

Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Thomas Downey High School

50 711755031802
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date

April 25, 2023

Local Board Approval Date

June 20, 2023

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Table of Contents

| | |
|--|----|
| Section 1 School Mission Statement and Description | 3 |
| Section 2 CSI & ATSI: Purpose and Description | 5 |
| Section 3 Educational Partners Involvement | 6 |
| Section 4 ELA Goal..... | 7 |
| Section 4 Math Goal | 16 |
| Section 4 Attendance Goal | 26 |
| Section 4 PBIS Goal | 33 |
| Section 4 Academic Equity, Opportunity, and Awareness..... | 40 |
| Section 4 Graduation Goal..... | 46 |
| Section 4 Parent Involvement | 52 |
| Section 5 Staffing..... | 57 |
| Section 6 Budget Summary | 59 |
| Section 7 Funding Allocations..... | 60 |
| Section 8 School Site Council Membership | 61 |
| Section 9 Recommendations and Assurances | 62 |

Section 1 School Mission Statement and Description

School Mission Statement:

Thomas Downey High School is dedicated to continuing our tradition of excellence and promoting relevant learning environments which allow students to become lifelong learners and responsible citizens. Our goal is to have students develop critical thinking skills, and be able to succeed in a technologically advancing world.

School Description:

Thomas Downey High School (TDHS) opened its doors in September 1951 and is the second oldest high school in the Modesto City Schools District. Downey has had an important place in the local landscape for over seventy years. Downey, a comprehensive, public high school located in the heart of Modesto, is one of seven comprehensive high schools in the Modesto City Schools system, serving a community of more than 210,000 residents in the central valley of California. Current fall 2022 enrollment is 2219 students. Downey's student population comes from a wide range of backgrounds and neighborhoods. Light industry, farms, businesses, construction and professional offices anchor the residential areas that comprise our attendance area. Downey also has a number of students whose parents commute to the Bay Area while appreciating the quality of life in Modesto. We continue to possess a heterogeneous school population that mirrors the ethnic make-up of our community: Hispanic 67.1%, Caucasian 20.6%, African-American 1.9%, Asian 1.7%, E. Indian/Pacific Islander 1%, and Other 7.4%. Additionally, preliminary numbers indicate that 76.3% of the student population qualify for free/reduced lunch.

The opening of Peter Johansen High School in 1991, James Enochs High in 2006, and Joseph Gregori High in 2009 brought the number of Modesto City High schools to seven and had a major impact on Downey's attendance boundaries and demographics. Downey is no longer a "neighborhood school," and serves a non-contiguous attendance boundary that requires the use of 11 buses to transport approximately 800 students living six to eight miles from campus. These neighborhoods in south Modesto now comprise two-thirds of Downey's student population and are predominately in a "county island" that includes many homes without sidewalks or access to public sewage systems. Students also live in several migrant housing projects and trailer parks along the Tuolumne River, remnants of the "Dust Bowl" era of the 1940's.

In 2001 Thomas Downey High School was named California Distinguished School, and it's the first high school in the district to achieve this coveted recognition. In 2019, Downey received a six-year accreditation from the Western Association of Schools and Colleges (WASC) and in the 2021-22 school year Downey engaged in a mid-cycle WASC study that found Downey had made adequate growth in the identified areas of need to continue with the six-year accreditation. Downey provides a comprehensive curriculum providing courses for students of all abilities and interests. Programs at Downey include Advance Placement courses (AP), College Preparatory courses (CP), English Learner (EL) services, Special Education, Resource, Advancement Via Individual Determination (AVID), Teen Parenting Program, and various rich vocational education programs articulated with Career Technical Education (CTE) and Modesto Junior College to prepare students to enter the world of work.

The Downey campus encompasses 94 classrooms and labs, two gymnasiums, an auditorium and a library. It also includes a complete complex of athletic fields, stadium, and a swimming pool. In the spring of 2019, a state-of-the-art synthetic turf was replaced in Chuck Hughes Stadium. October 2009 marked completion of an extensive campus modernization to renovate Downey's classrooms, build a state-of-the-art swimming pool, and update other facilities. Upgrades included complete abatement, new roofing and paint school-wide, tack board, new flooring and paint for classrooms, upgraded data systems, and seismic upgrades, among much more. Additionally, 2012 marked the completion of a commercial scale culinary arts classroom. With these additions, TDHS boasts some of the district's – and area's – most up to date facilities. Technology is a major focus and is infused into the curriculum and used to strengthen the integrated instruction that occurs across disciplines. Every staff member will have a Lenovo computer with access to computerized resources. 75" TV's have been added in all classrooms and all students have 1-1 devices. Also, Downey has campus-wide wireless coverage with the capability of the district's filtered network. Staff on campus correspond directly via email. A career and college counseling center is available to students, and an after school tutoring program with additional transportation services is also offered.

Migrant Education /Title I Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. Counseling services are provided by Migrant Education Region 3 contracted staff to eligible high school students, as needed. Migrant students are identified and recruited by two Support Services Liaisons. The current migrant student eligibility list is maintained on a monthly basis and is cross-referenced with the district student database to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee which meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

Section 2 CSI & ATSI: Purpose and Description

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
 - ☒ Additional Targeted Support and Improvement
- Students With Disabilities

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.

Downey will be working with a variety of educational partners in order to ensure that all parts of our educational plans align with LCAP as well as federal, state, and local programs. These educational partners include School Site Council, English Learner Advisory Committee, Parent Involvement group, Downey's leadership team, student committees, and other important community members who have vested interest in the success of Downey students. The SPSA will address the needs for additional support for Students with Disabilities.

Resource Inequities

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

There were several factors that impacted the ability of our students with disabilities to be successful. These causes include inadequate training for general education staff on the application of strategies to ensure equitable access to the content. Additionally, many Special Education teachers began using new curriculum and could use additional training to apply the use of that curriculum with fidelity. Lastly, there were no systemic systems in place to ensure that generally education teachers had the support needed to ensure that they could effectively provide the necessary supports.

