

**Santa Ana Unified School District
School Plan for Student Achievement Summary
2023-24**



Hector G. Godinez Fundamental High

Superintendent

Jerry Almendarez

Board of Education

Carolyn Torres, President • Alfonso Alvarez, Vice President
Hector Bustos, Clerk • Katelyn Brazer Aceves Member • Rigo Rodriguez, Ph.D., Member

In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



Goal Areas and Planned Improvements

Goal 1 - School Climate and Vision

LCAP Goal and SAUSD Board Priority Alignment

Goal 3: Social Emotional Wellness. The SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.

School Climate and Vision Goal:

Godinez Fundamental High School will work to create a community that fosters student engagement, safety and academic rigor. All students, staff and parents will work to create an environment that enables our students to perform at their peak and become resilient, well-adjusted individuals. Godinez High School will attend to the socio-emotional needs of our students to create an environment where they feel safe, feel empowered to ask for help when needed, and are afforded every opportunity to learn and improve as individuals.

Strategy/Activity 1

(Tier 1) Godinez promotes a positive school climate with a focus on student engagement and regular attendance. All stakeholders will be trained on strategies to promote school engagement and regular attendance through a variety of staff development opportunities. Godinez' focus is on the school's vision, mission, and the ESLRs (Pride/Respect/Achievement). This is done through school wide early interventions such as, PBIS (Godinez earned the Platinum Award), and awards such as Great Grizzly, Perfect G, 3.0 Awards, athlete of the month, and scholar athlete. In addition, students are encouraged to participate in engagement building activities such as sports, clubs, ASB, pep assemblies, and many other on and off campus activities. These activities have increased participation in Visual and Performing Arts (VAPA) classes, CTE classes, Foreign Language classes, and other elective classes tailored towards student interests. A broad variety of activities and clubs are available to promote student interest, attendance and engagement in school. This is supported by giving students the opportunity to attend a wide variety of field trips that promote the use of academic language which is enhanced through students visiting college campuses, museums, theaters, and other community agencies that promote career readiness and college-going culture. English Learners and other struggling students will have the opportunity to attend field trips that have an emphasis on academic language and support reading, writing, and oral presentations. This is done so that students have real life experience when they complete writing projects that are expected to have clear, coherent, and focused information that conveys a well-defined perspective and tightly reasoned argument. Fieldtrips give staff the opportunity to increase real life experiences for students that support extracurricular programs and support academic achievement in all content areas. These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure schoolwide practices to support engagement.

(Tier II) Students that are at- risk of becoming disengaged in school and show poor attendance will be supported through our counseling referral system and appropriate interventions will be determined. In addition, the flexible learning lab provides students with an environment where they can work collaboratively in breakout groups using their Chromebook while the instructional leader is using their mac/zbook to create an interactive learning environment where the students in that group are able to view what they are learning on an instructional monitor. Multiple groups will be able to work simultaneously around the room with each group using a different instructional monitor.

(Tier III) Students demonstrating chronic absenteeism will be put on a student success plan where parents, teachers and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior. Students will also be referred to the SART/SARB team.

Budgeted Amount:

10,249.36

Strategy/Activity 2

(Tier 1) Godinez promotes a culture of rigor, with a growth mindset, ensuring that all students graduate being college and career ready. Stakeholders will be trained on strategies to promote college and career readiness.

During registration, counselors meet individually with every student to review their transcript and enroll them in courses that meet CSU and UC requirements, this includes honors and AP courses. Students also have the opportunity to enroll in dual enrollment college courses, receiving both high school and college credit. In addition, the higher education coordinator organizes Junior Push

and Senior Push to provide students with information on financial aide, college requirements and applications and career readiness.

During college application season, counselors, English teachers, and the higher education coordinator provide late nights that are available to assist students in completing their college and FAFSA applications, and other scholarship applications. The higher education center and counselors are also available to assist students before/after school and during lunch. This is done so that a higher number of graduates enroll and attend post-secondary education and persisted into their second year of school. The counseling department is committed to supporting student achievement, cultivating positive and caring student relations, assessing and advocating student needs, and creating a college-going environment.

Godinez maintains the Advancement Via Individual Determination (AVID) program to enrich and enhance the core program. There is an AVID coordinator that organizes the program. AVID materials that support the students academically will be provided and students will have the opportunity to attend field trips to colleges and other career related locations . Eight tutors work with AVID classes (two 12th, two 11th, two 10th, two 9th grade). AVID teachers will have the opportunity to attend staff development opportunities.

