade 4	11.54	9.68	3.33	42.31	51.61	53.33	46.15	38.71	43.33
Grade 5	14.81	18.18	10.26	18.52	27.27	56.41	66.67	54.55	33.33
Grade 6	6.67	5.26	7.14	20.00	31.58	25.00	73.33	63.16	67.86
Grade 7	0.00	0.00	12.00	17.65	40.00	36.00	82.35	60.00	52.00
Grade 8	0.00	5.26	10.71	13.33	26.32	42.86	86.67	68.42	46.43
All Grades	11.03	9.56	8.42	27.21	38.24	47.89	61.76	52.21	43.68

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.33	16.00	10.26	38.89	32.00	51.28	52.78	52.00	38.46
Grade 4	8.70	0.00	10.00	21.74	38.71	36.67	69.57	61.29	53.33
Grade 5	8.00	0.00	12.82	24.00	36.36	48.72	68.00	63.64	38.46
Grade 6	0.00	5.26	0.00	33.33	31.58	50.00	66.67	63.16	50.00
Grade 7	0.00	5.00	8.00	35.29	35.00	44.00	64.71	60.00	48.00
Grade 8	0.00	0.00	10.71	33.33	31.58	39.29	66.67	68.42	50.00
All Grades	5.34	4.41	8.99	31.30	34.56	45.50	63.36	61.03	45.50

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.89	4.00	7.32	66.67	68.00	73.17	19.44	28.00	19.51
Grade 4	8.00	3.23	6.67	32.00	67.74	56.67	60.00	29.03	36.67
Grade 5	7.41	4.55	12.82	44.44	45.45	69.23	48.15	50.00	17.95
Grade 6	6.67	0.00	3.57	53.33	52.63	53.57	40.00	47.37	42.86
Grade 7	0.00	0.00	12.00	41.18	45.00	56.00	58.82	55.00	32.00
Grade 8	0.00	0.00	3.57	46.67	63.16	71.43	53.33	36.84	25.00
All Grades	7.41	2.21	7.85	48.89	58.09	64.40	43.70	39.71	27.75

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.22	24.00	12.50	30.56	40.00	42.50	47.22	36.00	45.00
Grade 4	11.54	6.45	6.67	34.62	48.39	46.67	53.85	45.16	46.67
Grade 5	7.41	4.55	15.38	29.63	40.91	48.72	62.96	54.55	35.90
Grade 6	6.67	5.26	7.14	13.33	42.11	35.71	80.00	52.63	57.14
Grade 7	0.00	10.00	12.00	29.41	40.00	44.00	70.59	50.00	44.00
Grade 8	0.00	10.53	3.57	20.00	31.58	57.14	80.00	57.89	39.29
All Grades	10.29	10.29	10.00	27.94	41.18	45.79	61.76	48.53	44.21

Conclusions based on this data:

1. We are slightly improving in most areas and a lot of work still needs to be done to ensure our scholars are meeting standards.
2. Our Reading implementation plan focus does not support the CAASPP reading area as most grades declined in the Above standard category (except 8th grade).
3. Our writing scores are the most improved in all reading areas for school wide improvement.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	37	26	43	35	25	35	35	25	35	94.6	96.2	81.4
Grade 4	27	31	30	26	31	28	26	31	28	96.3	100	93.3
Grade 5	27	22	41	27	22	40	25	22	39	100	100	97.6
Grade 6	18	20	28	17	19	28	15	19	28	94.4	95	100
Grade 7	17	20	26	17	20	25	17	20	25	100	100	96.2
Grade 8	15	19	28	15	19	28	15	19	28	100	100	100
All	141	138	196	137	136	184	133	136	183	97.2	98.6	93.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2382.	2415.	2417.	5.71	12.00	11.43	22.86	24.00	28.57	31.43	36.00	34.29	40.00	28.00	25.71
Grade 4	2357.	2416.	2402.	0.00	0.00	7.14	7.69	16.13	10.71	11.54	35.48	21.43	80.77	48.39	60.71
Grade 5	2384.	2398.	2443.	0.00	0.00	5.13	4.00	4.55	10.26	16.00	18.18	33.33	80.00	77.27	51.28
Grade 6	2380.	2399.	2431.	0.00	0.00	0.00	0.00	0.00	10.71	13.33	15.79	25.00	86.67	84.21	64.29
Grade 7	2411.	2429.	2448.	0.00	0.00	0.00	0.00	5.00	8.00	29.41	25.00	36.00	70.59	70.00	56.00
Grade 8	2394.	2397.	2420.	0.00	0.00	0.00	0.00	0.00	10.71	6.67	5.26	10.71	93.33	94.74	78.57
All Grades	N/A	N/A	N/A	1.50	2.21	4.37	8.27	9.56	13.66	19.55	24.26	27.32	70.68	63.97	54.64

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.29	24.00	20.00	51.43	48.00	40.00	34.29	28.00	40.00
Grade 4	0.00	0.00	7.14	19.23	38.71	28.57	80.77	61.29	64.29
Grade 5	0.00	0.00	5.13	8.00	22.73	17.95	92.00	77.27	76.92
Grade 6	0.00	0.00	3.57	6.67	10.53	17.86	93.33	89.47	78.57
Grade 7	0.00	0.00	0.00	17.65	25.00	36.00	82.35	75.00	64.00
Grade 8	0.00	0.00	3.57	0.00	10.53	10.71	100.0	89.47	85.71
All Grades	3.76	4.41	7.10	21.80	27.94	25.14	74.44	67.65	67.76