Section 3 Educational Partners 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 2022-23 SPSA Annual Review and Update

Thomas Downey High School's SSC, ELAC, Site Leadership and teachers participated in the evaluation process of Thomas Downey High School's 2022-2023 SPSA which include the analysis of quantitative and qualitative data to determine effectiveness within each goal, activities to continue/discontinue, and to revise. This occurred during September-October 2022 SSC, ELAC, Site Leadership and staff meetings.

Involvement Process for the 2023-24 SPSA and Update

Input on the 2023-24 SPSA was collected through various means. This included staff meetings, leadership meetings, ELAC meeting, and the annual Title I parent meeting. Students were also involved through Downey's leadership class, Knights of the Roundtable student committee, as well as student council.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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.

Quarterly benchmarks within ELA classes (9-11) were analyzed by site administration and within PLC groups to assess and monitor student progress throughout the year. Teacher led department meetings and PLC focus groups monitored the implementation of school wide norms to support student learning and achieve growth towards mastery. Due to the staff recognition of reading comprehension being an area of growth, staff members agreed to choose a literacy standard and composed formative assessments, specific to content areas, in an effort to improve student literacy. Students subgroups were monitored through both department and PLC groups along with site coordinators and instructional coaches focused on student achievement. Student growth was impeded by scheduling conflicts with all teacher stake holders consistency. All students identified as EL are monitored quarterly and placement is reviewed. Special Education students have goals written into their IEPs that focus on the areas of reading, research and inquiry. Practices were implemented in the classroom that included data analysis, student identification, and best practices that contributed to the increase in student achievement. As we review our areas of strength, we share those areas with PLC groups so they can continue to emphasize those skill sets. In regards to our areas of need, we share benchmark and CAASPP data with our English PLCs so that the CFAs are designed to improve our areas of weakness, based on data analysis. In the areas of budgeted expenditures, student tutoring allows our students to get assistance based on their personal area of need. Students will meet with instructors after school to get extra assistance based on the standard which poses an area of difficulty. In the areas of benchmark data, teachers disaggregate the information and utilize that information in PLCs.

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

Due to post-pandemic related barriers, full data analysis was not accurate to inform all decision making. During much of the 2022-23 school year attendance rates were low due to many students continuing to miss school due to COVID related issues and other post-pandemic causes, including an increase in social-emotional problems. This had some impact on Downey's ability to fully implement all strategies. In addition, the expected staffing was never fully realized due to an inability to hire and retain bilingual paraprofessionals.

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.

The Downey High School teachers are working in Professional Learning Communities during collaboration days with a focus on student learning. Four prime questions are at the center of this focus on learning. Question include: What are students supposed to learn? How do we know they are learning? What do we do when they don't learn? The leadership of TDHS works with its staff to ensure that all departments are using the PLC process to address areas of weakness and continue to move our students toward achievement of the standards through the use and development of specific skill sets. In addition, during the 2023-23 school year Downey will implement a English Language Arts co-teaching model for a cohort of students who are identified as having a learning disability.

IDENTIFIED NEED (Data Analysis)

ELA

Based on Grades we identified that 0-49% of Special Ed students are in need of support / intervention in the area of: Increase access / participation

To address this the school can:

Include writing in all daily instruction and provided the necessary professional development to teachers so that they engage their students in daily writing.

In addition, a cohort of freshman students enrolled in SDC will be included in a general education English class in which the general education teacher and special education teacher will co-teach.

ELA PD

Based on PLC input we identified the following area of need in professional development PLC release time

To address this the school can:

Work with Downey's MTSS coach to ensure that all staff members have the ability to development common formative assessments and be able to disaggregate this data to determine student success.

Additionally we analyzed specific data to indicate the following need(s):

N/A

Discuss the areas of strength and need based on data analysis:

After analyzing the number of students who have received a D/F in ELA for the last three years, after first semester Downey's students have seen a decrease in the number of students with a D or F in English. Currently Downey has a 28.09% D/F rate for English. This is nearly an 1.2% decrease from the previous year and the lowest D/F rate in four years. This demonstrates improvement in the performance of students in ELA when compared to previous years and indicates that students are acquiring the content at a higher level.

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1

Goal #1 Improve Distance from Standard by +15 points or maintain green/blue status Fall 2021 CA Dashboard