Godinez has established a Distinguished Grizzly Academy, where a cohort of the top ninth grade students are given the opportunity to take AP Government and AP Economics freshmen year and well as AP and Dual Enrollment courses in tenth through twelfth grade. The students who are in the Distinguished Grizzly Academy will get additional support outside of the school day. A counselor and the higher education coordinator will meet with both parents and students throughout the year giving them information about the college, careers, and giving academic support when students are struggling. This college-going culture will be supported by giving students the opportunity to visit college campuses and to meet with college representatives.

Godinez AP students come from low income families and were in most cases EL at some point in their educational career. They have worked hard to advance to a level where they are able to take AP courses. AP teachers attend conferences/trainings and look at data and use it to modify instruction, provide AP boot camps, and increase pass rates. Materials and supplies that enhance the ability for the student to get a passing score on their exam will be purchased. Counselors provide support for equal access and success in Advanced Placement (AP) courses. Students are given information regarding the AP courses offered through a variety of broadcast videos and an AP booklet is available for both students and parents. To provide a testing environment that gives them the best opportunity to get a passing score we need to order additional table and chairs that meet the AP guidelines.

Dual Enrollment classes are offered to students in a variety of academic content areas.

These strategies will be monitored through administrator walkthroughs and reinforced at staff meetings to ensure schoolwide practices to support the culture of rigor.

(Tier II) Students that are at- risk of becoming disengaged will be supported through our counseling referral system and appropriate interventions will be determined. During registration, counselors review the transcript with the students, giving additional support to students who have D's or F's. Students are placed in APEX, Bridge, and/or Summer School courses. Students are given additional assistance from teachers and counselors both in class and afterschool and on Saturday to ensure student success.

(Tier III) Students demonstrating persistently low academic achievement and engagement will be put on a student success plan where parents, teachers and counselors come together to monitor and support our most at risk students.

Budgeted Amount:
10,450.79

Strategy/Activity 3

(Tier 1) Godinez promotes a positive school climate with a focus on the socio-emotional needs of our students. Stakeholders will be trained on identifying students social emotional needs and the referral process for students experiencing greater levels of anxiety or depression. Staff and students reported through the California School Climate Survey, that they feel that their school has a healthy school climate, a clean campus, and students feel secure in class and around campus. These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure schoolwide practices to support school safety and in support of the socio-emotional needs of the students.

(Tier II) Students that are at- risk of having high levels of anxiety, depression, and other socio-emotional issues will be supported through our counseling referral system (COST) and appropriate interventions will be determined. Students are then referred to a therapist, psychologist, and other counseling services both on and off campus. Counselors do presentations on keeping calm and managing stress in classrooms with a large number of students who are experiencing anxiety.

(Tier III) With a of 10 counselors, 1 social worker and two social worker interns, students will receive assistance at a faster pace. Students demonstrating chronic socio-emotional issues and persistently negative behavior and engagement will be referred to their counselor to assist with other social/emotional issues students may have. The program staff meets with students on a weekly basis. Depending on the students need they are met with individually to follow up challenges the student is experiencing. Students in greater need are also referred to the social worker to receive additional support and counseling.

Budgeted Amount:

Strategy/Activity 4

(Tier 1) Godinez promotes a positive school climate with a focus on student engagement student safety, and positive behavior. All stakeholders will be trained on strategies to promote school safety and positive behavior both on and off campus. Godinez' focus is on the school's vision, mission, and the ESLRs (Pride/Respect/Achievement). This is done through school wide early interventions such as, PBIS (Godinez earned the Platinum Award), and awards such as Great Grizzly, Perfect G (attendance) 3.0 Awards, athlete of the month, scholar athlete, and Grizzly on the Spot.

(Tier II) Students that are at- risk of becoming disengaged in school and engage in negative behavior will be supported through COST, our counseling referral system and appropriate interventions will be determined.

(Tier III) Students demonstrating persistently negative behavior and engagement will be put on a student success plan where parents, teachers and counselors come together to monitor and support our most needy students and ensure improvement in behavior.

Budgeted Amount:

5,874.95

Total Expenditures

26,575.10

Goal 2 - English Language Arts

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Language Arts Goal:

Godinez Fundamental High School students will improve English language literacy - reading, writing, listening and speaking, through the implementation of a school-wide focus on academic language through reading and speaking, collaborative academic conversation, nonfiction reading and writing, critical thinking through Project Based Learning and integration of technology to prepare students in alignment with the new Common Core State Standards. Godinez Fundamental High School teachers will differentiate their instruction to make content accessible for all students and provide intervention for those students at risk of not making adequate progress.