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.71	8.00	22.86	34.29	44.00	42.86	60.00	48.00	34.29
Grade 4	3.85	3.23	10.71	15.38	45.16	25.00	80.77	51.61	64.29
Grade 5	4.00	0.00	5.13	24.00	27.27	43.59	72.00	72.73	51.28
Grade 6	0.00	0.00	3.57	13.33	15.79	25.00	86.67	84.21	71.43
Grade 7	0.00	5.00	0.00	35.29	25.00	36.00	64.71	70.00	64.00
Grade 8	0.00	0.00	3.57	26.67	15.79	14.29	73.33	84.21	82.14
All Grades	3.01	2.94	8.20	25.56	30.88	32.24	71.43	66.18	59.56

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.43	28.00	14.29	45.71	28.00	57.14	42.86	44.00	28.57
Grade 4	3.85	0.00	10.71	19.23	51.61	25.00	76.92	48.39	64.29
Grade 5	0.00	0.00	2.56	28.00	27.27	46.15	72.00	72.73	51.28
Grade 6	0.00	0.00	0.00	13.33	21.05	35.71	86.67	78.95	64.29
Grade 7	0.00	5.00	4.00	17.65	45.00	36.00	82.35	50.00	60.00
Grade 8	0.00	0.00	3.57	13.33	26.32	14.29	86.67	73.68	82.14
All Grades	3.76	5.88	6.01	26.32	34.56	37.16	69.92	59.56	56.83

Conclusions based on this data:

1. Our Math scores improved slightly and there is a or of work left to do to ensure our scholars are at or above standards.
2. We have more than half our 3rd-8th grade students below all math standards.
3. Our testing percentage is low and needs to improve (3rd grade at 81.4%).

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	1402.2	*	1420.8	*	1358.4	*	14
Grade 1	*	*	*	*	*	*	*	5
Grade 2	*	1480.0	*	1491.1	*	1468.7	*	11
Grade 3	*	1502.5	*	1493.5	*	1511.1	*	11
Grade 4	*	*	*	*	*	*	*	6
Grade 5	*	*	*	*	*	*	*	7
Grade 6	*	*	*	*	*	*	*	5
Grade 7	*	*	*	*	*	*	*	9
Grade 8	*	*	*	*	*	*	*	5
All Grades							25	73

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		14.29		28.57		28.57	*	28.57	*	14
1		*	*	*		*	*	*	*	*
2	*	18.18	*	45.45	*	18.18		18.18	*	11
3	*	9.09	*	72.73		18.18	*	0.00	*	11
4	*	*		*	*	*	*	*	*	*
6		*		*	*	*	*	*	*	*
8	*	*	*	*		*		*	*	*
All Grades	*	23.29	*	35.62	*	26.03	*	15.07	25	73

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		21.43		21.43		28.57	*	28.57	*	14
1	*	*		*		*	*	*	*	*
2	*	45.45	*	36.36	*	9.09		9.09	*	11
3	*	27.27	*	72.73		0.00		0.00	*	11
4	*	*		*	*	*		*	*	*
6		*	*	*	*	*		*	*	*
8	*	*	*	*		*		*	*	*
All Grades	44.00	41.10	*	31.51	*	15.07	*	12.33	25	73

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		0.00		7.14		71.43	*	21.43	*	14
1		*		*	*	*	*	*	*	*
2	*	18.18	*	36.36	*	18.18		27.27	*	11
3		0.00	*	63.64	*	27.27	*	9.09	*	11
4	*	*	*	*	*	*	*	*	*	*
6		*		*	*	*	*	*	*	*
8	*	*	*	*	*	*		*	*	*
All Grades	*	10.96	*	28.77	*	31.51	*	28.77	25	73

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K		21.43	*	50.00		28.57	*		14
2	*	18.18	*	72.73		9.09	*		11
3	*	0.00	*	81.82		18.18	*		11
All Grades	48.00	23.29	48.00	57.53	*	19.18	25		73

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		14.29		42.86	*	42.86	*	14
2	*	63.64	*	27.27	*	9.09	*	11
3	*	63.64	*	36.36		0.00	*	11
All Grades	48.00	53.42	*	30.14	*	16.44	25	73

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		0.00	*	78.57		21.43	*	14
2	*	0.00	*	72.73	*	27.27	*	11
3		0.00	*	90.91	*	9.09	*	11
4	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*
All Grades	*	12.33	44.00	53.42	*	34.25	25	73

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		0.00		57.14	*	42.86	*	14
2	*	18.18	*	45.45		36.36	*	11
3	*	36.36	*	63.64	*	0.00	*	11
All Grades	*	15.07	56.00	58.90	*	26.03	25	73

Conclusions based on this data:

1. HLA continues to increase our number of ELL scholars.
2. We need ELD support in all grade levels.
3. We need to focus on Written and Reading domains for our ELL scholars.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
325	85.5	23.1	0

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	75	23.1
Foster Youth	0	0
Homeless	1	0.3
Socioeconomically Disadvantaged	278	85.5
Students with Disabilities	23	7.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	111	34.2
American Indian	2	0.6
Asian	15	4.6
Filipino	5	1.5
Hispanic	123	37.8
Two or More Races	6	1.8
Pacific Islander	4	1.2
White	52	16.0





Conclusions based on this data:

1. A large percentage of HLA is comprised of African American and Hispanic scholars.
2. More than 85% of our student body are scholars from low SES families.
3. HLA needs to prioritize efforts to support our ELL scholars, scholars with disabilities and low SES scholars.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="769 506 847 533">Yellow</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1247 506 1325 533">Yellow</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="293 703 371 730">Yellow</p>		

Conclusions based on this data:

