

## Goal 1: Curriculum and Instruction

### Rate the level of Implementation of Actions/Service in this goal.

Partially Implemented

### If the actions/services in this goal area were not implemented, what were the causes?

Any action items that were not funded were due to teacher salary cost changes revealed at the start of the school year.

### How did our school actions/services improve student achievement?

Tutoring provided after school in English and Math for students with IEP's (service initiated in second semester), more access to Chromebooks for students, access to library (computers, books, and workspace) after school for students daily, instructional materials, tutoring and smaller class sizes for EL students, and training for teachers in MYP and IB practices increased fidelity of implementation of consistent strategies.

<b>Data Reviewed</b>	<b>Outcome(s)</b>	<b>Recommendations for Next School Year: We will</b>
Stakeholder surveys CAASPP results SAT results	Improved scores for ELA (48.1 points above district standard) and Math (29.7 points below district standard, however, improved by 23.1 points from prior year)	<b>(Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</b>  Continue

### In what ways did our school actions/services inform our decisions about instructional practices and professional development?

Losing the funding for teacher release days resulted in professional development around instructional practices to take place during staff meetings and early release days. Professional development was provided through collaboration with site admin and district coaches and through teacher-lead workshops.

<b>Data Reviewed</b>	<b>Outcome(s)</b>	<b>Recommendations for Next School Year: We will</b>
Stakeholder surveys CAASPP results SAT results	Reinforced PLC work across campus within academies, pathways, and curriculum teams	<b>(Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</b>  Continue

**How did our school actions/services close the achievement gap and address the instructional needs of our students at risk of not meeting state content standards?**

It provided after school tutoring in English and Math to students with IEP's. The plan gave money to Special Education teachers to take release days for the purpose of professional development in developing high quality instructional practices. The plan provided after school tutoring and smaller English support classes for EL students. It provided after school library access to all groups, providing work space, computer and printer access, and access to curricular materials to all students.

<b>Data Reviewed</b>	<b>Outcome(s)</b>	<b>Recommendations for Next School Year: We will</b>
Needs analysis survey (Students, staff, and parents)  CAASPP results  SAT results	Content standards implementation increased in all core subjects, CAASPP ELA and math scores increased school-wide, including in African Amer., SWD and EL subgroups.	<b>(Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</b>  Continue

**Goal 2: Assessment**

**Rate the level of Implementation of Actions/Service in this goal:**

Partially Implemented

**If the actions/services in this goal area were not implemented, what were the causes?**

Any action items that were not funded were due to teacher salary cost changes revealed at the start of the school year.

<b>Data Reviewed</b>	<b>Outcome(s)</b>	<b>Recommendations for Next School Year: We will</b>
CAASPP results  SAT results  IB Exam Results	Improvements in assessment creation within PLCs or curriculum groups.  Improvements in ELA and Math CAASPP	<b>(Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</b>  Continue

**How did our school actions/services close the achievement gap and address the instructional needs of our students at risk of not meeting state content standards?**

Focused work for subgroups:

ELL Tutoring, BSU tutoring, SPeD tutoring, and Peer to Peer tutoring through Extended Day.

<b>Data Reviewed</b>  Disarticulated data from priority subgroups from CAASPP results, SAT results, and California Dashboard.	<b>Outcome(s)</b>  Math and ELA scores both increased school-wide and for African American, SWD, and EL students.	<b>Recommendations for Next School Year: We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</b>  continue
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## Goal 3: Wellness

**Rate the level of Implementation of Actions/Service in this goal:**  
  
Partially Implemented

**If the actions/services in this goal area were not implemented, what were the causes?**  
  
Any action items that were not funded was(were) due to teacher salary cost changes revealed at the start of the school year.

**How did our school actions/services improve school climate?**  
  
We provided incentive opportunities for each student (RED Card), and recognition of students through Spotlight. The Campus Suspension room (Cardinal Support Center) was transformed into a reflective practice environment. Extensive work was done in the CTE department and 3 more CTE pathways were developed and will be available to students in the 20-21 school year. PBIS counselor continued work with the Tier 2 team to meet weekly to discuss and support at-risk students.