Strategy/Activity 1

Tier 1 - All Students

Godinez promotes a strong core academic program with a focus on effective communication and academic language through reading and writing across the curriculum. All stakeholders will be

trained on strategies to promote reading and writing across curriculum, training in EL strategies, special education strategies, and in the integration of hands on learning to enrich, enhance, and ensure equal access to the core program for all students.

To support reading across the curriculum a school-wide summer reading program, where all students read the same book and complete classroom assignments, has been established. Over the years this has proven to help increase the reading and writing levels of our EL and at risk students. The school wide reading program will be supported by the purchase of summer reading books, author presentations, field trips, other reading and writing related activities. The author presentation inspires students to look at reading and writing differently, In many instances this is the first time that EL and low income students change their perspective and are able to see themselves as writers, giving them the incentive to work harder in school and become involved in clubs such as the writers workshops.

The Library supports reading and writing across the curriculum by providing access to a variety of classic and contemporary literature by giving students access to supplemental books, audio books, magazines, newspapers, and online research materials for individual student use and classroom use. The Jr. Library Guild is the leading book review and collection development service that helps thousands of K12 school and public libraries acquire the best young adult books. The Jr. Library Guild provides the best books every month, approximately 50 per year in a variety of genres. The library also provides scholastic New York Times Upfront Classroom Magazines that are used by the history department so that students are exposed to a greater range of supplemental reading materials.

Supplemental materials that support standards-based reading and writing across the curriculum will be purchased. Students will learn to annotate with Post-it notes and utilize colored pencils and highlighters to interact with complex texts and their own writing. Students interact with copied text passages by highlighting thesis in one color, background information in another color, and subject specific evidence identified in another color (Multi-colored writing project). Students also use materials such as poster paper, color pencils, colored chalk, post-it notes, etc. for collaborative posters and outside sidewalk art. VAPA and PE also support reading and writing throughout the year using music, artwork, and nutrition to inspire students to express themselves. Writing plans are developed and implemented by each department to assist EL and struggling students. Common instructional strategies, such as cornell note taking, Thinking Maps, and vocabulary building will be utilized school-wide. High interest reading material will be purchased that will engage students and improve comprehension.

Supplemental software and online resources has been purchased in support of reading and writing across the curriculum. such as SNO - School Newspapers Online which allows students to produce documents, reports, presentations, and the school newspaper. Turnitin.com coaches students to create original work and prompts them to improve as writers and thinkers. The Turnitin Draft Coach is a Google Doc integration highlights grammar mistakes for students in drafts and provides explanations to help students edit and deepen their understanding of writing before the final submission to a teacher. It also helps students with citations and alerts to plagiarism for students so they can fix it. This Draft Coach helps English Learners, improve their academic writing and research skills by providing instant feedback directly where they write. Newsela allows students to read content related articles at their reading Lexile level, allowing students to access grade level material.

The core academic program with an emphasis on academic language is enhanced through students attending a wide range of field trips that support reading, writing, and oral presentations. This is done so that students have real life experience when they complete writing projects that are expected to have clear, coherent, and focused information that conveys a well-defined perspective and tightly reasoned argument.

These strategies will be monitored through admin walk throughs and reinforced at staff meetings to ensure schoolwide practices to support engagement.

Budgeted Amount:30,099.84

Strategy/Activity 2

Tier 2 - Interventions for students not making adequate progress

Students that are at-risk of becoming disengaged in school and show poor attendance or negative behavior will be supported through our counseling referral system (COST) and appropriate interventions will be determined. In addition, our flexible learning lab will provide supplemental support in reading and writing across the curriculum. This flexible learning environment will allow students to work collaboratively in breakout groups using their chromebooks while the instructional leader is using their mac to create an interactive learning environment where the students in that group are able to view what they are learning on an instructional monitor. Multiple groups will be able to work simultaneously around the room with each group using a different instructional monitor.

Tutoring intervention classes and mentoring are available for students to support student achievement.

College students will be hired as English Language Arts tutors, assisting English Learners and other struggling students in the classroom while the teacher is present. They will be able to work one-on-one with students or in small groups, assisting them with concepts they are having difficulty with.

Professional development is provided for all teachers to promote academic language and learning across the curriculum, training in EL strategies, special education strategies, and in the integration of technology to enrich, enhance, and ensure equal access to the core program for all students.