1. HLA improved in all areas on the data dashboard.
2. We have work to do with regards to our academic success. We have an instructional framework to remedy these areas.
3. We have work to do to lower our suspension rates and increase our attendance rates. We have two equity goals for these areas.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 57.9 points below standard Increased Significantly ++16.3 points 177	<p>English Learners</p>  No Performance Color 59.7 points below standard Increased ++6.9 points 52	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p>  Yellow 62.1 points below standard Increased ++13.5 points 158	<p>Students with Disabilities</p>  No Performance Color 110.1 points below standard Increased Significantly ++41.5 points 16

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 63.8 points below standard Increased Significantly ++20.4 points 70	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 47.4 points below standard Increased Significantly ++27.5 points 65	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 84.9 points below standard Declined Significantly -20.9 points 25

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
73.6 points below standard Increased ++11.9 points 39	18.1 points below standard 13	58 points below standard Increased Significantly ++17.8 points 123

Conclusions based on this data:

- HLA has increased significantly in all areas with exception of White students.
- We need to continue to work towards identifying gaps with all our learners to ensure success for all.
- We need to identify why White students performance declined significantly (by 20.9 points).

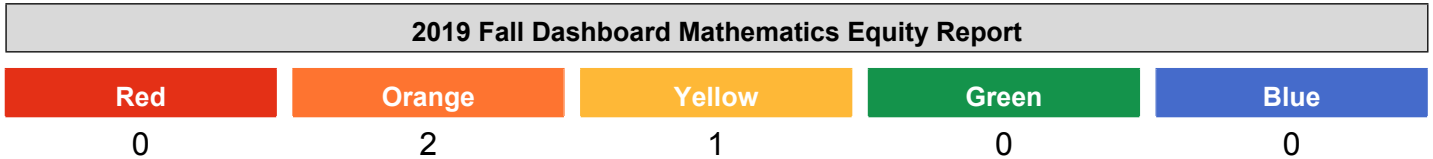
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>94.3 points below standard</p> <p>Increased ++9.8 points</p> <p>171</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>95.6 points below standard</p> <p>Increased Significantly ++37.6 points</p> <p>47</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>96.8 points below standard</p> <p>Increased ++10.2 points</p> <p>152</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>183.2 points below standard</p> <p>Maintained ++1.9 points</p> <p>15</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 98.7 points below standard Increased ++5.9 points 69	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 94.7 points below standard Increased Significantly ++27.4 points 61	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 99 points below standard Declined Significantly -17.8 points 25

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
107 points below standard Increased Significantly ++26.6 points 35	62.7 points below standard 12	95.1 points below standard Maintained ++2.4 points 122

Conclusions based on this data:

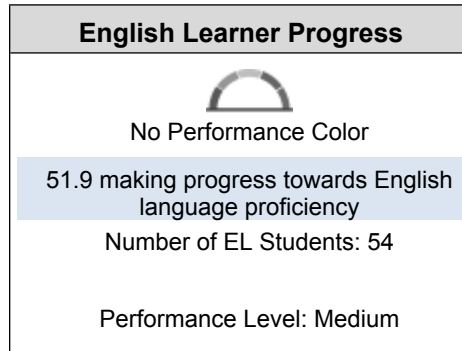
1. HLA improved in all areas except for performance of White students.
2. We need to identify why White student [performance declined significantly (by 17.8 points).
3. We need to continue to fill in learning gaps for all scholars.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.8	33.3	11.1	40.7

Conclusions based on this data:

1. We need to improve our success with our ELL population.
2. This year we hired an ELD para to support HLA scholars based on stakeholder feedback and data analysis.
3. HLA needs to monitor ELL data to ensure success of our ELL scholars.

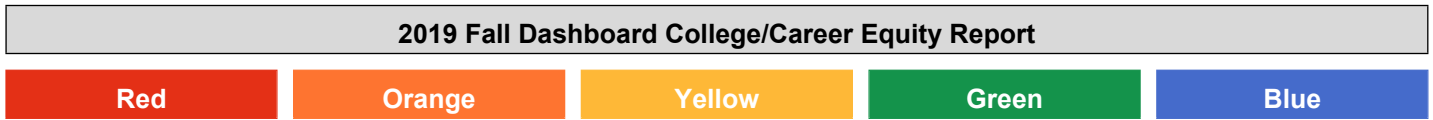
School and Student Performance Data

Academic Performance College/Career

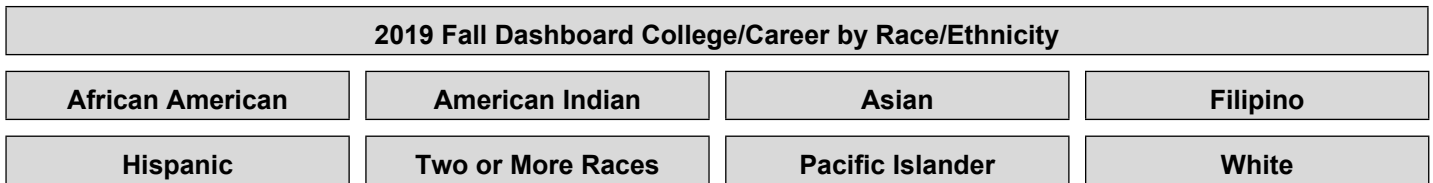
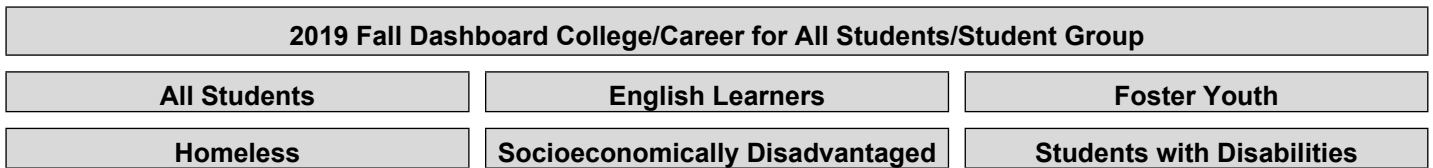
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. NA
2. NA
3. NA