| | 2021-22 Final Data / District Preliminary Data | 2023-24 Data Goal Increase |
|----------------------------------|---|-----------------------------------|
| Schoolwide (SW) | Actual -60.1 | Goal -45.1 |
| English Learners (EL) | Actual -157.8 | Goal -142.8 |
| Students with Disabilities (SWD) | Actual -171.8 | Goal -156.8 |
| Other Student Groups | Actual | Goal |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|--|--|---|------------------------|----------------------------------|----------------|
| Increase percent of students mastering literacy skills across all content areas. | | | | | |
| Increase percent of students able to discuss and collaborate using complete sentences and academic language across all content areas. | | | | | |
| Schoolwide (SW) | <p>1. Thomas Downey High School will offer an extensive AVID program with AVID strategies offered school wide. Teachers will be trained in the delivery and use of AVID instructional practices. AVID tutoring and an AVID tutoring center will be offered to teachers school wide. School wide tutoring is offered five days a week by credentialed teachers after school. College tutors are available to develop academic skills and promote literacy across all content areas for all students.</p> <p>2. TDHS will provide professional development focusing on AVID instructional strategies across content areas to improve student academic performance.</p> | <p>1. AVID Coordinator will monitor tutorial center usage. Teachers providing tutoring will monitor student sign-in rosters. The AVID program end of year report will be used to evaluate instruction.</p> <p>2. Teachers and administrators attending conferences focusing on AVID strategies and strategies for increasing the use of district instructional norms.</p> | AVID Tutors | Title 1 Classified | 4735 |
| | | | Instructional Supplies | Title 1 Supplies and Services | 8500 |
| | | | AVID Summer Training | Title 1 Professional Development | 14929 |
| | | | After School Tutoring | Title 1 Certificated | 4298.5 |
| | | | | | |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|--|---|--|---|----------------------------------|----------------|
| | <p>3. TDHS will work within Professional Learning Communities to create learning targets, design assessments, and analyze data to focus on improving literacy and provide appropriate interventions for all students. Professional Development with an emphasis on instructional practices, educational technology, ELA skill development. 26 days are reserved as Collaboration days for teachers to refine their teaching skills and repertoire</p> | <p>Department chairs will monitor PLC utilization and implementation of assessments. Teachers and administrators attending conferences focusing on PLC development and strategies for increasing the use of district instructional practices and norms focused on ELA skill development.</p> | Onsite professional development training District professional development opportunities. | Title 1 Professional Development | |
| | | | | | |
| | <p>4. Downey will offer additional ELA support as a way of helping Downey students meet grade level in ELA</p> | <p>Optional period stipends will allow for the addition of ELA support zero and eighth period</p> | | | |
| | <p>College Field trips to provide exposure for student to college</p> | <p>Attendance on these trips. Academic improvement in students attending.</p> | Transportation and other associated fees | Title 1 Supplies and Services | 4582 |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|-----------------------|---|--|-----------------------|--------------------|----------------|
| | Thomas Downey freshman ELA department will engage in professional development with California Educational Partners to improve the transition for 8th graders coming into 9th grade, specifically becoming more aligned in the standards being taught. | Decrease ELA D/F Rate. | | | |
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| English Learners (EL) | 1. TDHS will provide support and tutoring services to all EL students. Mentoring by certificated staff, tutoring, study skills and academic advising. | 1. District Instructional Facilitator provides list of EL students to teachers along with lists of instructional strategies to help them be more successful. | Tutoring Salary cost | Title 1 Classified | 4735 |
| | 2. MTSS Coach provides list of EL students to teachers along with lists of instructional strategies to help them be more successful | 2. MTSS Coach- tracks student data from class visits and provide professional development to teachers. | | | |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|----------------------------------|---|--|-----------------------|----------------|----------------|
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| | 3. Use of the counseling staff and ELD teacher to develop academic and literacy goals with our English Learners. Bilingual para support to help English Learners acquire the content and become more English proficient | 3. Training of counselors and teacher to work with English Learners to set goals and target. | | | |
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| Students with Disabilities (SWD) | Additional tutoring supports for students with disabilities. | Attendance at the tutoring sessions. | | | |
| | | Special Education teachers along with PPS/Counseling administration will monitor quarterly improvement | | | |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|--|--|---|-----------------------|----------------|----------------|
| | TDHS will provide additional remediation and support by PLC group teachers with support of the District Instructional coach. Increase semester remediation opportunities for students with disabilities. Staff will focus on developing literacy across all content areas while providing remediation and support. | | | | |
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| | Training for TDHS teachers in application of new curriculum with fidelity. | Benchmark examinations and grades | | | |
| | Development of system method by which general education teachers are notified of accommodations and mortifications. | Benchmark examinations and grades | | | |
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| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|----------------------|---|---|-----------------------|----------------|----------------|
| | A cohort of Downey freshman SDC students will be mainstreamed into a general education class as the teachers engage in a co-teaching model. The teachers will engage in professional development to learn how to best serve the students in this model. | Decreased D/F rate and increase in summative assessment results with this cohort. | | | |
| Other Student Groups | | | | | |
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Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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.

Quarterly benchmarks within Math classes (9-12) were analyzed by site administration and within PLC groups to assess and monitor student progress throughout the year. Teacher led department meetings and PLC focus groups monitored the implementation of school wide norms to support student learning and achieve growth towards mastery. Student subgroups were monitored through both department and PLC groups along with site coordinators and instructional coaches focused on student achievement. Student growth was impeded by scheduling conflict with all teacher stakeholders consistency. CASSP scores dropped by 6% in the 2018-2019 school year. Teachers collaborate weekly and across the district to address these changes. Data is given to teachers to assist them with lesson design in order to provide more in depth lessons that address the areas of student weakness. Practices were implemented in the classroom that included data analysis, student identification, and best practices that contributed to the increase in student achievement. As we review our areas of strength, we share those areas with PLC groups so they can continue to emphasize those skill sets. In regards to our areas of need, we share benchmark and CAASPP data with our Math PLCs so that the CFAs are designed to improve our areas of weakness, based on data analysis. In the areas of budgeted expenditures, student tutoring allows our students to get assistance based on their personal area of need. Students will meet with instructors and tutoring after school to get extra assistance based on the standard which poses an area of difficulty. In the areas of benchmark data, teachers disaggregate the information and utilize that information in PLCs.

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

Due to school closures and subsequent spending freeze, the SPSA and data collection for analysis could not be fully implemented. This not only impacted Downey's ability to complete the necessary strategies, but also administer state testing and final benchmark examinations.

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.

Students with disabilities will be a focus for academic achievement while continuing the goals.

IDENTIFIED NEED (Data Analysis)

MATH

Based on Grades we identified that 50-59% of Special Ed students are in need of support / intervention in the area of: Basic Math Facts

To address this the school can:
To address this concern Downey teachers will be engaging in working surrounding the use of the PLC model. During collaboration meetings Downey Mathematics teachers can engage in lesson planning specifically focused on integrating Mathematics facts into daily lesson plans. This would be combined with ensuring that students are engaged in grade level content areas instruction.

MATH PD

Based on PLC Input we identified the following area of need in professional development PLC Release Time

To address this the school can:
Engage in professional development with all teachers surrounding the topic of data analysis and development of common formative assessments as a part of the PLC process. In addition to professional development on data collection and analysis procedures, all Math teacher will continue to engage in curriculum and lesson design training.

Additionally we analyzed specific data to indicate the following need(s):

N/A

Discuss the areas of strength and need based on data analysis:

Overall Downey's D/F rate is at it's lowest in three years. There has been nearly a 12% decrease in the number of students failing mathematics.