Budgeted Amount:80,283.35

Strategy/Activity 3

Tier 3 - Individualized students who are not making progress

Students demonstrating chronic absenteeism and persistently negative behavior and engagement will be referred to the COST team. These students, based on individual student need, are provided with one or more of the following programs and/or services:

- SST - a student success plan where parents, teachers and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior
- Student monitoring - check-in/check-out and additional tutoring with a trusted adult (ELD Coordinator, Counselor, Teacher)
- 504 Plan
- Referral for testing
- IEP
- Referral for additional counseling/ therapy services

Staff has the opportunity to meet regularly as departments and course alike teams to examine student data and to make adjustments to the curriculum and instructional strategies based on the data, focusing on the most at risk students. Staff also regularly meets on an informal basis to assist each other in the delivery of curriculum. Common instructional strategies, such as Cornell note taking, Thinking-Maps, and vocabulary building will be utilized school-wide. Teachers analyze student performance trends and data to target specific student subgroups for intervention and remediation.

Budgeted Amount:5,874.95

Total Expenditures

116,258.14

Goal 3 - English Learner Progress**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School English Learner Progress Goal:

All Godinez English learners will improve their English proficiency through consistent practice with academic English and effective strategies to promote second language acquisition. English learners will be monitored consistently for progress and all teachers will implement ELD standards across the curriculum to ensure language acquisition strategies are prevalent for ELs in their courses. ELs will receive differentiated instruction throughout the school day. This will allow for for access to core content and simultaneously develop English language skills.

Strategy/Activity 1

Tier 1 - All Students

All EL students will be provided integrated and designated ELD instruction across the content areas to support them in acquiring academic English language proficiency

Teachers will attend professional development trainings that will focus on EL strategies, academic language, and project- based learning. Professional development includes ELlevation information system and instruction portal that contains all of the information needed to understand the needs of the EL students in their class and teaching strategies that will best meet the needs of those students, CABE English Learner Workshops, AVID academic language and literacy, collaborative and academic conversations, scaffolding, thinking maps, vocabulary development, GLAD strategies enabling students to connect existing knowledge, construct meaning, and modify their own learning.

Departments meet regularly to collaborate, examine student data, and make adjustments to the curriculum and instructional strategies based on student results on common assessments and benchmark results, particularly in regards to English Learners. Staff meets in a variety of collaborative groups to assist each other in the improvement of instructional strategies and the delivery of curriculum that will assist English Learners.

Staff is looking to increase early literacy and reading intervention programs school-wide by incorporating reading and writing strategies across the curriculum. Materials that assist students in seeing, understanding, and applying what they learn will be purchased to ensure students successful access to grade level curriculum. This includes providing hands on experience and interactive technology, to help students see what they are learning. Content area classes use materials such as classroom white boards, individual student whiteboards, calculators, highlighters, colored post-it, chart paper, and other collaborative materials that allow students to complete assignments. Color coding helps students understand new concepts and assists them in checking for understanding. In addition, Makerspace, which is located in the library, gives students the opportunity to create 3D models and cross curricular projects giving them a hands on experience that clarifies what they are being taught in class. Cameras are utilized to create class projects and presentations encouraging students to work as a team, enhance public

speaking skills, and develop their own unique interests and talents. All of these materials are used to bridge the gap, making the core curriculum accessible and to enrich and enhance classroom instruction across the content curriculum for English Learners.

Godinez promotes a culture of technology, Software programs will be purchased and teachers are being trained in technology-based instructional strategies such as Canvas, Genius hour, Google Docs, Google classroom, Google meet, View sonic, E-glass, and teacher created podcasts, YouTube, and other teacher created webinars, media posts and avenues. This helps teachers connect students to real-world issues and community problems in a safe environment. Software allows for instantaneous student-teacher communication, while also creating a safe, digital environment where students are supported and engaged. Vocabulary.com enhances vocabulary development, spelling practice, and vocabulary comprehension, upgrading curricula and instructional materials. AR books will enhance our ELL's reading and language development and will be read by our students during their English Language support class (independent reading time) and at home. To effectively support the use of the new viewsonic android display and pc in every class the computer technician will be showing teachers the variety of way the device can be used. This includes presentation delivery and hands on lessons using the devices. This will be accomplished before school and after school.

During those times, tech support as well is highly needed. My tech support in repairs will always be needed, and done during the day. I am teaching teachers as well how to do minor troubleshooting techniques so the teachers can continue using their technology when it only needs a minor repair from internet issues, reboot, and updates.

When the viewsonic displays need major repairs, there is many moments where I need to dismantle the device and need the space to work on repairs needed. This will allow the devices to be repaired at a faster rate and not intervene with classroom lessons.

English Learners and other struggling students will have the opportunity to attend field trips that have an emphasis on academic language and support reading, writing, and oral presentations. This is done so that students have real life experience when they complete writing projects that are expected to have clear, coherent, and focused information that conveys a well-defined perspective and tightly reasoned argument.

Methods to increase the number of recipients of the State Seal of Biliteracy will be done through professional development and collaboration between teachers and counselors. Students will be provided with the materials, supplies and software necessary to be successful. This includes language labs, supplemental books, and language software.