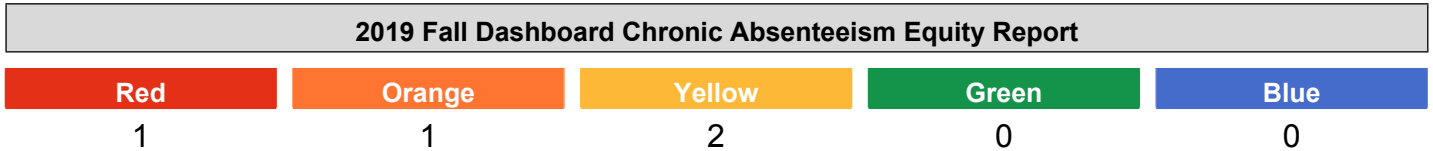
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>20.7</p> <p>Declined Significantly -8.6</p> <p>347</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>19.8</p> <p>Declined -8.8</p> <p>81</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>22.7</p> <p>Declined Significantly -7.6</p> <p>299</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>36.4</p> <p>Maintained 0</p> <p>33</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 20.5 Declined -7.5 117	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 15.8 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 18.9 Declined -15.3 132	 No Performance Color 0 Declined -14.3 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 34.5 Maintained -0.1 55

Conclusions based on this data:

1. Our equity goal is to decrease our absenteeism rate of our students with disabilities.
2. We need to continue our attendance work with all families.
3. HLA needs to improve our SART process with all families.

School and Student Performance Data

Academic Engagement Graduation Rate

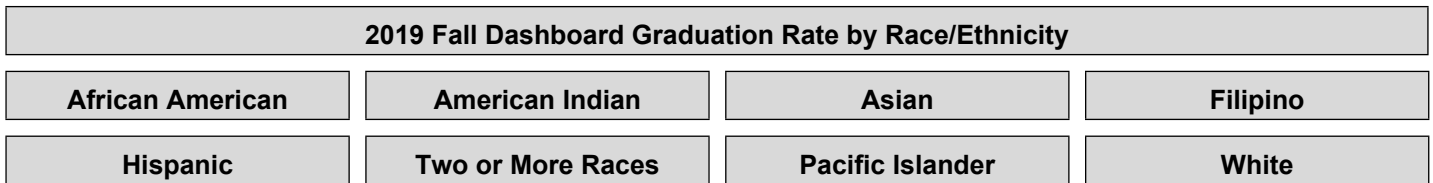
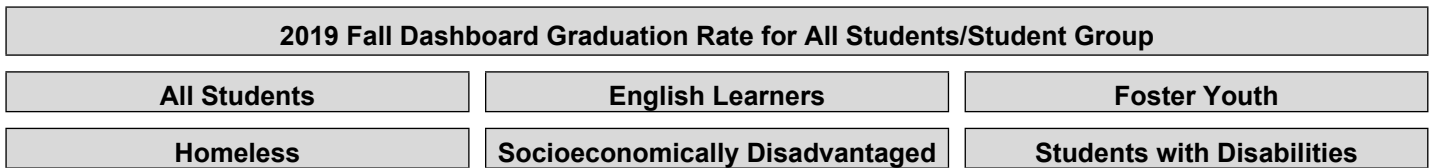
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

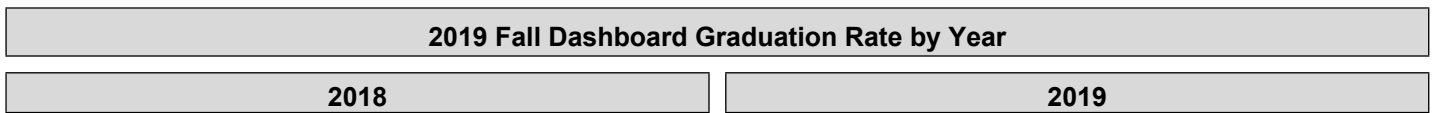
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

1. NA
2. NA
3. NA

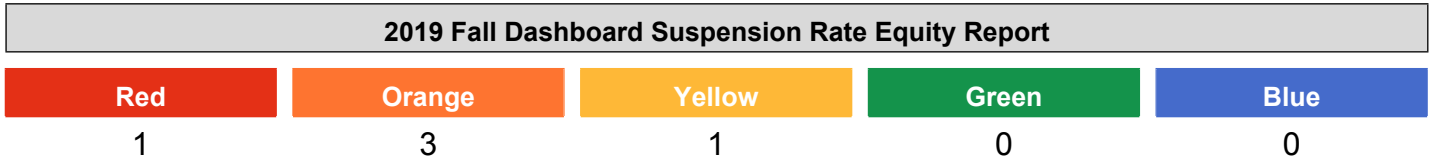
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 10.5 Declined Significantly -4.2 352	<p>English Learners</p>  Orange 6.2 Declined -10 81	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 2
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 2	<p>Socioeconomically Disadvantaged</p>  Yellow 11.2 Declined Significantly -4.1 303	<p>Students with Disabilities</p>  Orange 24.2 Declined -8.1 33

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 11.1 Declined -8 117	 No Performance Color Less than 11 Students - Data 2	 No Performance Color 0 19	 No Performance Color Less than 11 Students - Data 5
Hispanic	Two or More Races	Pacific Islander	White
 Red 11.9 Maintained 0 134	 No Performance Color 0 Declined -7.1 14	 No Performance Color Less than 11 Students - Data 4	 No Performance Color 12.3 Declined -1.5 57

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	14.7	10.5

Conclusions based on this data:

1. HLAs equity goal is to decrease our suspension rates of our Hispanic students.
2. We need to continue to implement our RJ practices and suspension alternatives.
3. HLA needs to improve our SST process to identify and support our struggling students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Academics

LEA/LCAP Goal

LCAP Goal #1

Goal 1

Ensure that ALL students are "college and career ready" by providing an academically rigorous environment through full implementation of the Common Core and in turn raise student achievement.