Subject: Math

LEA/LCAP: LCAP Goal 1

Goal #2 Improve Distance from Standard by +17 points or maintain green/blue status Fall 2021 CA Dashboard

| | 2021-22 Final Data / District Preliminary Data | 2023-24 Data Goal Increase |
|----------------------------------|---|-----------------------------------|
| Schoolwide (SW) | Actual -165.1 | Goal -147.1 |
| English Learners (EL) | Actual -228.9 | Goal -211.9 |
| Students with Disabilities (SWD) | Actual -245 | Goal -165.4 |
| Other Student Groups | Actual | Goal |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|--|--|--|-----------------------|----------------|----------------|
| Increase the percent of students meeting or exceeding Math content standards. | | | | | |
| Increase the percent of students demonstrating the Standards for Mathematical Practice across all content areas | | | | | |
| Schoolwide (SW) | <p>1. Thomas Downey High School will offer an extensive AVID program with AVID strategies offered school wide. Teachers will be trained in the delivery and use of AVID instructional practices. AVID tutoring and an AVID tutoring center will be offered to teachers school wide. School wide tutoring is offered five days a week by credentialed teachers after school. College tutors are available to develop academic skills and develop improved math skills for all students across all content areas for all students.</p> | <p>1. AVID Coordinator will monitor tutorial center usage. Teachers providing tutoring will monitor student sign-in rosters.</p> | | | |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|--|---|---|-----------------------|----------------------|----------------|
| | <p>2. TDHS will provide after school tutoring services for all students four days a week by credentialed teachers in math and science areas. Additional instructional materials to enhance instruction and provide school materials for students in need.</p> | <p>2. Teacher sign in sheets at tutoring sessions</p> | After School Tutoring | Title 1 Certificated | 4298.5 |
| | <p>3. Increase student access to technology for research, writing reports, homework assistance, and checking grades/assignments and other tools necessary for students to access the content.</p> | <p>3. Benchmark examinations and grade</p> | | | |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|--|---|---|---|---|----------------|
| | <p>4. TDHS will provide professional development in effective and research based math instructional practices regarding: Teaching writing within Math, and AVID instructional strategies.</p> | <p>4. Teachers and administrators attending conferences focusing on AVID strategies and strategies for increasing the use of district instructional norms. Teachers attending technology conferences with the focus on how to teach math with the use of technology. This will result in increased student achievement as shown in benchmark examinations and state assessment.</p> | <p>Conferences Registration and substitutes</p> | <p>Title 1 Professional Development</p> | <p>9929</p> |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|------------------|--|--|-----------------------|----------------|----------------|
| | <p>5. Student who have been identified as struggling in Algebra will be offered an algebra support class to remediate in the necessary skills.</p> <p>6. Tutoring to help Mathematic students remediate standards that were not mastered during the traditional lesson</p> <p>7. Downey's Freshman Algebra Mathematics team will continue to engage in their work with California Educational Partners. The focus of this work is to improve the collaboration between our feeder school so that freshman students may be more successful.</p> <p>8. Downey will be implementing an Algebra Co-Teaching model to support those students who are behind grade level and need support.</p> | <p>5. Increased performance on benchmark examinations and state assessments.</p> <p>6. Tutoring by certificated teachers and AVID tutors.</p> <p>7. Decreased D/F rate and improvement in a variety of summative assessment outcomes.</p> <p>8. Increased level of proficiency in Algebra and preparedness for Geometry.</p> | | | |
| English Learners | | | | | |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|------|---|---|-----------------------|----------------|----------------|
| (EL) | <p>TDHS will provide EL mentoring by certificated staff, tutoring, study skills and academic advising. District Instructional Facilitator will work with all teachers to develop scaffolding instructional strategies across all content areas.</p> <p>The MTSS coach will provide professional development and EL shadowing to work individually with students and teachers.</p> <p>The MTSS coach will provide additional support focused on engagement within math classrooms.</p> | <p>MTSS coach will track student data from class visits and provide professional development to teachers.</p> | | | |
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| | 5 hour bilingual Para | Student growth in both academic grades and formal assessments. | | | |
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| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|----------------------------------|---|--|-----------------------|----------------|----------------|
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| Students with Disabilities (SWD) | TDHS will provide remediation and support. Staff will focus on developing best instructional practices within Math. Remediation and support will be provided to students indicating a need for improvement within math. | Special Education teachers along with PPS/Counseling administration will monitor quarterly improvement as represented in grades. | | | |
| | After school tutoring to support students with special needs | Benchmark examinations and grades | | | |
| | Development of system method by which general education teachers are notified of accommodations and modifications. | Benchmark examinations and grades | | | |
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| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|----------------------|---|---|-----------------------|----------------|----------------|
| | TDHS training on application of new curriculum with fidelity | Benchmark examinations and grades | | | |
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| Other Student Groups | | | | | |
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Section 4 Attendance Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Attendance

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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.

Positive Behavior and Intervention Systems were implemented with fidelity to address student attendance and students with chronic attendance. Students were recognized for improving their individual attendance rate on a quarterly basis both through PBIS and Renaissance Program. These programs were widely appreciated by the students and parents. Circumstances beyond our control negatively affect our attendance rate such as COVID related absences and days with heavy smoke from large area fires. Many of the Downey students are bused to school and on rainy days, students have difficulty getting to the bus stops with no sidewalks to avoid flooded streets. A drop in attendance occurs on these days. The PBIS program was implemented with fidelity and beyond. The renaissance foundation continues to support our efforts in improving attendance and helps recognize and encourage students to have good

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

Due to continued issues related to COVID, the SPSA plan could not be fully implemented and final attendance data may not accurately represent the actual attendance rate. Although COVID related absences have subsided greatly, students continue to miss class due to being quarantined and/or social-emotional issues related to COVID.

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.

Our student assistant specialist will be involved with all attendance related strategies and activities to support families, teachers, and students to improve outcomes. Home visits are conducted daily to support parents and students due to the lack of cellphones and mobility in the community.

IDENTIFIED NEED (Data Analysis)

ATTENDANCE

Based on Dashboard Attendance we identified that 50-59% of Low Income students are in need of support / intervention in the area of: Attendance

To address this the school can:

provide support to calling on families to schedule attendance review meetings to provide support. We can also work with our Parent Ambassador to provide supports necessary for parents to partner with the school to increase attendance.

ATTENDANCE PD

Based on Analysis of tardy data we identified the following area of need in professional development
Engagement Strategies

To address this the school can:

Downey continues to struggle in the area of tardies. On a daily basis students are late to class, many of whom state that they aren't engage. Providing professional development in the area of engagement may help to reduce the number of tardies and absences.