These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure schoolwide practices to support engagement.

Budgeted Amount:

49,883.12

Strategy/Activity 2

Tier 2 - Interventions for students not making adequate progress

Students who are English Learners are given the opportunity to take an elective English Language support class in ninth grade that emphasizes Academic Language and Literacy. The support teachers have been trained in AVID Academic Language and Literacy.

English Learners and economically disadvantaged students will be provided with additional support through a before school and after school homework club. These students will have access to additional hardware and software supports that are specifically designed to assist them in closing the achievement gap.

All 9th and 10th grade students as well as English Learners and Special Education students in the 11th and 12th grade students who are at risk will be taught to use agendas to stay organized and complete assignments. This will help ensure that they have the tools necessary to be successful throughout their high school career.

These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure schoolwide practices to support the culture of technology and 21st century learning.

Budgeted Amount:

23,063.49

Strategy/Activity 3

Tier 3 - Individualized students who are not making progress

Individual students who are not making progress and their parents attend a one-on-one meeting with their counselor or the ELD Coordinator. Counselors review and revise the student's academic plan, graduation and college entrance requirements, financial aide, and career readiness. Parents are given strategies to support their children and teaching them how to use the student and parent aeries portal. This is done so that parents are given the opportunity to be an active participant in their child's high school education and can assist them in the process of becoming college and career ready. This parent meeting is then followed up with consistent monitoring throughout the school year using weekly check-in/check-out, grade checks, communicating with their teachers and parents, assisting them with organization, and tutoring.

Check in and check out

Budgeted Amount:

6,813.49

Total Expenditures

79,760.10

Goal 4 - Math

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Math Goal:

All Godinez High School students will demonstrate improved mathematics achievement through the use of strategic data and informed instruction based on Common Core State Standards, as measured by local and state assessments. Godinez Fundamental High School teachers will differentiate their instruction to make content accessible for all students and provide intervention for those students at risk of not making adequate progress.

Strategy/Activity 1

Tier 1 - All Students

Godinez promotes a strong core academic program with a focus on mathematics and content based academic language that is used to justify answers and complete learning logs. All stakeholders will be trained on strategies to promote the successful implementation of the CA State Standards (CCSS) and training in EL strategies, special education strategies, and in the

integration of hands on learning to enrich, enhance, and ensure equal access to the core program for all students.

Materials and supplies will be purchased for student use to give them the hands on experience to learn math, present their thinking, collaborate with classmates and other teams. Markers and colored pencils help to color code parts of the math problems that are especially helpful to ELL and Special Ed students to reinforce and differentiate different parts of math problems. The markers also are used for students to make poster presentations to the class where ELL students practice using math vocabulary. The posters are also visuals that are left on the walls of the classroom where students can refer to help them recall vocabulary and key examples of the math topics. The blue and red pens are used as part of the corrections of homework where students used these different colors to note where certain types of errors were made and to learn from our errors as the growth mindset states. The thin expo markers are used for our smaller individual student white boards, the regular Expo markers are used by the teacher and students to make presentations at the front of the class and individually by students on small white boards during checking for understanding, and are also used by the math tutors and students to help students one on one during class and at lunch time tutoring. The construction paper is used for various activities in Geometry where students build models of concepts they are learning and it is also used to present their portfolio projects in Algebra 1, Geometry, and Algebra 2. Thicker card stock used for students to write their notes on for reference throughout the year. It is the place student write key formulas and examples and is used as the study guide for each chapter test. Our CPM courses use this paper, a different color for each of 11 chapters we teach throughout the year. These are especially critical for our ELL and Special Education students as they are used as reference for formulas and examples that help them during homework and are allowed on certain tests. We use these a great deal to get all students participating in lessons and to get guided practice. In geometry, we use the compass to explore many of the proofs in the course. Students use this hands on tool to discovery key thereoms. Every year, we need to replace compasses because the tension in the compasses eventually go away with use. We are replacing the sets that no longer keep the tension. Thin paper is used in the geometry classes as tracing paper for students to explore and develop a great deal of very important geometric concepts. It is a very critical part of the course and provides students with concrete visuals which they then formalize into geometric proofs.

Technology-based software and hardware will be provided to ensure equitable student access to high-quality instruction. Technology will be utilized to assess student progress, monitor (growth) assessments for all academic programs, and to actively engage students in the learning process. The IXL Learning software program is an immersive online program that improves student understanding, performance, and confidence in math by creating a differentiated learning environment. IXL generates questions at the right level of rigor for every student and continues to adapt with students as they grow. IXL's diagnostic tools will help identify individual student needs and will guide students to the specific skills they are most ready to work on. Whether they need to fill in some gaps from earlier grades or need more of a challenge, IXL's practice skills will help improve students' academic achievement in math. Teachers' use of technology, ViewSonic Boards, and iPad mini's for instruction to assist with increasing teacher/student interactions.