Identified Need

Achievement gap in under served students in ELA and math as seen on state and local testing; Disproportionate suspension and referral rates; increased rigor and relevance of curriculum to support/enrich all students; increased technology access is needed to ensure students are college and career ready.

Through smaller class sizes, more adult support for intervention and ample school supplies we will support differentiated instruction to all our scholars. The VP of Academics and Instruction will support this work through classroom observations, staff PDs, and IB implementation. We will use IB units to deliver the instruction and use testing software and student computers to help gather academic data. All staff will be provided with ample support via the SCOE TI program, Lead Teacher support and admin support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores	CAASPP ELA scores increased (16.3 points) in 2018-19 SY from the previous year.	CAASPP scores will increase a minimum of 5% for ELA and 5% for math from the previous school year.
CCSS-aligned benchmark assessments		
Renaissance Data	CAASPP Math scores increased (9.8 points) in 2018-2019 from the previous year.	We will use Renaissance for internal data measurement.
IB Units		Students will score an average of 3.5 on writing school-wide rubric.
Writing rubrics	45.03% of 3rd-8th grade students not meeting ELA standards on the 2018-19 CAASPP.	Students will grow an average of 1.5 grade levels on Fountas and Pinnell reading testing.
Local reading assessments		
Observation tracker		
College culture on campus	54.64% of 3rd-8th grade students not meeting Math	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>standards on the 2018-19 CAASPP.</p> <p>Students averaged a score of 2 on local writing assessments school-wide.</p> <p>Students averaged a 1 year grade level improvement in reading on Fountas and Pinnell reading testing.</p> <p>Teachers will be observed a minimum of 8 times and will show an increase in implementation of school initiatives. Baseline - 4 observations</p> <p>Each classroom adopted a classroom college theme and 1 College of the Month Presentation</p>	<p>Teachers will be observed a minimum of 8 times and will show an increase in implementation of school initiatives.</p> <p>College culture will continue on campus with college themes and IB implementation.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

K-8th grade after school tutoring
Small group interventions for struggling scholars

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)

16,000

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Salary

3,005.70

LCFF - Supplemental
3000-3999: Employee Benefits
Benefits

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

Summer School for K-7th graders for 3 weeks to help close learning gaps prior to next year.

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)

19,200

Title I Part A: Basic Grants Low-Income and Neglected
1000-1999: Certificated Personnel Salaries Teachers

4,500

Title I Part A: Basic Grants Low-Income and Neglected
1000-1999: Certificated Personnel Salaries Admin

2,000

Title I Part A: Basic Grants Low-Income and Neglected
2000-2999: Classified Personnel Salaries Para

1,000

LCFF - Supplemental
2000-2999: Classified Personnel Salaries Custodian

295.36

LCFF - Supplemental
3000-3999: Employee Benefits

5,042.90

Title I Part A: Basic Grants Low-Income and Neglected
3000-3999: Employee Benefits

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

Supplemental classroom books purchases (i.e. leveled reading books and student SSR reading books) to support independent reading levels of all scholars and to help meet our goal of 1.5 years reading growth for each scholar.

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)

1,500.00

LCFF - Supplemental
4000-4999: Books And Supplies
Leveled Books

10,000.00

LCFF - Supplemental
4000-4999: Books And Supplies
Fountas and Pinnell for additional classrooms

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Vice Principal

Strategy/Activity

Maintain a full time Vice Principal of Academics and Instruction/IB Coordinator to support teachers and staff with IB implementation and IB Unit design.

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)

83,482

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Salary

32,146.11

LCFF - Supplemental
3000-3999: Employee Benefits
Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Hire and maintain Art and Spanish teachers to support IB implementation and other important learning skills.

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)
109,229	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Salary
3,200	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Subs
31,476.29	LCFF - Supplemental 3000-3999: Employee Benefits Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Maintain intervention paras to support our guided reading program and support with small group interventions during distance learning.

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)
24,476.48	Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries Frison
16,749.53	Title I Part A: Basic Grants Low-Income and Neglected 2000-2999: Classified Personnel Salaries Cartwright
500.00	Title I Part A: Basic Grants Low-Income and Neglected

	2000-2999: Classified Personnel Salaries Subs
20,481.63	Title I Part A: Basic Grants Low-Income and Neglected 3000-3999: Employee Benefits Benefits

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continued employment of a FTE classroom teacher to reduce class size ratio

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)
108,360.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Salary
28,513.68	LCFF - Supplemental 3000-3999: Employee Benefits Benefits
2,800.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Subs
526.00	LCFF - Supplemental 3000-3999: Employee Benefits Sub Benefits

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide staff with high quality PD based on need assessment and IB needs.

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)
28,384.55	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures PD
19,000.00	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures IB Dues (Goal1 Action 22)
5,000.00	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures IB Training
1,675.75	Title I Part A: Basic Grants Low-Income and Neglected 5800: Professional/Consulting Services And Operating Expenditures IB Training
572.01	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures IB Training

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Support HLA new teachers by continuing our work with the Teacher Induction Program at SCOE (to support new teachers clear their CA Credential) and continue to provide HLA Lead Teachers to support with school wide coherence.