Additionally we analyzed specific data to indicate the following need(s):

Based on Analysis of attendance data we identified the following area of need in professional development

Access to specific attendance PD

To address this the school can:

Monitor chronic absenteeism weekly and ensure that there is a plan in place to support these students to re-engage these student

Discuss the areas of strength and need based on data analysis:

Student attendance continues to be an area of focus but during the 2022-23 school year overall attendance rate increased by nearly 1.8% for all students and the chronic absenteeism rate decreased by 9.8%.

Subject: Attendance

LEA/LCAP: LCAP Goal 1

Goal #3 By the end of the 2022-23 school year the attendance rate for all students will increase by 0.5% when compared to the previous year.

| | | | | |
|----------------------------------|---|----------------------------|--|----------------------------|
| | Increase student attendance rate by 0.5% or to 98%. | | Decrease chronic absenteeism rate by 1% | |
| | 2022-23 Final Data | 2023-24 Data Goal Increase | 2022-23 Final Data / District Preliminary Data | 2023-24 Data Goal Increase |
| Schoolwide (SW) | Actual 90.21% | Goal 90.71% | Actual 26.61% | Goal 25.61% |
| English Learners (EL) | Actual 88.38% | Goal 88.06% | Actual 34.13% | Goal 33.13% |
| Students with Disabilities (SWD) | Actual 87.04% | Goal 87.54% | Actual 37.33% | Goal 36.33% |
| Other Student Groups | Actual % | Goal % | Actual % | Goal % |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|--|--|---|------------------------------|-------------------------------|----------------|
| Identify strategies utilized to decrease the percent of students with absenteeism and promote attendance. | | | | | |
| Schoolwide (SW) | 1. TDHS will include student incentives through PBIS program, to be utilized and incorporated to recognize and celebrate weekly and monthly perfect student attendance | 1. Head attendance clerk and Administrator of student attendance will monitor monthly attendance reports, weekly SART meetings, District SARB meetings, and monitor weekly reports of students with chronic absenteeism | | | |
| | 2. Communicate the importance of regular daily attendance to students parents and the community via: Classroom presentations to freshman, weekly attendance recognition announcements, Back to School Night, ELPP, School Site Council, Freshmen intervention meetings, 9th grade parent meetings, parent conferences. | Monitor monthly attendance reports Weekly SART meetings District SARB meetings Monitor weekly reports of students with chronic absenteeism | Student Assistant Specialist | Title 1 Supplies and Services | 13800 |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|-----------------------|---|--|-----------------------|----------------|----------------|
| | 3. Coordinate Student Attendance Teams comprised of school staff to target students with multiple attendance issues and/or truant incidents, to offer assistance aimed at resolving truancy problems and attendance issues. | 2. Monitor monthly attendance reports Weekly SART meetings District SARB meetings Monitor weekly reports of students with chronic absenteeism | | | |
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| English Learners (EL) | 1. TDHS monthly attendance reports will be reviewed at site administration meetings with updates on trends. | Monitor monthly attendance reports | | | |
| | | Review of attendance data specific to English Learners | | | |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|----------------------------------|--|---|-----------------------|-------------------------------|----------------|
| | 2. Work with community involvement department to host parent presentations in home language to partner with families to increase student attendance of English Learners. | | | | |
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| Students with Disabilities (SWD) | Developed attendance plan for 2021-22 with areas to address: attendance incentives, student recognition for improved and perfect attendance, use of phone message auto dialer, detention, Saturday School, truancy steps, SART, and SARB | Monitor monthly attendance reports Weekly SART meetings District SARB meetings Monitor weekly reports of students with chronic absenteeism Saturday School attendance reports | Student Incentives | Title 1 Supplies and Services | 2500 |
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| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
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| Other Student Groups | | | | | |
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Section 4 PBIS Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: PBIS

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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 2022-23 school year saw a multitude of changes to the Supervision office in the areas of programs, practices and procedures. Some of these changes included a new AP that is learning the culture of the school and the PBIS programs available. The programs that had previously been implemented worked well for a variety of students, who had reported their issues to the Supervision office. The restorative practices have not worked their way into the established classroom procedures of TDHS. The PBIS store continues to be open on Fridays and students shop during lunches. Monitoring continues to be done and efforts to measure effectiveness are in place. The Restorative Practice and PBIS program was started in 2018. It will continue to be developed and strengthened over time. Money is budgeted to keep the store open, as well as provide PD opportunities for our staff to get trained in various areas to assist with behaviors.

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

There are no major differences between the proposed plan and the expected outcomes.

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

No changes will be made to this goal. Continued efforts by all staff to encourage students to follow the ideals of the PBIS program and to seek adult help and support to solve their issues.

IDENTIFIED NEED (Data Analysis)

PBIS

Based on Suspension we identified that 0-49% of Special Ed students are in need of support / intervention in the area of: Behavior

To address this the school can:

Students receiving Special Education services continue to be suspended at a rate that is higher than their general education peers. In order to address this need, students will receive high access to social-emotion and de-escalation lesson plans through their case managers. They will also receive a presentation and access to Downey Healthy Start program to learn about supports available to reduce behaviors that lead to suspension.

PBIS PD

Based on PLC input we identified the following area of need in professional development PD from SAS / Mental Hlth Spcst

To address this the school can:

Provide professional development opportunities for teacher to teach student how to de-escalate conflicts as well a provide resources to students who may need additional support.

Additionally we analyzed specific data to indicate the following need(s):

Based on Referrals we identified the following area of need in professional development Access to specific PBIS PD

To address this the school can:

Work with the TDHS coordinator and other district coaches to further develop classroom level PBIS practices, restorative practices, and equity training.

Discuss the areas of strength and need based on data analysis:

Suspension data during the 2019-2020 and the 2020-21 school year were difficult to analyze due to school closures and post-pandemic changes. The 2021-22 school year showed an increase in the suspension rate from the pre-pandemic rate during the 2018-19 school year. The 2022-23 school year has seen an overall decrease in the suspension rate compared to the same time last year with a 0.75% decrease in the suspension rate when compared to the same time last year.