These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure schoolwide practices to support engagement.

Budgeted Amount:

26,663.99

Strategy/Activity 2

Tier 2 - Interventions for students not making adequate progress

Students that are at- risk of becoming disengaged in school and show poor attendance or negative behavior will be supported through teacher interventions. Teachers collaborate and

analyze student performance trends and data to target specific student subgroups for intervention and remediation.

The flexible learning lab will provide supplemental support in math. This flexible learning environment will allow students to work collaboratively in breakout groups using their Chromebook. Multiple groups will be able to work simultaneously around the room with each group using a different instructional monitor.

College students will be hired as Algebra I, Geometry, and some Algebra II class tutors, assisting students in the classroom while the teacher is present. They will be able to work one-on-one with students or with small groups, assisting them with concepts they are having difficulty with. Tutoring before school, after school and during lunch is also available for all students in math to support student achievement.

Budgeted Amount:

73,469.86

Strategy/Activity 3

Tier 3 - Individualized students who are not making progress

Students demonstrating chronic absenteeism and persistently negative behavior and engagement will be referred to the COST team. These students, based on individual student needs, are provided with one or more of the following programs and/or services:

SST - a student success plan where parents, teachers and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior

Student monitoring - check-in/check-out and additional tutoring with a trusted adult (ELD Coordinator, Counselor, Teacher)

504 Plan

Referral for testing

IEP

Referral for additional counseling/ therapy services

Staff has the opportunity to meet regularly as departments and course alike teams to examine student data and to make adjustments to the curriculum and instructional strategies based on the data. Staff also regularly meets on an informal basis to assist each other in the delivery of curriculum and common instructional strategies.

Budgeted Amount:

5,874.95

Total Expenditures

106,008.80

Goal 5 - Content Area Goal

LCAP Goal and SAUSD Board Priority Alignment

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

School Content Area Goal:

All Godinez Fundamental High School students will demonstrate improved science and social science achievement through the use

of strategic data and informed instruction based on Common Core State Standards, as measured by local and state assessments. Godinez Fundamental High School teachers will differentiate their instruction to make content accessible for all students and provide intervention for those students at risk of not making adequate progress.

Strategy/Activity 1**Tier 1 - All Students**

Godinez promotes a strong core academic program in the areas of science, social science, foreign language instruction, arts and music education, using content based academic language to justify answers and complete writing assignments, labs and learning logs which supports our school wide focus of reading and writing across the curriculum. All stakeholders will be trained on strategies to promote the successful implementation of the CA State Standards (CCSS), Next Generation Science Standards (CCGI), training in three dimensional learning and how to incorporate effective classroom activities, hands on learning, and engaging student centered Inquiry based learning and science and engineering practices to enrich, enhance, and ensure equal access to the core program.

Supplementary, hands on materials assist students in seeing, understanding, and applying what they learn. This gives teachers the ability to assist students who struggle, giving them a higher level of engagement. This includes providing hands on experiences through additional science experiments and labs. Science uses manipulatives and interactive technology, such as digital microscopes, to help students see what they are learning. Giving students the ability to access the Next Generation Science Standards and the Common Core State Standards for Science through the application of science principles doing real-world science, engineering, and technology based labs. This creates a higher level on engagement because students have the ability to construct experiments, models, and graphic representations that depict complex scientific concepts. This is especially beneficial in closing the achievement gap for English Learners, socioeconomic disadvantage students, and students with special needs.

Supplemental software and online resources has been purchased in support of reading and writing across the curriculum. Students have access to the EBSCO research databases that provide reliable, academic sources of information that can be used in all content areas, and Gales's opposing viewpoints and US history databases. Labster and other types of software provide supplementary lab components and at-home components that include video, virtual labs and simulations, and articles to enrich and enhance the core program. Software programs are used in combination with their chromebook for data collection/labs.

The core academic program with an emphasis on academic language is enhanced through students attending a wide range of field trips that support science and social science. English Learners and other struggling students will have the opportunity to attend field trips that have an emphasis on academic language and support reading, writing, and oral presentations. This is done so that students have real life experience when they complete writing projects that are expected to have clear, coherent, and focused information that conveys a well-defined perspective and tightly reasoned argument. Students are able to apply what they have learned in the classroom to real life experiences.