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)
4,933.12	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Staff Salaries
926.72	LCFF - Supplemental

	3000-3999: Employee Benefits Benefits
162.13	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
30.46	LCFF - Supplemental 3000-3999: Employee Benefits
10,449.00	Title IV Part A: Student Support and Academic Enrichment 5800: Professional/Consulting Services And Operating Expenditures TI Fees
8,000.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Lead Teachers Salary
1,502.85	LCFF - Supplemental 3000-3999: Employee Benefits Lead Teachers Benefits

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue with online testing software Illuminate and Renaissance and computers for students to take tests. Working towards a 1:1 student to device ratio.

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)
1,500.00	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Illuminate
2,000.00	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Renaissance
40,000.00	LCFF - Supplemental 4000-4999: Books And Supplies Student Computers

13,322.57	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Student Computers
3,000	Unrestricted 4000-4999: Books And Supplies Online Subscriptions for Educational Materials

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PE supplies to support healthy and safe activities for our scholars.

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)
5,000.00	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies PE Supplies

Annual Review

SPSA Year Reviewed: 2018-19

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.

Due to COVID-19 and school shutdowns, we did not gather data for CAASPP. Based on previous years improved data, getting out of Comprehensive School Improvement, and improving our State Dashboard results, we believe these strategies are working. We now need to focus on improving our academic data so we are at least meeting CA State averages. We are on our way.

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

None

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

We removed the in person college field lessons, extra in person summer PD sessions, and field trips. These were removed to follow State and County Health Guidelines for COVID-19.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Learner Academic Improvement

LEA/LCAP Goal

LCAP Goal #1

Goal 2

Provide an academic program aligned with the Common Core State Standards that supports all students with an equal opportunity for educational growth and creativity while preparing them for a global society. **All English learners will advance one performance band on the ELPAC each year until they are re-designated as fluent (RFEP).

Identified Need

Each year HLA increases our ELL student population (27 in 2017, 75 in 2018, 121 in 2019 and 134 in 2020). We have a need to support all our learners to obtain academic success. HLA also needs to improve our reclassification numbers of our ELL population.

HLA has reviewed data from the English Language Proficiency for Summative ELPAC and local assessments. Data shows that

English Learners could benefit from additional support. Additional support needed is:

- Focus on reading domain (34% at Beginning level)
- Focus on writing domain (26% at Beginning Level)
- Focus on math support (54.55% not meeting standard on 2019 CAASPP)
- Support for newcomers
- Support for intervention/ RTI and Russian intervention/translation
- Support for students at levels 1, 2 and 3 on the ELPAC

The metric used to evaluate progress will be:

- ELPAC results
- Local assessment results
- Renaissance reports
- Anecdotal records for students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> • ELPAC Scores • Tutoring Support • Para Educator Support 	<ul style="list-style-type: none"> • Tutoring will begin in October for Newcomers/ELL scholars and it will be 	<p>*Our Overall Mean Scale Score on the ELPAC will increase by 50 points in grades K, 2 and 3)</p> <p>K= 1402.02 2= 1480.0 3= 1502.5</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> Language Curriculum and Instruction Few GLAD trained Personnel 	<p>held at least once a week</p> <ul style="list-style-type: none"> HLA hired an ELD para to support in small groups our ELL scholars 	<p>*The overall percent of Level 1 Performance in reading and writing will decrease by 10%. Reading= 34.25% Writing= 26.03%</p> <p>*Students will improve solving complex math problems, specifically word problems on both the local assessment and the Renaissance assessment.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Hire and maintain a FTE ELD para to support the English Language Development of our ELL student population.

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)

26,240.40

Source(s)

Title III
2000-2999: Classified Personnel Salaries
Salary

15,407.70

Title III
3000-3999: Employee Benefits
Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Purchase an online curriculum to support English language development of our ELL scholars.

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)

3,500

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
Rosetta Stone/ Brain Pop ELL

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Higher Learning Academy will offer an extended learning day by way of an after-school program. This will provide students with tutors during and after school. HLA also offers additional instructional time to accelerate learning through tutoring.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Tutoring-Included in Goal 1

LCFF - Supplemental
3000-3999: Employee Benefits
ASES-Included in Goal 4

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Language Scholars

Strategy/Activity

To provide books in native language to support academic success.

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)

2,000

Source(s)

Unrestricted
4000-4999: Books And Supplies
Dual Language Books

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

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.

New Goal decided by the DELAC and SSC with HLA staff.

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

NA

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.

NA

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Culture

LEA/LCAP Goal

LCAP Goal #2

Goal 3

Ensure a positive, culturally responsive, safe and clean learning environment in which students are coming to school consistently.

Identified Need

The major need is to improve the attendance rates for our HLA scholars. HLA has identified the need to improve the attendance rates for these specific subgroups of scholars: RSP (2.7%), Low SES (17.6%), and African-American (5.3%). Our overall chronically absent percentage was 20.7% in 2018-19 and down to 11.1% in 2019-20. Our goal is to decrease this to 8% in the 2020-2021 school year. HLA has improved our overall school culture and we want this to reflect in our overall ADA rate.