Subject: PBIS

LEA/LCAP: LCAP Goal 1

Goal #4 Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3% or maintain green/blue status Fall 2021 CA Dashboard.

| | Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3% | |
|----------------------------------|---|-----------------------------------|
| | 2022-23 Final Data / District Preliminary Data | 2023-24 Data Goal Increase |
| Schoolwide (SW) | Actual 5.55% | Goal 5.25% |
| English Learners (EL) | Actual 8.49% | Goal 8.19% |
| Students with Disabilities (SWD) | Actual 9.92% | Goal 9.62% |
| Other Student Groups | Actual % | Goal % |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|---|---|---|--|----------------------------------|----------------|
| Identify strategies to reduce the number of discipline incidents and promote PBIS. | | | | | |
| Schoolwide (SW) | 1. TDHS will offer Positive Behavior incentives- Student recognition for positive behavior and appropriate student actions. Use of the Thomas Downey "Knight Sighted" cards. (See actual card) Students are recognized by school personnel for behavior which is commendable. Areas for which students are recognized include: improved attendance/ reduced tardy, classroom behavior | 1. Monitor discipline reports weekly. Weekly classroom walkthroughs Monitor caseloads and trends of behavioral needs monthly | Student Recognition and Rewards | Title 1 Supplies and Services | 2500 |
| | | | Student Assistant Specialist | Title 1 Supplies and Services | 13800 |
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| Schoolwide (SW) | 2. TDHS will provide professional development for certificated staff surrounding the PBIS initiative as well as substitutes for making site visits and other meetings with parents and families | 2. Site administration will monitor conference attendance, PBIS training and RPI trainings | Conference registration, Substitute teachers | Title 1 Professional Development | 6000 |
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| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|-----------------------|---|--|--|----------------------------|----------------|
| | 3. Social-emotional counseling services will be provided to students through the use of a Student Assistant Specialist (SAS) as a way of helping students engage in school in a positive way. | 3. Reduction in suspensions. The number of conflict mediations. | | | |
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| English Learners (EL) | TDHS will support EL parent meetings one on one, ELPP meetings, EL counselor meetings with information regarding PBIS | EL counselor will maintain logs, parent meeting sign-in sheets, Healthy Start sign-in sheets | Additional interpreter hours, child care | Title 1 Parent Involvement | 1409 |
| | | Site administration will monitor parent contact logs, parent assemblies attendance sheets | | | |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|----------------------------------|--|--|-----------------------|----------------|----------------|
| | TDHS will provide clerical support to provide extra support to increase EL parent involvement through increased communication to EL parents via translation, parent meetings, and parent calls regarding behavior and positive reinforcement. | | | | |
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| Students with Disabilities (SWD) | TDHS through collaboration with Special Education Teachers will develop a plan for reducing suspensions of Special Education students. Review Spring 2020-21 special education discipline data with site leadership and special education teachers | Special Education teachers will Monitor IEPs. Site Administration will monitor IC intervention activities logs | | | |
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| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
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| Other Student Groups | | | | | |
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Section 4 Academic Equity, Opportunity, and Awareness

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Academic Equity, Opportunity, and Awareness

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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.

School academic counselors meet with each student to form a plan for graduation. Students discuss their goals and path for graduation and counselors discuss the graduation requirements associated with the student's four year plan. EL counselor assists the EL students in creating their graduation plan and communicates with the EL parents. When a student falls behind, the counselors meet individually with the students to adjust the graduation plan as necessary and to add classes to their schedule as re-take or to offer summer school and or extended summer school to remediation. Many students are able to take advantage of the extra class offerings and recover the credits needed to graduate on time with their class.

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

Due to school closures and budget freeze, the defined strategies could not be fully implemented and the necessary year end data could not be collected to determine if the goals had been met.

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

No changes will be made to this goal towards achieving the plan. Attention to the actions stated in the plan need to be clearly communicated and executed by the students, parents and staff.

IDENTIFIED NEED (Data Analysis)

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS

Based on A-G completion we identified that 70-89% of All students are in need of support / intervention in the area of: college planning

To address this the school can:

Work with all freshman to develop a four year plan to ensure that they are aware of their progress towards meeting A-G requirements.

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD

Based on PLC input we identified the following area of need in professional development Access to specific PD

To address this the school can:
The Downey staff can engage in professional development focused on providing equitable practices in their classrooms.

Additionally we analyzed specific data to indicate the following need(s):

N/A

Discuss the areas of strength and need based on data analysis:

Analysis of our 2021-22 graduation data showed an increase in the number of students graduating compared to the 2020-21 school year with the percentage of students graduating increasing by 1.9%.

Subject: Academic equity, Opportunity, and Awareness

LEA/LCAP: LCAP Goal 1

Goal #5 Students on track for graduation will increase by 3 %.

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|-----------------|---|---|--|----------------|----------------|
| Schoolwide (SW) | <p>1. TDHS will monitor 9th grade students that are not on track for graduation and provide student mental health counseling, parent counseling, scheduling student/teacher conference or academic counseling.</p> <p>2. TDHS's parent involvement with counselor, student and parent conferences regarding graduation requirements, credits, grades, class rank etc.</p> | <p>1. Site administration will monitor progress reporting periods, quarter and semester grades. 9th grade intervention meetings and log</p> <p>2. Site administration will monitor parent meetings with counselors.</p> | Parent meetings and special guest speakers | | |
| | <p>3. TDHS counselors will increase the number of students taking ESS classes prior to the senior year to get them on track to graduate. Clerical support will be given to help track students attendance and support.</p> | <p>Site administration will monitor ESS class rosters and completers data</p> | | | |
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| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
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| English Learners (EL) | TDHS EL counselor will meet with 9th grade EL students and parents regarding graduation requirements and graduation planning. TCII clerical support to assist counselor in meeting with students and coordination of meeting | EL counselor will maintain a log and graduation plans for each student | | | |
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| Students with Disabilities (SWD) | TDHS case managers will monitor 9th grade student grades and credits and work within the students Individualized Education Plan, IEP, to work toward graduation | Case managers will monitor monthly progress of students with an IEP | | | |
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| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
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| Other Student Groups | | | | | |
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Section 4 Graduation Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 6

Subject: Graduation Goal

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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.