<b>Data Reviewed</b>  Attendance statistics  Student and Parent Surveys  Discipline analysis  CA Dashboard	<b>Outcome(s)</b>  Attendance rate continued to be above 96%  65% of students received a RED Card and 33% had received a Spotlight in 2019-2020  Suspension rate decreased from 6.4% to 6.0%	<b>Recommendations for Next School Year: We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</b>  CONTINUE
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**How did our school actions/services improve student engagement?**

PBIS Tier 2 team increased the amount of connections for students identified as having difficulties in school enabling students to have a safe person/place on campus. Annual student survey was distributed to indicate school climate. Restorative Practice was implemented to resolve problems students had with one another as well as with staff members enabling students to increase their sense of belonging. Admin continued to explore alternatives to suspension. VAPA provided several opportunities for students both during the school day and after school to connect to school.

<b>Data Reviewed</b>	<b>Outcome(s)</b>	<b>Recommendations for Next School Year: We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</b>
PBIS statistics Student Survey Discipline analysis Needs analysis survey	Provided group counseling for students having behavior, social and emotional difficulties  60% of students indicated feeling a positive connection to school  Implementation of Restorative Practice enabled fewer students being out of class	<i>CONTINUE</i>

**How did our school actions/services close the achievement gap and address the instructional needs of our students at risk of not meeting state content standards?**

Through PBIS Tier 1 and 2 strategies implementation a greater amount of students missed fewer days of school due to discipline and received Social and emotional support needed, allowing them to better focus on academics. Increased CTE pathways provide opportunities for students that struggle to connect to school, alternative and more relevant instruction. VAPA provided opportunities for students to connect to school through creative outlets.

<b>Data Reviewed</b>	<b>Outcome(s)</b>	<b>Recommendations for Next School Year: We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</b>
Synergy Data (attendance and tardies) PBIS statistics Discipline analysis Needs analysis Survey	Suspension rate was 1.3 % below the specified goal and lower than the previous year.  ELA and Math CAASPP scores increased school-wide, including in African American, EL, SWD subgroups.	continue:

**Goal 4: Parent and Community Involvement**

**Rate the level of Implementation of Actions/Service in this goal:**

Fully Implemented

**If the actions/services in this goal area were not implemented, what were the causes?**

All action items were implemented. Action items that lost funding due to teacher salary cost changes were funded through other means.

**How did our school actions/services improve parent and community engagement?**

The actions provided increase access to education, communication and campus, Take Your Parent to Lunch Days, Pathways to Success meetings, Cardinal Cafe Chats, having a Teacher in Charge to focus on attendance, PBIS, Tier 2 students and restorative practices, and counselors providing parent seminars.

<b>Input</b>	<b>Data Reviewed</b>	<b>Outcome(s)</b>	<b>Recommendations for Next School Year: We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</b>
	Synergy Data (attendance and tardies)  PBIS statistics  Discipline analysis  Needs analysis Survey	Attendance at Take Your Parent to Lunch day continues to increase, same with parent workshops.  The tier 2 team served 88 students	continue

**How did our school actions/services improve parent and community input with decision-making?**

The Cardinal Cafe Chat gives families direct access to ask questions, provide feedback, review data, and direct future conversations. Pathways to Success meetings allow families to learn about post-secondary academic options and how to access the options. PBIS surveys allow all families and students to give direct feedback to the school community.

**How did our school actions/services close the achievement gap and address the instructional needs of our students at risk of not meeting state content standards?**

PBIS activities reward, highlight and reinforce positive behavior and climate. An improvement in positive culture leads to more students wanting to be at school and in class. More students in class leads to increased achievement.

<b>Input</b>	<b>Data Reviewed</b>	<b>Outcome(s)</b>	<b>Recommendations for Next School Year: We will (Continue/Revise/Discontinue) the actions/services on this goal area based on the following:</b>
	Synergy Data (attendance and tardies)	Suspension rate was 1.3 % below the specified goal	continue

	PBIS statistics	and lower than the previous year.	
	Discipline analysis	ELA and Math	
	Needs analysis	CAASPP scores	
	Survey	increased	
	CA Dashboard	school-wide,	
		including in	
		African American,	
		EL, SWD	
		subgroups.	