

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **UNIVERSITY CITY HIGH** SCHOOL

2020-21

37-68338-3730314
CDS Code

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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Contact Person: Olivero, Jeff

Position: Principal

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The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent&Family Engagement Policy
- School Parent Compact

Board Approval: *(Date to be inserted by Financial Planning, Monitoring and Accountability Department)*

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*

SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a School Wide Program for UCHS.

The mission of University City High School is to educate students to become productive and responsible citizens who are ready for college and career with 21st century learning skills. To achieve our goals, we emphasize meeting the academic, social, and personal needs of our students. The SPSA supports this mission by providing an academically challenging curriculum to all students from all populations, and developing specialized-academic instruction to help every student reach their full potential. Our student population is comprised of approximately **1757** students encompassing a variety of ethnic groups. 3% African American, 38% Hispanic, 35% Caucasian, 4% Filipino, 11% Asian, and 9% who identify themselves as mixed race. Our English Learner population numbers have slightly decreased over the years. The number represents 5% the school's student population. Our focused areas of needs for 2020-21 are in Math, developing culturally responsive instruction in 9th grade English, and academic language support for English Learners. In addition, we need to have staff and students work in known and unknown biases that stand in the way of making sure all are treated in a fair and equitable manner.

In math, we will provide small group instruction to students identified at grades 9-12 using the course Power Up. This intervention class will take the place of an elective and is designed to partner peer mentors with students who need additional support. We will also provide an opportunity for students to get extra help during "Flex Time" from their teachers. During "Flex Time" teachers have scheduled office hours for additional support for students. New English Learner students will be offered an ELD (English Language Development) class and ELD Literacy Support class designed to teach early reading and language skills. Long-term English Learners will receive additional support through an ALD (Academic Language Development) course designed to bridge reading and writing academic literacy skills. In striving to identify possible racial barriers to student success and root out possible institutional practices, the school will create "Equity Teams" composed of students, staff and parents. These teams will come together to look at school policies and practices that may impact students differently on campus. Our greatest challenge is narrowing the achievement gap for various student population groups (EL, Special Education, Hispanic and African American). Our SPSA is designed to meet the needs of our students through actively engaging parent and community involvement and strong Tier I and Tier II support systems.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

At UCHS, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement for all. In 2019-2020,

***Additional Supports for this Strategy/Activity**

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities that honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

Analysis of district reclassification data indicates that UCHS met its goal of reclassifying 95% of students who met the criteria to be reclassified. Students were monitored in their classes and teachers were aware of their ELs and provided appropriate scaffolding and additional supports. Teachers in Math and ELA developed common units of study and used their assessment results to support student learning.

***Major Differences**

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

UCHS will continue to use the same strategies in terms of student monitoring and teachers use of academic supports through means of created common units of study. Additionally, a newly created ALD support class for long term English Learners and one English Language Development (ELD) class for newcomers will be offered to English Learners. Outcomes from progress reports and common assessments will be used to monitor student growth in meeting standards. Data from the annual Summative ELPAC results will be used to monitor reclassification rates of qualifying ELs. This information will be shared with the SSC for student progress.

Staff will participate in professional development to support for LTELs and Newcomers. Additionally, administrators will conduct walk-through with a lens on all ELs.

***Changes**

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.

UCHS will analyze the growth of annual ELPAC scores for current English Learner students. The school will use FTE funding to provide support classes for ELs.

***Integrated English Language Development**

Staff in core subjects will participate in district Integrated ELD training. Support will be provided within the content classrooms to address language targets (i.e., clarity of purpose) and structures with appropriate scaffolding and differentiated support. The school's ILT will provide input as to which common instructional practices to use to strengthen English language development. Specific walk-through protocols will be established for providing teachers feedback.

***Designated English Language Development**

In addition to their core English class, Long Term English Learners (LTELs) will be placed in an ALD support course. Newcomers will be placed into ELD English course as well as an ELD Literacy support course. In addition, support will be provided within the content classrooms to address language targets (i.e., clarity of purpose) and structures with appropriate scaffolding and differentiated support. The school's ILT will provide input as to which common instructional practices to use to strengthen English language development. Specific walk through protocols will be established for providing teachers feedback.

***Goal 4 - English Learners**

| By Date | Grade | Student Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|-----------|----------|-----------------|----------------------------|---------------------|-------------------|-------------------------------|-----------|
| June 2021 | Grade 11 | English Learner | Improve SBAC score on ELA | 14% | 40% | Other (Describe in Objective) | Annually |
| June 2021 | Grade 11 | English Learner | Improve SBAC score on Math | 15% | 30% | Other (Describe in Objective) | Annually |

***Identified Need**

English Learners continue to score poorly on the SBAC in ELA and in Math as compared to the overall student body.

***Online Learning Implications**

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Grades will be monitored every progress report for EL students. Additionally, our on site resource teacher will visit classes online and in-person to check on students and the level of academic language supports students are receiving.

***Annual Measurable Outcomes (Closing the Equity Gap)**

| By Date | Grade | Student Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|-----------|------------|-----------------|----------------------------|---------------------|-------------------|--------------------|-----------|
| June 2021 | Grade 11 | English Learner | Improve SBAC score in ELA | 14% | 40% | CAASPP ELA | Annually |
| June 2021 | Grade 11 | English Learner | Improve SBAC score in Math | 15% | 30% | CAASPP Math | Annually |
| June 2021 | Grade 9-12 | English Learner | Reclassification | 95% | 96% | Summative ELPAC | Annually |

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

English Learners

***Strategy/Activity - Description**

The new ALD course for LTELs will provide students language development skills to improve academic reading, writing and speaking fluency. All teaches will know who their LTELs and Newcomers are in class and know their proficiency levels based on their ELPAC scores.

***Proposed Expenditures for this Strategy/Activity**

| ID | Proposed Expenditures | FTE | Salary | Estimated Cost | Funding Source Budget Code | Funding Source | LCFF Student Group | Reference | Rationale |
|---------|--|---------|-------------|----------------|---|-----------------------|--------------------|-----------|---|
| F03554I | Regular Teacher - | 0.40000 | \$35,602.40 | \$51,167.77 | 0355-30100-00-1107-1000-1110-01000-3301 | Title I Basic Program | [no data] | | ELD Support Classes |
| F03554J | Regular Teacher - NEW POSN, SBB2519565 | 0.20000 | \$17,801.20 | \$21,869.48 | 0355-00010-00-1107-1000-1110-01000-3301 | Position Allocation | [no data] | | ELs Support Classes |
| F03554L | Regular Teacher | 0.20000 | \$17,801.20 | \$25,583.88 | 0355-30100-00-1107-1000-1110-01000-3202 | Title I Basic Program | [no data] | | Oversee second language learners and ELPAC testing and monitoring and PD for teachers |

***Additional Supports for this Strategy/Activity**