School academic counselors meet with each student to form a plan for graduation. Students discuss their goals and path for graduation and counselors discuss the graduation requirements associated with the student's four year plan. EL counselor assists the EL students in creating their graduation plan and communicates with the EL parents. When a student falls behind, the counselors meet individually with the students to adjust the graduation plan as necessary and to add classes to their schedule as re-take or to offer summer school and or extended summer school to remediation. Many students are able to take advantage of the extra class offerings and recover the credits needed to graduate on time with their class.

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

Given this was our first full year post-pandemic, many additional strategies were employed to ensure that students had the highest likelihood of graduating. Many of these strategies extended above and beyond the strategies outlined in the SPSA. All proposed strategies were implemented.

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

No changes will be made to this goal towards achieving the plan. Attention to the actions stated in the plan need to be clearly communicated and executed by the students, parents and staff.

IDENTIFIED NEED (Data Analysis)

GRADUATION

Based on Credit we identified that 0-49% of Special Ed students are in need of support / intervention in the area of: credit recovery

To address this the school can:

Begin to provide more immediate interventions for students who have not achieved the desired standard for the week. By providing more immediate intervention, large learning gaps can be narrowed and prevented moving forward. In addition, Special Education students in Special Day class will have access to an e-learning class that

GRADUATION PD

Based on Observations we identified the following area of need in professional development CIPD support

To address this the school can:
begin to engaged in professional development surrounding different grading practices that focus on content mastery.

Additionally we analyzed specific data to indicate the following need(s):

N/A

Discuss the areas of strength and need based on data analysis:

Analysis of our 2022-23 graduation data shows a slight decrease in the percentage of students graduating from 92.1% to 89.1% or a 3.0% decrease. An area of strength is that every student who did not graduate from Downey High School has a plan of action and the steps necessary to complete their graduation requirements

Subject: Graduation Rate 4 year cohort

LEA/LCAP: LCAP Goal 1

Goal #6 Increase graduation rate by 1% or maintain green/blue status Fall 2022 CA Dashboard

Graduation Dashboard Data 9-12 Only

| | 2021-22 Final Data | 2021-22 District Data | 2023-24 Data Goal Increase |
|----------------------------------|--------------------|-----------------------|----------------------------|
| Schoolwide (SW) | Actual 92.21% | Goal 88.9% | Goal 93.21% |
| English Learners (EL) | Actual 83.1% | Goal 75% | Goal 84.1% |
| Students with Disabilities (SWD) | Actual 73.5% | Goal 74.5% | Goal 74.5% |
| Other Student Groups | Actual % | Goal % | Goal % |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|-----------------|---|---|-----------------------|----------------|----------------|
| Schoolwide (SW) | <p>1. TDHS will monitor 9th grade students that are not on track for graduation and provide student mental health counseling, parent counseling, scheduling student/teacher conference or academic counseling.</p> <p>2. TDHS's parent involvement with counselor, student and parent conferences regarding graduation requirements, credits, grades, class rank etc.</p> | <p>1. Site administration will monitor progress reporting periods, quarter and semester grades. 9th grade intervention meetings and log</p> <p>2. Site administration will monitor parent meetings with counselors.</p> | | | |
| | 3. TDHS counselors will increase the number of students taking ESS classes prior to the senior year to get them on track to graduate. Clerical support will be given to help track students attendance and support. | Site administration will monitor ESS class rosters and completers data | | | |
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| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
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| English Learners (EL) | <p>TDHS EL counselor will meet with 9th grade EL students and parents regarding graduation requirements and graduation planning. TCII clerical support to assist counselor in meeting with students and coordination of meeting.</p> | <p>EL counselor will maintain a log and graduation plans for each student</p> | | | |
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| Students with Disabilities (SWD) | <p>TDHS case managers will monitor 9th grade student grades and credits and work within the students Individualized Education Plan, IEP, to work toward graduation</p> | <p>Case managers will monitor monthly progress of students with an IEP.</p> | | | |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
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| Other Student Groups | | | | | |
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Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 7

Subject: Parent Involvement

SPSA Annual Review

SPSA Year Reviewed: 2022-23

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.

Overall Downey's Social Media presence increased dramatically as demonstrated by the number of followers on Instagram and Facebook. The average number of users doubled over the course of the year and continues to grow. Remind.com was never implemented as we were unable to connect with the company to get a quote. We will be pursuing that resource further in the coming year.

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

In previous years the School Site Council voted to utilize Remind.com as a method to communicate more effectively with parents, students, and the community. With the adoption of Parent Square by Modesto City Schools, the need to utilize Remind.com was removed.

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

No changes were identified

IDENTIFIED NEED (Data Analysis)

PARENT INVOLVEMENT

Based on Parent participation, parents' needs include: supporting student literacy

To address this the school can:

Work with Downey counselors to provide presentations to parents and guardians regarding graduation requirements and A-G requirement. In addition, Downey held its first Mother Empowerment Group which helped to provide mothers the skills and knowledge necessary to support their children at home. This program was highly successful and will be utilized again next year.

STAFF PD TO SUPPORT PARENT INVOLVEMENT

Based on Input from parents we identified the following area of need in professional development Access to specific parent involvement PD

To address this the school can:

Provide opportunities for parents to better understand both graduation requirements as well as A-G requirements through the use of quarterly training.

Additionally we analyzed specific data to indicate the following need(s):

The primary data that was analyzed to understand the level of parent involvement included the number of people actively engaging in our social media pages, the number of Parent Square messages to parents to solicit input, the participants in various parent engagement opportunities and others.

Discuss the areas of strength and need based on data analysis:

Downey has seen a significant increase in the number of participants in Downey's social media pages and has improved dramatically in the number of parents involved in the school. This parent involvement has included attendance at the Mother Empowerment Group, new members added to the Renaissance Foundation, and new members added to the Sober Grad Committee.

Subject: Parent Engagement

LEA/LCAP: LCAP Goal 3

Goal #7 We will explore ways to improve parent involvement through in increasing parent involvement on presentations during parent presentations.