HLA wants to also have a safer school campus and lower our suspension rates by using Restorative Justice approach to help educate our scholars on their behavior decision and how the decision affected others and our school culture. We have decreased our suspension rates over the last two years: 10.5% in 2018-19; 4.6% in 2019-2020 and we have a goal to have no more than 2.6% suspended in the 2020-2021 school year. We have focused our suspension rates to specific subgroups of scholars: Hispanic (8.2%); African-American (2.9%); male (3.8%) and Middle School (2%).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																								
<ul style="list-style-type: none"> CA Data Dashboard Aeries Suspension Reports Aeries Attendance Reports SART Data Behavior Documentation (Google Form) 	<p>Suspension:</p> <table border="1"> <thead> <tr> <th>Category</th> <th>18-19</th> <th>19-20</th> <th>20-21 GOAL</th> </tr> </thead> <tbody> <tr> <td>Hispanic</td> <td>11.90%</td> <td>8.20%</td> <td>6%</td> </tr> <tr> <td>African-Amer.</td> <td>11.10%</td> <td>2.90%</td> <td>1.90%</td> </tr> <tr> <td>Male</td> <td>-</td> <td>3.80%</td> <td>2.80%</td> </tr> <tr> <td>Middle School</td> <td>-</td> <td>2%</td> <td>1%</td> </tr> <tr> <td>All</td> <td>10.50%</td> <td>4.60%</td> <td>2.60%</td> </tr> </tbody> </table>	Category	18-19	19-20	20-21 GOAL	Hispanic	11.90%	8.20%	6%	African-Amer.	11.10%	2.90%	1.90%	Male	-	3.80%	2.80%	Middle School	-	2%	1%	All	10.50%	4.60%	2.60%	<p>Suspension Goal: Student suspension rates will decrease from 4.6% to 2.6% or less in the 2020-2021 school year with Hispanic, African American, male, and middle school subgroups all decreasing individually.</p> <p>Attendance Goal: Student chronic absenteeism rates will decrease from 11.1% to 8% or less in the 2020-2021 school year with RSP, African</p>
Category	18-19	19-20	20-21 GOAL																							
Hispanic	11.90%	8.20%	6%																							
African-Amer.	11.10%	2.90%	1.90%																							
Male	-	3.80%	2.80%																							
Middle School	-	2%	1%																							
All	10.50%	4.60%	2.60%																							

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Attendance: Category 18-19 19-20 20-21 GOAL RSP 36.40% 2.70% 2% African-Amer. 20.50% 5.30% 4.30% Low SES 22.70% 17.60% 15.00% All 20.70% 11.10% 8%	American, and Low SES subgroups all decreasing individually by 1% or more.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Hold trimester awards for Perfect Attendance, Honor Roll and Principal's List

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)

1,500

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
Award Certificates

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

HLA Eagle Bucks Incentives. We had Middle School take a survey of what incentives they wanted in our Eagle Store to improve middle school buy-in.

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)
3,000	LCFF - Supplemental 4000-4999: Books And Supplies Eagle Store
2,000	LCFF - Supplemental 4000-4999: Books And Supplies Other Incentives

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

Maintain a FTE Site Manager and student safety staff to keep the campus clean and monitored. School Safety Staff includes our FTE Campus Monitor and 3 FTE Playground Assistants.

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)
47,477	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Salary-Site Manager
22,651.78	LCFF - Supplemental 3000-3999: Employee Benefits Benefits
86,987.72	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Salary-Campus Monitor and Playground Assistant
58,175.91	LCFF - Supplemental 3000-3999: Employee Benefits Benefits
1,272.50	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Subs
375.84	LCFF - Supplemental 3000-3999: Employee Benefits

	Sub Benefits
21,182.40	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Salary-Playground Assistant
14,413.95	LCFF - Supplemental 3000-3999: Employee Benefits Benefits

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

Maintain a FTE Student Services Support to help build a strong school community and support parent education.

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)
54,470	Unrestricted 2000-2999: Classified Personnel Salaries Salary
24,245.64	Unrestricted 3000-3999: Employee Benefits Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Maintain 3 FTE Janitors to help keep the school clean and safe.

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)
83,457	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Salary

60,950.85	LCFF - Supplemental 3000-3999: Employee Benefits Benefits
600	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Subs
177.21	LCFF - Supplemental 3000-3999: Employee Benefits Sub Benefits
800	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra Custodian Needs-Extra Duty
236.28	LCFF - Supplemental 3000-3999: Employee Benefits Extra Duty Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Maintain a Behavior Support TEAM to address student needs on campus. This TEAM includes a FTE Behavior Interventionist and a FTE School Counselor to help with counseling needs of our scholars.

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)
60,180	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Salary
23,405.61	LCFF - Supplemental 3000-3999: Employee Benefits Benefits
55,020	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Salary
17,377.48	LCFF - Supplemental 3000-3999: Employee Benefits Benefits

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

HLA will share the cost of a GCC nurse, LVN, and a GCC Health Clerk to help keep our scholars safe and healthy.

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)
5,628.44	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Salary-Nurse
3,361.07	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Salary-LVN
3,547.79	LCFF - Supplemental 3000-3999: Employee Benefits Benefits
4,024.24	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Salary-Health Clerk
2,345.92	LCFF - Supplemental 3000-3999: Employee Benefits Benefits

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

HLA needs new school furniture to fill our six new modular classrooms.

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)
25,000	LCFF - Supplemental 4000-4999: Books And Supplies SMARTBoards

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

HLA will continue to train all new staff and support returning staff on the Capturing Kids Hearts Program and our Social Emotional Learning Program. This is to help improve school and classroom community.

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)
3,000	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures CKH Training
1,500	LCFF - Supplemental 4000-4999: Books And Supplies SEL and RJ Curriculum Needs
	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional Development-In Goal #1

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2018-19

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 chronic absenteeism dropped from 20.70% in 2018-19 school year to 11.1% in the 2019-2020 school year. We also dropped our suspension rates from 10.5% in the 2018-19 school year to 4.6% in the 2019-20 school year. We also have improved our survey responses significantly. We will continue to get input from all stakeholders and implement changes based on needs assessments.