These strategies will be monitored through admin walkthroughs and reinforced at staff meetings to ensure schoolwide practices to support engagement.

Budgeted Amount:

36,476.49

Strategy/Activity 2

Tier 2 - Interventions for students not making adequate progress

Students that are at- risk of becoming disengaged in school and show poor attendance or negative behavior will be supported through teacher interventions. Teachers collaborate and analyze student performance trends and data to target specific student subgroups for intervention and remediation.

The flexible learning lab will provide supplemental support science and social science. This flexible learning environment will allow students to work collaboratively in breakout groups using their Chromebook. Multiple groups will be able to work simultaneously around the room with each group using a different instructional monitor.

College students will be hired as Environmental Science tutors, assisting students in the classroom while the teacher is present. They will be able to work one-on-one with students, assisting them with concepts they are having difficulty with. Tutoring before school, after school and during lunch is also available for all students in science and social science to support student achievement.

Budgeted Amount:

69,170.50

Strategy/Activity 3

Tier 3 - Individualized students who are not making progress

Students demonstrating chronic absenteeism and who have persistently negative behavior and engagement, will be referred to the COST team. These students, based on individual student needs, are provided with one or more of the following programs and/or services:

SST - a student success plan where parents, teachers and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior

Student monitoring - check-in/check-out and additional tutoring with a trusted adult (ELD Coordinator, Counselor, Teacher)

504 Plan

Referral for testing

IEP

Referral for additional counseling/ therapy services

Staff has the opportunity to meet regularly as departments and course alike teams to examine student data and to make adjustments to the curriculum and instructional strategies based on the data. Staff also regularly meets on an informal basis to assist each other in the delivery of curriculum and common instructional strategies.

Budgeted Amount:

5,874.95

Total Expenditures

111,521.94

Goal 6 - Parent Engagement

LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

School Parent Engagement Goal:

Godinez Fundamental High School staff will build a strong, informed, and productive partnerships between the school, parents and our community to increase student motivation, contribute to student achievement, improve parent and community involvement, create a healthy, safe, and secure environment, and ensure academic success for students.

Strategy/Activity 1

Tier 1 - Parent Engagement for All Students

The Grizzly Parent Workshops will provide Grizzly Parents with Tech Training for online platforms such as Aeries, Parent Square, Email and other frequently used apps. Parents will be equipped with the skills needed to navigate online platforms that will allow them to monitor and support their child's academic success. It will also provide ample opportunities for parents to practice, ask questions and get comfortable using technology. Other parent workshops and trainings will be provided as needed. Padres Promotores; Raising Highly Capable Kids, Parents Investing in Quality Education (PIQE), secondary bridge programs, English classes offered in partnership with Centennial Adult Learning, on-line learning resources and other courses that are offered through the community college, and health fairs.

In understanding that parents play a key role in student achievement, parent participation and communication will be maintained throughout the year. Regular updates are provided to parents about individual student achievement in all academic areas through parent/teacher/counselor conferences and other home/school communication. After school, Saturday, and summer programs are shared with parents. Progress reports are sent home periodically by all teachers, in addition to the 6-week progress reports produced by the district. Parents and students can access grades, assignments, test scores, and attendance information through the student/parent portal on aeries. There is also general information available on the Godinez' website. Parent portal training will be made available to further facilitate parents in accessing aeries.

Parents are invited to attend athletic events, plays, musicals, the family carnival and other school events. Parents are also invited to attend a variety of awards assemblies including, but not limited to, athletic awards, senior award, legacy awards, and Top 100. Parents of athletes are also encouraged to participate in athletic booster clubs. Parents are invited to assist with the activities provided by the PTSO and they are invited to attend Open House and Back to School Night where strategies are presented to parents to help them support GFHS' progressive discipline program for attendance, discipline, and homework. Parents are also invited to attend the Principal Coffee Chats throughout the year. These meetings provide parents with the opportunity to bring concerns to the principal and be informed on how those concerns are being met. Parent participation will assist them in helping their student in achieving the required academic standards necessary for graduation.

Parents, with the emphasis being on English Learner parents, are invited to participate on and are elected to, the English Learners Advisory Committee (ELAC), this committee reports to the School Site Council which represents parents, students, teachers, administration, and support staff. Information on school-wide performance, the SPSA, interventions available to students, grades, attendance, transcripts, and college readiness is presented at these meetings.

Parents and student are invited to participate in weekly college application and financial aid application late night meetings during the college application period. Counselors and teachers

were trained by college representatives on the best ways to assist students in completing college application essays. The Higher Education Coordinator also host a yearly Achieving College Financial Aid Night and an a-g parent night. These are informational meetings designed to assist parents and students with college planning for their child's learning and post-secondary college and career goals.