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|-----------------------|--|---|--|----------------------------|----------------|
| Schoolwide (SW) | Promote increased use of social media platforms such as Instagram, Facebook and other possible applications. | Increase the number of users on the various applications. | | | |
| | Utilize Parent Square as a method to share important information. | Increased amount of communication with families. | | | |
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| English Learners (EL) | | | Consultant fees for the Women's Empowerment Group to provide this service. | Title 1 Parent Involvement | 5204 |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|----------------------------------|--|---|-----------------------|----------------|----------------|
| | The Mothers Empowerment Group is designed to provide Downey mothers with the skills and supports necessary to help their students be successful in high school and beyond high school. This program is specifically designed for Spanish Speaking parents. | Increased academic success for the students of the Mothers Empowerment group. | | | |
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| Students with Disabilities (SWD) | | | | | |
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| Other Student Groups | | | | | |
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| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
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Section 5 Staffing

Subject: Staffing

| Description of Specific Actions (strategies) to Improve Student Achievement | Position | Funding Source | Estimated Cost (Salary and benefits) | Alignment to SPSA Goal and monitoring |
|---|--|-------------------|--------------------------------------|---------------------------------------|
| TDHS will support EL parent meetings one on one, ELPP meetings, EL counselor meetings with information regarding PBIS TDHS EL counselor will meet with 9th grade EL students and parents regarding graduation requirements and graduation planning. TCII clerical support to assist counselor in meeting with students and coordination of meetings | | | | PBIS Goal 4 Graduation Goal 5 |
| | EL Counselor 0.6 | Title 1 Positions | 82937 | |
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| TDHS will provide professional development for certificated staff surrounding the PBIS initiative as well as substitutes for making site visits and other meetings with parents and families. TDHS will monitor 9th grade students that are not on track for graduation and provide student mental health counseling, parent counseling, scheduling student/teacher conference or academic counseling. | | | | PBIS Goal 4 Graduation Goal 5 |
| | Supervisor of Student and Family Support .35 | Title 1 Positions | 38533 | |
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| TDHS will provide clerical support to provide extra support to increase EL parent involvement through increased communication to EL parents via translation, parent meetings, and parent calls regarding behavior and positive reinforcement. | | | | PBIS Goal 4 Graduation Goal 5 |
| | TC II Translator .675 | Title 1 Positions | 44486 | |
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| Description of Specific Actions (strategies) to Improve Student Achievement | Position | Funding Source | Estimated Cost (Salary and benefits) | Alignment to SPSA Goal and monitoring |
|--|----------------|-------------------|--------------------------------------|---------------------------------------|
| | | | | |
| Downey will provide more opportunity for students to engage in credit recovery through a G230 program. | G230 Teacher | Title 1 Positions | 191125 | Graduation Goal 5 |
| Provide bilingual para support for English Learners. | Bilingual Para | Title 1 Positions | 55102 | ELA Goal 1 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Section 6 Budget Summary

Site Categorical Budget

| Total Allocations | | |
|----------------------------------|------------|------------------------------------|
| Funding Source | Allocation | Balance (Allocations-Expenditures) |
| Title 1 Positions | 412183 | 0.00 |
| Title 1 Professional Development | 30858 | 0.00 |
| Title 1 Parent Involvement | 6613 | 0.00 |
| Title 1 Certificated | 8597 | 0.00 |
| Title 1 Classified | 9470 | 0.00 |
| Title 1 Supplies and Services | 45682 | 0.00 |

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

| Description | Amount |
|--|--------------|
| Total Current Funds Provided to the School Through the Consolidated Application Current Year | \$513,403 |
| Total Carryover Funds Provided to the School Through the Consolidated Application Carryover | \$ |
| Total Funds Provided to the School Through the Consolidated Application | \$513,403 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Current allocation budgeted for strategies to meet the goals in the SPSA | \$513,403.00 |
| Grand total budgeted including carryover from Section 11 | \$513,403 |

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

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

Total of State and local programs that the school is including in the schoolwide program: \$

Section 8 School Site Council Membership

2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Jr High and High School
SCHOOL: Thomas Downey High School

Committee Composition Requirements: In secondary schools, half of the members are the principal (1), classroom teachers (4), and other school staff (1); half are parents or other community members (3) and students (3).

| <u>Parents/Community Members</u> | <u>Staff</u> |
|--|---|
| 1. Name: Sonia Sanchez Term: 2021-22/2022-23 XParent Community Member | 1. Name: David Sanchez Principal |
| 2. Name: John Brasil Term: 2021-22/2022-23 XParent Community Member | 2. Name: Justin Baker Term: 2022-2023 & 2023-24 Teacher |
| 3. Name: Christy Parker Term: 2021-22/2022-23 XParent Community Member | 3. Name: Tanyssa Norton Term: 2021-22/2022-23 Teacher |
| 4. Name: Catherine Frias Term: 2022-2023 Student | 4. Name: Tara Coleman Term: 2021-22/2022-23 Teacher |
| 5. Name: Kaimana Renteria Term: 2022-2023 Student | 5. Name: Vacant Term: 2022-2023 Teacher |
| 6. Name: Alina Khan Term: 2022-2023 Student | 6. Name: Marilen De La Cruz Term: 2022-2023 & 2023-24 Other School Staff |

Section 9 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 the following:

The SSC is correctly constituted and was formed in accordance with the governing board policy 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 before adopting this plan.

| Name | Advisory Group |
|--|--|
| Olga Juarez (President), Marilen De La Cruz, Daniel Villegas, Daniella Tapia, Araceli Mackan, Patricia Ramos, Cyntia Hernandez | English Language Advisory Council (ELAC) |
| David Sanchez, Melissa Stone, Emilie Delorimier, Michael Schilperoort, Kim Durham, Eli Bynum, Ruben Platt, Sarah Cervantes, Alexis True, Phillip Schmidt, Carlos Garrido, Yesenia Guzman, Michelle Luz, Daniella Tapia, Jeremy Plaa, Noey Delarosa | Site Leadership Team (SLT) |

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 the 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 academic performance.

This SPSA was adopted by the SSC at a public meeting on: 05/03/2022 12:00 am

Attested:

| | |
|---------------|----------------------|
| David Sanchez | SSC Chairperson |
| John Brasil | SSC Vice Chairperson |
| Tara Coleman | SSC Secretary |