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

NA

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.

NA

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Involvement

LEA/LCAP Goal

LCAP Goal #3

Goal 4

HLA will provide ways to empower all parents to be actively engaged in their scholar's education and support with the school's decision-making process.

Identified Need

HLA families are in need of:

- free after school care so they can work hours past school dismissal;
- parent training to support them in their parenting role;
- school activities to be involved before and after school hours;
- translation services to access school in-person meetings, and
- multimedia communication of school events.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Yearly Satisfaction Survey Data Other Parent Survey Data SSC/DELAC Meeting Minutes (Public Input/Comments)	Parents are asked to participate in a yearly survey. Below are the results from the beginning of the 2020 school year 2020 parent survey with 69 responses. The data will be used to inform decisions. The data shows that: <ul style="list-style-type: none"> • 95.7% of parents believe that HLA promotes academic success for all students • 88.2% of parents believe that HLA's education program is of high quality and meets their 	To increase the number of participants by at least 10 parents (Goal 79) To increase parent satisfaction percentages in each of the 6 areas by at least 1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>expectation as a parent</p> <ul style="list-style-type: none"> • 87.0% of parents believe that their child has gained skills in technology • 89.9% of parents believe that their child knows and understands the behavior expectations of the school • 94.2% of parents believe that their child's teacher truly cares about the students • 91.2% of parents believe their child has been given access to the necessary technology and materials they need to be successful with online learning 	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue with the ASES After School Program to support working families.

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)

0

ASES Grant

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

Parent Engagement and Training

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)

0

Source(s)

LCFF - Supplemental
5800: Professional/Consulting Services And
Operating Expenditures
PD costs - None at this time due to COVID

0

LCFF - Supplemental
4000-4999: Books And Supplies
Food- None at this time due to COVID

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

Support with Parent Faculty Organization (PFO) Events

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)

1,000

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
Decreased due to COVID

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

Home Visits to support relationships between school and home.

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)

0

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
None at this time due to COVID

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Translation devices to support in person communication with non-English speaking families

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)

2,000

Source(s)

LCFF - Supplemental
5000-5999: Services And Other Operating
Expenditures
Translation Devices

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase a display board to support school-to-home communication for the front of the school.

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)

12,500

Source(s)

LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

The implementation of the strategies have helped improve overall parent satisfaction at HLA. Based on parent feedback and SSC/DELAC meetings, we added actions to support English Language Learner families and have another form of school-to-home communication.

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

NA

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

We had to eliminate some actions based on State and County Health regulations for COVID-19 and social distancing.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,420,956.57

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$94,626.29
Title II Part A: Improving Teacher Quality	\$3,572.01
Title III	\$41,648.10
Title IV Part A: Student Support and Academic Enrichment	\$28,771.57

Subtotal of additional federal funds included for this school: \$168,617.97

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF - Supplemental	\$1,168,622.96
Unrestricted	\$83,715.64

Subtotal of state or local funds included for this school: \$1,252,338.60

Total of federal, state, and/or local funds for this school: \$1,420,956.57

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	1,168,622.96
Title I Part A: Basic Grants Low-Income and Neglected	94,626.29
Title II Part A: Improving Teacher Quality	3,572.01
Title III	41,648.10
Title IV Part A: Student Support and Academic Enrichment	28,771.57
Unrestricted	83,715.64

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	480,694.69
2000-2999: Classified Personnel Salaries	374,598.34
3000-3999: Employee Benefits	367,259.66
4000-4999: Books And Supplies	124,822.57
5000-5999: Services And Other Operating Expenditures	49,384.55
5800: Professional/Consulting Services And Operating Expenditures	24,196.76

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	456,994.69
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	250,161.93
3000-3999: Employee Benefits	LCFF - Supplemental	302,081.79
4000-4999: Books And Supplies	LCFF - Supplemental	101,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	49,384.55
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	8,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	23,700.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	43,726.01
3000-3999: Employee Benefits	Title I Part A: Basic Grants Low-Income and Neglected	25,524.53
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	1,675.75
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	3,572.01
2000-2999: Classified Personnel Salaries	Title III	26,240.40
3000-3999: Employee Benefits	Title III	15,407.70
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	18,322.57
5800: Professional/Consulting Services And Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	10,449.00
2000-2999: Classified Personnel Salaries	Unrestricted	54,470.00
3000-3999: Employee Benefits	Unrestricted	24,245.64
4000-4999: Books And Supplies	Unrestricted	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	669,943.84
Goal 2	47,148.10
Goal 3	688,364.63
Goal 4	15,500.00

School Site Council Membership

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

Erin Marston School Principal

Geraldine Rector, Gurpreet Kaur, Megan Kilpatrick Classroom Teachers

Geoffrey Munch Other School Staff

Tina Alvarez-Bevens, Jessica Rainey, Anita Turley, Livia Landersjonez, Tetyana Konon Parent or Community Members

Name of Members	Role
Erin Marston	Principal
Geraldine Rector	Classroom Teacher
Gurpreet Kaur	Classroom Teacher
Megan Kilpatrick	Classroom Teacher
Geoffrey Munch	Other School Staff
Tina Alvarez-Bevens	Parent or Community Member
Jessica Rainey	Parent or Community Member
Anita Turley	Parent or Community Member
Livia Landersjonez	Parent or Community Member
Tetyana Konon	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on September 30, 2020.

Attested:

Principal, Erin Marston on 9/30/2020

SSC Chairperson, Tina Alvarez-Bevens on 9/30/2020