Community and business members are recruited as advisors who can also provide resources and services. This includes panelist for Senior Exit Interviews and business partnerships with local businesses that provide resources to the school community. For example, teachers partner with the Heritage Museum to provide a variety of hands on learning and volunteer opportunities

Godinez Wellness Center, Family and Community Engagement

The Godinez Wellness Center was established during the Grand Opening on August 22, 2019. Staffed by a full-time Family and Community Engagement Liaison, families, students and staff can visit the center to learn about resources and supports available internally in our school and district as well as to learn about external resources and supports available in the community. The Family and Community Engagement (FACE) Liaison welcomes all visitors and seeks to provide a sense of belonging and a place where voices are heard. Throughout the year the Wellness Center offers a variety of workshops, trainings, and programs for students, families and community members to build capacity around supporting our students academic and social emotional success.

The goal of our Family and Community Engagement Liaison at Godinez is to communicate with students and parents about school programs, community resources, volunteer opportunities, activities, parenting classes and more. The FACE liaison also assists in coordination of community resources and services for students, families, and the school. Available at the center are resources to support our students, families, and community's health, social emotional/mental health, knowledge of child development, knowledge of academic expectations, and overall engagement and personal development. The Godinez Wellness Center has offered the following classes to students, caregivers, families, and community members in the 2022-2023 school year: Strengthening Families Parenting Class, Drug/Alcohol Presentations, Career Technical Education Information Sessions, Navigating Parent Portal on Aeries Presentations, ParentSquare Presentations and Financial Literacy classes.

Godinez parents have many opportunities to participate in school events such as, volunteer opportunities, Back to School Night, Open House, fundraisers, sports events, monthly parent meetings, Coffee with the Principal Information Meetings and various booster clubs that also help support student activities, academics, and athletics. Parents are also involved and a part of Staff Appreciation Day, Godinez School Site Council and the English Language Learner Advisory Committee (ELAC).

School to home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates including the following formats: District/school website, public Service Channel 31 or 51, school and /or class newsletters, flyers letters, school marquee/banners, new student orientations.

The following is a list of the community organizations with whom GFHS has developed partnership with via the Wellness:

SAC Padres Promotores

SAC Adult Education (SAC Padres will be expanding on this so idk if that counts as partnering)

Latino Health Access

Orange County Department of Education

Santa Ana School Police Department

Project Food Box by Sun Terra (Medi-Cal)

Childrens Health Initiative

Delhi Center
Boys and Girls Club
Families Together of OC
Downtown Family Resource Center
NAMI National Alliance on Mental Illness
Mexican Consulate
Minnie Street Family Resource Center
Phoenix House

Budgeted Amount:

81,770.42

Strategy/Activity 2

Tier 2 - Parent Engagement for parents with students not making adequate progress

Godinez provides parents of students that are at-risk of becoming disengaged in school and show poor attendance or negative behavior will be supported through family interventions. Through COST families, teachers and mental health specialist collaborate and analyze student performance trends and data to target specific student subgroups for intervention and remediation.

Through the wellness center family members in need of community assistance with housing and food are connected with appropriate community agencies. This includes connecting families in need to community services and counseling.

Budgeted Amount:

17,830.50

Strategy/Activity 3

Tier 3 - Individualized interventions for parents of students who are not making progress

SST - A Student Success Plan where parents, teachers and counselors come together to monitor and support our most needy students and ensure student attendance and improvement in behavior; SSTs and to support student success.

Godinez will refer parents with students demonstrating chronic absenteeism, persistently negative behavior, and/or are struggling academically to the COST team. These students, based on individual student need, are provided with one or more of the following programs and/or services: student monitoring - check-in/check-out and additional tutoring with a trusted adult (outreach consultant, ELD coordinator, counselor, teacher); 504 Plan - a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment; Referral for testing – when a requesting for evaluating special education; IEP – Individualized Education Plan for students with special needs and Referral for additional counseling/ therapy services based on IEP team decision.

The Wellness Center at Godinez will provide parents/families with support for families and their students who have challenges with individualized interventions based on the family's needs.

Budgeted Amount:

Total Expenditures

99,600.92

Expenditures by Goal

Goal Area	Total Expenditures
Goal Area 1, School Climate and Social-Emotional Wellness	26,575.10
Goal Area 2, English Language Arts	116,258.14
Goal Area 3, English Learner Progress	79,760.10
Goal Area 4, Math	106,008.80
Goal Area 5, Content Area Goal	111,521.94
Goal Area 6, Parent Engagement	99,600.92
Total Funds Budgeted	539,725