

INDEPENDENCE HIGH SCHOOL

SPSA 2024-2025

At-A-Glance

Independence High School is an intercultural community that provides students with rich opportunities for personal and academic growth while embracing diversity, belonging, and open access for all.

We qualify as an Additional Targeted Support and Intervention school due to the progress of our Students with Disabilities in Graduation, English Learner Progress, ELA, and Math performance.

IHS GOAL 1: Provide high-quality instruction to prepare SIXERs for College & Career after Graduation

- This will be accomplished through the counseling department's active monitoring of all our students and the creation of graduation plans for all students.
- Students will also receive academy and elective offerings to prepare them for different college and career offerings.
- Staff will be provided with both on-campus professional development opportunities through our collaboration schedules and external professional development opportunities where relevant and reasonable.

ESUHSD LCAP GOALS 1 & 2

***College and Career Readiness:** Provide high quality instruction, learning opportunities, as well as academic and social-emotional guidance and support through Multi-Tiered Systems of Support (MTSS) to prepare every student to graduate ready for college and career.*

***Graduation Rate:** Provide the physical, emotional, social and academic support to ensure students are making appropriate yearly progress toward high school graduation.*

Metrics, Baseline, & Expected Outcomes

1. The Graduation rate for SWD from the state dashboard. For the 2023 school year, SWD ranked low at 53.6% instead of our medium ranking at 85.8% overall. - An increase in the graduation rate for our SWD to at least 60% for the 2024-2025 school year.
2. Math Performance for Students with Disabilities from the state dashboard - For the 2023 school year, SWD ranked 299.3 points below the standard instead of 114.1 points below the standard. - An increase in the math ranking for our SWD to no more than 100 points below standard for the 2024-2025 school year.
3. ELA Performance of SWD from the state dashboard - For the 2023 school year, SWD ranked 209.3 points below the standard instead of 29.2 points below the standard. - An increase in the English ranking for our SWD to no more than 100 points below standard for the 2024-2025 school year.

Strategies/Activities to meet the goals (WASC Alignment)

1. Increase Graduation rate of underperforming Subgroups (WASC Goal 2)
 - a. Students are to be involved in the development of 4-year plans, with at least annual guidance from their counselor
 - b. Credit-deficient students are met, and graduation plans are developed through the use of credit recovery options or developing alternative graduation plans
 - c. Support of the AVID program for our first-generation college-bound students.
 - d. Targeted support for our SWD, SED, and EL students
 - e. Support for College and Career Academy Staffing
2. Provide professional development opportunities and facilitate collaboration amongst the staff. (WASC Rec #8)
 - a. Develop and support a comprehensive professional development plan for the school year.
 - i. Incorporating collaboration time around focused goals toward instructional
 - ii. Align with district efforts toward essential standards
 - b. Support staff professional development that leads toward improvements in their ability to deliver content and relevant subject mastery
3. Provide career exploration options: Staff and school leadership should continue to expand on opportunities for students to participate in Career Technical Education courses and pathways. (WASC Goal 1 & REC 10)
 - a. Funding and supporting student college & career explorations
 - b. Students create and maintain 4-year academic plans

Projected Expenditures & Sources - (\$220,827)

- Targeted Support (SWD/SED/EL) Release Period - \$40,000 (Title I)
- Professional Development/Training/Conferences - \$15,000 (Title I) & \$25076 (Title II)
- Credit Recovery Opportunities - \$50,000 (Title I)
- Academy Staffing Support - \$35751 (Title I)
- Professional Development Coordinators Release Period - \$40,000 (Title I)
- Career Exploration & Field Trips - \$10,000 (Title I)
- Instructional Supplies - \$5,000 (Title I)

IHS GOAL 2: Ensure equitable access and inclusion for all SIXERs to meet their unique needs on our campus and in our classes

- This will be accomplished by increasing student and parent voices and engagement on campus.
- Instructional staff will identify and work toward the essential standards within their departments, sharing and aligning instructional practices.
- Staff will go through a process of identifying and evaluating support needed by students based on multiple means of formative assessment.

ESUHSD LCAP GOALS 3 & 6

Achievement of English Language Learners: Provide programs, support and instruction aligned with the EL Roadmap to improve English proficiency and overall academic success for all English Learners.

Achievement of Homeless Youth: Engage with and connect our homeless youth and their families to appropriate staff, academic and mental health and wellness support and interventions, and programmatic learning options to increase student attendance, academic achievement, and overall emotional and physical well-being.

Metrics, Baseline, & Expected Outcomes

1. Students with Disabilities' performance for College and Career readiness from the State Dashboard. - Students with Disabilities rank the lowest, with only 7.5% prepared. - An increase in the number of Students with Disabilities prepared to over 20%.
2. English Language Acquisition results from the State Dashboard. - Only 39.1% of our English Learners were shown to be making progress toward English Language Proficiency. - An increase in English learners progressing to over 50% showing progress.
3. A decrease in the suspension rate for our Homeless students. - Homeless Youth qualified in the Orange range, with 5.6% having been suspended at least one day. - A decrease in the number of suspensions for our Homeless youth.

Strategies/Activities to meet the goals (WASC Alignment)

1. It is necessary to ensure that all stakeholders are equally involved in the decision-making process, in particular parents and students. (WASC REC#1)
 - a. Build a team around the development and involvement of English learner parents and students on campus.
 - b. Schedule and execute events in which the community or specific parents are invited to campus to learn about our offerings or support for their students.
 - c. Parent workshops on support for our Students with Disabilities
2. School leadership must actively guide staff through identifying essential standards, creating common assessments, and using data to drive instructional practices. (WASC REC #7)
3. Create and implement student surveys in courses to be given twice a year (WASC Goal 5)
 - a. Departments will engage in continuous improvement around identifying and supporting student needs based on formative data.

Projected Expenditures & Sources - (\$61,000)

- EL TOSA Release Period - \$40,000 (Title I)
- Professional Development/Training/Conferences - \$20,000 (Title I)
- Instructional Supplies/Overtime for Workshops - \$1,000 (Title I)

IHS GOAL 3: Provide a positive and welcoming school program where all students feel welcome at Independence.

- This is to be fostered through the use of school-wide lessons, values, and cross-curricular instruction, creating a welcoming environment while teaching behavioral expectations.
- Utilize site staff and alternatives to suspension when possible for our Students with Disabilities.

ESUHSD LCAP GOALS 4 & 5

***Behavior Responses:** Establish and sustain healthy school cultures through restorative, relationship-centered practices aligned with the MTSS framework to keep students engaged in their learning environment, thus decreasing the number of student discipline referrals as well as suspensions and expulsions.*

***Attendance and Chronic Absenteeism:** Engage with and connect students and families to appropriate staff, support, and programmatic learning options to increase student attendance.*

Metrics, Baseline, & Expected Outcomes

1. Suspension rates of Homeless, Pacific Islander, and Students with Disabilities on the State Dashboard - Homeless students had a 5.6% increase in their suspension rate. Pacific Islander suspensions increased by 6.5%, and Students with Disabilities have a 7.8% suspension rate of at least one day. - A decrease in the suspension rates of all three of these groups to be under 4%.
2. The Spring Panorama Climate Survey - The Fall 2023 Panorama Survey showed that 31% of students felt they belonged and were active members of our school community. - An increase in the sense of belonging to be over 35%
3. The Spring Panorama Climate Survey - The Fall 2023 Panorama Survey showed a 55% rate of students feeling favorable about knowing the rules and norms - An increase in the favorable feelings about the rules and norms to be over 60%.

Strategies/Activities to meet the goals (WASC Alignment)

1. Incorporate the SLOs into unit and lesson plans throughout departments, including in cross-curricular instruction, and continue to incorporate the SLOs more directly into lesson plans and standards to increase student awareness of school-wide expectations. (WASC Goal 5 & WASC Rec #4)
 - a. Development of schoolwide lessons as well as alignment of instructional strategies
 - b. Department development of SIXER value lessons
2. Implementing MTSS to help align resources and identify and overcome obstacles to success (WASC Goal 5)
 - a. Identify and align common instructional strategies to support student learning.
 - b. Supporting our Instructional Support Team (IST) in identifying and evaluating students who need Tier II and III support
 - c. Continue presentations on healthy choices/relationships/safety through outside organizations (SJPD/YWCA)
 - d. Support for our Mental Health & Wellness Center and their CBO collaborations
3. Increase attendance Rates and decrease Suspension rates (WASC Goal 4)
 - a. Evening Attendance Recovery Conferences
 - b. Interventions and supports for after-hours interventions
 - c. School supplies needed for Homeless youth

Projected Expenditures & Source s- (\$28,188)

- MTSS Implementation - \$12,000 (Title I)
- Parent Outreach- \$5,000 (Title I)
- Attendance Recovery Efforts - \$6,188 (Title I)
- Attendance & Intervention team with supports for SWD & homeless students - \$5,000 (Title I)